Emotional Intelligence as a Predictor of Satisfaction with Life – A Study of Working Professionals

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Abstract - Emotional Intelligence is a powerful psychological concept which has gained a lot of popularity in the past few years considering its importance perversely corresponding to intelligence. Although there has been immense surge of research to study Emotional Intelligence of an individual's well as Life satisfaction on different parameters, the present paper has attempted to comprehensively study Emotional Intelligence based on Daniel Goleman's theory and at the same time Satisfaction with Life among employees in the workplace to understand the collective role of the two variables using intensive research methodology. The researchers have aimed to study and assess Emotional Intelligence in this paper by giving specific importance to the sub - dimensions of Emotional Intelligence which come together to form the concept. The authors have done a descriptive research while using an exploratory approach for the purpose. The current work lays emphasis on the relationship between Emotional Intelligence and Satisfaction with Life of working professionals considering the impact of both the aspects on their behavior in individual lives and work. This study has been conducted on a sample of 50 employees working in Academic and Corporate sectors in Gurugram. An Emotional Intelligence Assessment tool by Paul Mohapel and Satisfaction with Life tool developed by Pavot and Diener were used to collect data for the two dimensions. Subsequently analysis was done using Multiple Regression Analysis, ANOVA and Paired t- Test to find out the relationship between the two concepts.

Keywords - Emotional Competence, Emotional Intelligence, Emotional Quotient**,** Employees, Satisfaction with Life, Spill over Model, Working Professionals.

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1. INTRODUCTION

1.1 Emotional Intelligence

According to Daniel Goleman, "Emotional intelligence at the overall level refers to the abilities to recognize and regulate emotions in ourselves and in others. This most parsimonious definition suggests four major EI domains: Self-Awareness, Self-Management, Social Awareness, and Relationship Management." These four domains are shared by all the main disparities of EI theory, though the terms used to refer to them differ. The domains of Self-Awareness and Self-Management, for example, fall within what Gardner (1983) calls intrapersonal intelligence, and Social Awareness and Relationship Management fit within his definition of interpersonal intelligence. Some make a distinction between emotional intelligence and social intelligence, seeing EI as personal self-management capabilities like impulse control and social intelligence as relationship skills. The movement in education that seeks to implement syllabi that teach EI skills uses the general term social and emotional learning, or SEL given by Salovey & Sluyter in 1997. The EI model seems to be emerging as an influential framework in psychology. The duration of psychological fields that are now informed by (and that inform) the EI model ranges from neuroscience to health psychology.

Among the areas with the strongest connections to EI is

developmental, educational, clinical and counseling, social, and industrial and organizational psychology. Indeed, instructional segments on EI are now routinely included in many college-level and graduate courses in these subjects. One main reason for this penetration seems to be that the concept of emotional intelligence offers a language and framework capable of integrating a wide range of research findings in psychology. Beyond that, EI offers a positive model for psychology. Like other positive models, it has suggestions for the ways we might tackle many problems of our day—for prevention activities in physical and mental health care and for effective interventions in schools and communities, businesses, and organizations as suggested by Seligman and other authors. Our increasing understanding of EI also suggests a capable scientific agenda, one that goes beyond the borders of personality, IQ, and academic achievement to study a broader spectrum of the psychological mechanisms that allow individuals to flourish in their lives, their jobs, and their families and as citizens in their communities.

Emotional intelligence is well-defined as the recognition of the feelings of oneself and others, and the use of this in problem-solving processes [1], [2]. According to Poskey [3], emotional intelligence involves empathy, a regulator of feelings and response with the correct behavior to feelings. According to Thompsan [4] emotional intelligence means cognizance of emotions of self and others, accepting these emotions right and the skill to use the information gathered from insights in the process of understanding. Salovey and Mayer[2] have defined emotional intelligence further down as five factors which are self-awareness, managing of emotional state, self-motivation, and empathy and managing relationship. Evidences for which portrayals are

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made such as self – awareness : individual's recognition and awareness about own feelings; managing of emotional state : individual's management of feelings and reactions; self-motivation : directing self - conferring to an aim; empathy : perceptive of what others think and finding intimations which are verbal and nonverbal; managing relationship : managing interpersonal communiqué and efficacious negotiations are content of emotional intelligence[9].

Emotional intelligence is a set of all abilities that individuals exhibit through the entire life [19]. Emotional intelligence also has a significant role in interpersonal communication such as spousal relationships and industry relations [61]. An individual having self-awareness is conscious of own emotions and feelings, is aware of strong and weak sides, manages his/her own emotions, belief and actions, and sets positive and productive relations [12]. Individuals who use the influence of emotional intelligence are good at placing their selves in other's shoes well being aware and defining their emotions [52]. Individuals try to comprehend and express feelings throughout life. They only have the skills, conveying emotions, understanding and solving interpersonal problems, by emotional intelligence [19]. "The vital difference between emotion and reason is that emotion leads to achievement while reason clues to conclusions" -- Donald Calne.

Emotional Intelligence is also referred to the ability to recognize and regulating emotions in ourselves and others [29] in order to make effective decisions Ciarrochi[13]. EI might be a relatively new term, not more than 30 years old yet the roots of EI can be found in The Bhagavad-Gita, 5000 years ago where Krishna's Sthithapragnya (Emotionally stable person) was very close to Mayer and Salovey's Emotionally Intelligent person [32], along with the work of Plato, 2000 years ago where he indicated that all learning has an emotional base. Since then, researchers, scientists, educators, and philosophers have been working to prove or disprove the significance of feelings and emotions in the day to day life. According to Emmerling & Goleman [21], many explanations of Emotional Intelligence are complementary to each other yet all aim at understanding one's own and others emotions.

In 1990, Salovey & Mayer coined the word — sEmotional Intelligence, and they described Emotional Intelligence as a subsection of social intelligence concerning the ability to display one's own and others' feelings and emotions while categorizing among them and using this information to guide one's philosophy and actions. This was the very first definition of EI redefined in 1997 which stated EI as, "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion and regulate emotion in self and others [45]. Literature shows that this definition of EI is accepted and accepted by most of the scholars and researchers in all domains [24]. In Goleman's book – "Emotional Intelligence, Why it matters

more than IQ" he defined EI as an ability comprising self-control, zeal and persistence and the ability to motivate oneself [25]. Moreover, later he modified the EI as the capacity for identifying our feelings and those of others, for encouraging ourselves and for dealing with emotions efficiently in ourselves and others [30].

Bar-On [7] acquainted with the term Emotional Quotient (EQ) as a referent of Intelligent Quotient (IQ). He demarcated emotional intelligence as an array of non-cognitive competencies, abilities, and talents that affect one's ability to succeed in coping with environmental hassles and pressures Bar-On[8]. The most compendious description of EI was obtained by Martinez [41]. He defined EI against most common definitions, as non-cognitive skills, which surrounds skills that help a person in dealing with daily life. He defined EI as "an array of non-cognitive skills, capabilities, and competencies that influence a person's ability to cope with environmental demands and pressures" [41]. The most formal definition of EI refers to the ability to identify and express emotions, understand emotions, assimilate emotions in thought, and regulate positive and negative emotions in one-self and others [43].

Talking about competency in the perception of emotion: it consists of recognition of emotion-related facial and voice cues of others and awareness of one's body states relating to emotion. Competency in understanding one's own and others emotions involves knowing the causes and consequences of different emotions as well as being able to differentiate between varying emotions [59]. This conceptualization suggest that the competencies of perception, understanding, utilizing and managing emotions effectively in the self and others comprise the core of emotional intelligence[59], [46], [44]. By developing their emotional intelligence individuals can become more productive and successful at what they do, and help others become more productive and successful too. The process and outcomes of emotional intelligence development also contain many elements known to reduce stress—for individuals and therefore organizations—by moderating conflict; promoting understanding and relationships; and fostering stability, continuity, and harmony. Last but not least, it links strongly with concepts of love and spirituality.

1.2 Daniel Goleman's Model of Emotional Intelligence

Daniel Goleman is an eminent psychologist and science writer who wrote on brain and behavior research for the New York Times and revealed the work of Salovey and Mayer in the 1990s. Inspired by their discoveries, he began conducting his research in the area and ultimately wrote Emotional Intelligence (1995), the ground-breaking book which acquainted both the public and private sectors with the idea of emotional intelligence. Goleman's model outlines four main emotional intelligence paradigms. The first being self-awareness which is the capacity to read one's emotions and diagnose their impact while using gut feelings to guide decisions. Self-management, being the

second paradigm, holds controlling one's emotions and impulses and familiarizing to change circumstances. The third paradigm, social - awareness, includes the capacity to sense, understand, and react to other's sentiments while comprehending social networks. Finally, relationship management, the fourth paradigm, requires the ability to inspire, impact, and improve others while managing conflict [28].

Goleman included a set of emotional aptitudes within each paradigm of emotional intelligence. Emotional aptitudes are not native talents, but somewhat sophisticated capabilities which must be driven on and advanced to achieve outstanding performance. Goleman suggested that individuals are born with a general emotional intelligence determining their potential for acquiring emotional aptitudes. The organization of these aptitudes under the various paradigms is not arbitrary, but they perform in synergistic masses or groups supporting and facilitating each other [63]. The Figure below illustrates Goleman's theoretical model of emotional intelligence and conforming emotional aptitudes. The paradigms and aptitudes lie under one of four categories: the acknowledgment of emotions in oneself or others and the regulation of emotion in oneself or others.

	SELF Personal Competence	OTHER Social Competence
RECOGNITION	Self-Awareness Emotional Self-Awareness Accurate Self-Assessment Self-Confidence	Social Awareness Empathy Service Orientation Organizational Awareness
REGULATION	Self-Management Self-Control Trustworthiness Conscientiousness Adaptability Achievement Drive Initiative	Relationship Management Developing Others Influence Communication Conflict Management Leadership Change Catalyst Building Bonds Teamwork and Collaboration

Individuals have different personalities, wants, needs, and ways of showing their emotions. Steering through this necessitates tact and insight helping in living a successful life. This is where emotional intelligence principle helps. In the most standard framework, four domains of emotional intelligence shield together personal (self-awareness, self-regulation, and self-motivation) and social (social awareness and social skills) competencies.

Emotional competence is a learned ability based on emotional intelligence resulting in an outstanding performance at work. There are many paths to merit.

Personal Competence - The 25 emotional competencies fall into five categories. The first three sets hold personal competencies, which govern how we bring about ourselves:
• Self-Awareness: Being aware of one's internal states, predilections, assets, and intuitions. Self-awareness competencies comprise emotional awareness, accurate self-assessment, and self-confidence.
• Self-Regulation: Managing one's internal states, whims, and assets. This category includes self-control, trustworthiness, conscientiousness, flexibility, and novelty.
• Motivation: Emotional tendencies that guide or facilitate reaching goals. Motivation competencies include achievement drive, commitment, initiative, and optimism.
Social Competence - The last two categories cover social competencies, determining how we cater to relationships:
• Empathy: Consciousness of others' feelings desires and worries. Empathy competencies comprise understanding others, evolving others, a service orientation, leveraging diversity and necessary awareness.
• Social skills: Expertise at persuading desirable responses in others. This category comprises guidance, communication, conflict management and governance, change catalyst, building bonds, collaboration and cooperation, and team capabilities.

Emotional intelligence is a skill set which any individual can procure. Daniel Goleman has classified and well elaborated the importance of how it can be fostered upon. As an individual escalates in the journey of success in his/her career, the need for emotional growth and intelligence becomes even more important. Daniel Goleman signifies that Emotional Intelligence is the indispensable constituent in order to reach and stay in a leading position in any field – even high tech careers. Organizations working in emotionally intelligent ways and emphasizing on employees emotional growth will tend to remain enthusiastic be it today or tomorrow. Offering good and novel information messages by working upon emotional intelligence also helps the employee progression and gives an alert note to the leaders, organizations and corporate sectors.

1.3 Satisfaction with Life
Satisfaction is an individual's state of mind which is an evaluative review about anything. At large satisfaction is both cognitive and affective appraisal components of an individual's subjective well – being. It refers to both a sense of contentment and the feel good factor which is stable over a period of time. Satisfaction with life at large deals with the extent to which an individual positively evaluates or identifies his/her quality of life as a whole. Ruut Beenhoven's definition researched by Ed Diener is the working definition for the purpose of this research which says that "Life satisfaction is the degree to which a person positively evaluates the overall quality of his/her life as a

whole. In other words, how much the person likes the life he/she leads"(1996).

Generally, the concept of job satisfaction was understood only in the 1930s and 1940s and hence began to be a topic of interest in several sub-disciplines of social sciences. Even though job satisfaction has been a topic of interest to researchers for years, it is still a critical factor in modern management mentality [64]. The concept of job satisfaction has been defined in many ways. However, Judge T. and Klinger, R. [35] claimed that the most widely used definition in organizational research was that of Locke [39], who described job satisfaction as "a pleasure or positive emotional state resulting from the appraisal of one's job or job experiences." Diener, E., Emmons, R., Larsen, R. and Griffin, S. [17] claimed that three separable components of subjective well-being had been identified: positive effect, negative effect, and life satisfaction. The former two components refer to the practical, emotional aspects of the construct, whereas the latter refers to the cognitive-judgmental aspects.

Life elapses and individuals have different expectations, needs, desires, and priorities, to name a few. Shin D. and Johnson, D., 1978 defined life satisfaction as "a global assessment of a person's quality of life according to his chosen criteria." It should be noted that the judgment of satisfaction is dependent on a comparison of one's circumstances with what is assumed to be a proper standard. The judgment of how satisfied individuals are with their current state of affairs based upon a comparison with a standard, whereby each sets for himself or herself. Most importantly, it concentrates on the person's judgments, not on some criterions judged to be important by the investigator. As such, researchers need to ask the individuals for their overall evaluation of their life, instead of summing across their satisfaction with particular domains [17], [16], [60] pointing out that "happiness requires total satisfaction that is satisfaction with life as a whole".

1.4 The Spill-over Model
From an attitudinal perspective, the spill-over model indicates that one domain spills over onto other such that employees who are dissatisfied with their jobs will be dissatisfied with their lives, and vice versa, suggesting a positive relationship exists between the two variables. The compensatory model proposes that employees who are dissatisfied with their jobs seek out more pleasurable experiences in their non-work lives, and vice versa, suggesting a negative relationship exists between the two variables. Finally, the segmentation model assumes that there is no relationship between job and life satisfaction. They are independent of one another, suggesting a weak or non-significant relationship between the two variables [40], [32], [38]. Moreover, two fundamentally different models can be used to interpret the relationship between job and life satisfaction: the bottom-up model and top-down model.

The former is a situational explanation, assuming that since the job is an integral part of adult daily life, employees who enjoy their jobs will report higher overall satisfaction with their lives.

On the other hand, the latter is a dispositional explanation, suggesting that fundamental differences in personality and affectivity incline people to be differentially satisfied with various aspects of their lives, their jobs included [16],[11]. A number of studies have been conducted to examine the relationship between job and life satisfaction. Most contemporary research inclines to support the spill-over model (e.g., [34], [37], [38], [10]. Unfortunately, to the best of my knowledge, there is scant attention, if not, has been paid to examine the relationship between job and life satisfaction in Saudi Arabia, particularly Albaha province, and hence the current study was planned to make. Work life and personal life are interconnected and interdependent. Spending more time in office, dealing with clients and the pressures of job can interfere and affect the personal life, sometimes making it impossible even to complete the household chores. On the other hand, personal life can also be demanding if you have a kid or aging parents, financial problems or even problems in the life of a dear relative. It can lead to absenteeism from work, creating stress and lack of concentration at work.

Managing the integration of work and life demands is a critical challenge fronting organizations and a concern of growing importance for business. Extensive changes have taken place in the structure of the economy, the labor market and the labor force, and in the structure of government and business organizations, employment and work. The factors giving rise to these changes are many, such as, identifying the changing role of women in the labour market, the changing structure of families, demographic changes, the effects of technological change on paid work, home production and leisure, changes in the structure of work, various labour market and workplace changes, such as increased workforce diversity, and the limited response of firms to workers increased demands for work-life balance. The changes in the workplace and family are affecting the work-life balance of the professionals.

Diener [16] suggested that the concepts of life satisfaction, subjective well-being, or happiness were fundamentally all the same. He supposed there were two basic approaches to elucidate them. The first approach, termed the bottom-up approach, proposed that people are satisfied with life when they live through a substantial amount of positive experiences. The subsequent three areas in which we can feel satisfaction seem to be particularly influential: the job [37], the social environment, especially from family, friends and neighbors [5], and one's self[36].

2. LITERATURE REVIEW
2.1 Emotional Intelligence
Annamaria Di Fabio and Donald H. Saklofsk (2019)

published an article presenting two studies supporting the contribution of trait emotional intelligence to ISC beyond that explained by the three most quoted personality trait models. The Intrapreneurial Self-Capital Scale (ISCS), Trait Emotional Intelligence Questionnaire Short Form (TEI Que-SF), Big Five Questionnaire (BFQ), Mini International Personality Item Pool Scale(Mini-IPIP),HEXACO 60,and Eysenck Personality Questionnaire Revised Short Form (EPQ-RS) were administered to 210 first and second year university students in Study 1 and 206 university students in the last three years of undergraduate university studies in Study 2. Hierarchical regression analysed and demonstrated that Emotional Intelligence (EI) explained an additional variance in ISC beyond that accounted for each of the three personality trait models for both samples.

Orlando Rivero (2014) conducted a study in which he stated that organizations continue to strive to improve business processes in order to stay competitive. He researched that although it was vital to understand the importance of hiring applicants with cognitive skills, it was equally important to consider Emotional Intelligence as a variable in hiring job applicants. He added that it has been suggested that leaders (occupations in direct association with employees/clients) who have a high degree of EI are far more successful as opposed to those who do not exhibit this behavior. He researched that the lack of leadership initiatives was the root of cause for organizational failure due to the lack of organizational communication. This meant according to the researcher a seasoned leader with a high EI could make a difference in streamlining organizational setting initiatives.

2.2 Life Satisfaction
The relation between life satisfaction and satisfaction with self has also been observed in different studies. Navarro, Ojeda, Schwartz, Piña-Watson, and Luna (2014) found a strong relationship between those two variables in a study with 446 American students of Mexican descent. Also, Galíndez and Casas (2010) found high correlations between self-concept and self-esteem, and life satisfaction in a sample of 339 Basque Middle and High school students. Previously, some other studies found similar results [15], [18], [41].

Kasimatis and Guastello (2012) investigated the effects of Work role and parenting style on life satisfaction in midlife mothers. The data were collected from 432 mothers of college-aged children. Result indicated that Work role was found to be non-significant in relation to midlife mothers' life satisfaction, whereas an authoritative parenting style was significantly correlated to this same variable. Employed mothers did report being more stressed, especially when their children were younger, but again maternal work role was not predictive of these women's life satisfaction in midlife.

Siedlecki et al. (2008) studied the relations among the Satisfaction with Life Scale and a number of personality, affect, demographic, and cognitive variables was examined with a sample of 818 participants between the ages of 18 and 94. The results indicated that although many variables had significant zero-order correlations with the Satisfaction with Life Scale, only a few variables had unique utility in predicting life satisfaction. Invariance analyses indicated that while the qualitative nature of life satisfaction remains constant across adult age, the influence of fluid intelligence on judgments of life satisfaction declines with age. In contrast, negative affect is negatively associated with life satisfaction consistently across the adult age span.

2.3 Emotional Intelligence and Satisfaction with Life
Ana-Maria Cazan and Laura Elena Năstasă (2015) in a research investigated the relationship between emotional intelligence, burnout and satisfaction with life among university students. Emotional intelligence is related to better adjustment or success in academic settings. High levels of emotional intelligence are associated with lower levels of anxiety, stress, and burnout and with higher levels of satisfaction with life. The results directed to the idea of a mediation model, academic burnout arbitrating the relationship between emotional intelligence and life satisfaction. Overall, the results of this study highlighted the possibility to identify students who are at risk regarding their high level of burnout or their low level of life satisfaction.

Alexandru Ioan Cuzatried(2013) tried to investigate the role self-esteem and social support might play in the relationship EI and life satisfaction in a sample of Romanian university students. Correlational analyses showed that trait EI was significantly related to life satisfaction, meaning that students who display high levels of understanding and expressing emotions also report greater satisfaction. Moreover, those with high emotional abilities tend to develop positive images about the self. This is consistent with studies reporting the relation between EI and self-esteem. The association EI-social support was not significant in the sample. The findings suggested that trait EI influenced life satisfaction by two different pathways. In other words, the mediating effect of self-esteem suggests that students with higher emotional abilities can recognize and manage emotions in self well and are thus more prone to enhancing their self-esteem, which in turn leads to an increase in their life satisfaction. The mediating effect of social support suggests that individuals with higher emotional abilities can recognize and manage emotions in others and are thus more apt to enhance their social support, which also contributes to an increase.

Extremera and Fernández Berrocal (2005) conducted a study about the relationship between Perceived Emotional Intelligence measured by TMMS and Life Satisfaction established evidences supporting that emotional Clarity added a significant variance to the prediction of life satisfaction beyond transient mood states and personality

traits. These results have delivered empirical evidence for incremental validity for the TMMS and to the hypothesis of independence of the influence for emotional Clarity to Life satisfaction.

Palmer, Benjamin & Donaldson, Catherine & Stough, Con. (2002) conducted a study and examined the relationship between emotional intelligence and life satisfaction. To determine the nature of this relationship, personality constructs known to predict life satisfaction were also assessed (positive and negative affect). Emotional intelligence was assessed on 107 participants using a modified version of the Trait Meta-Mood Scale, Life satisfaction was assessed using the Satisfaction With Life Scale. Only the Clarity sub-scale of the TMMS and the Difficulty Identifying Feelings sub-scale of the TAS-20 were found to significantly correlate with life satisfaction. Subsequent analyses discovered that only the Clarity sub-scale accounted for further variance in life satisfaction not accounted for by positive and negative affect. This finding provides further evidence that components of the EI construct account for variance in this important human value not accounted for by personality. Implications and directions for further research are discussed.

3. RATIONALE

Being in a culturally rich society where so many professions are at work taking charge of their individual roles some research also needs an establishment in the field of professionals to develop an insight on how the concepts Emotional Intelligence and Satisfaction with Life interact for any individual in a particular profession. Both the concepts of Emotional Intelligence and Satisfaction with Life are a part of social sustainability which requires attention. Even though several researches have been conducted and published considering the concepts Emotional Intelligence and Satisfaction with Life, there has been a research gap in the past few years with not many studies being conducted to study the two concepts especially on the basis of dimensions.

The present research has been carried out to reveal the interaction of Emotional Intelligence and Satisfaction with Life among the Academicians and Corporates on a whole and on comparison basis to understand if there is any role of the two concepts to play in the lives of professionals. Also since fewer researches have been carried out considering the dimensions of Emotional Intelligence offered by Daniel Goleman's model it has been attempted in this research to use Emotional Intelligence's dimensions which provides a clear insight on how and if different sub dimensions of Emotional intelligence do or do not play role in an individual's Satisfaction with Life.

4. METHODOLOGY
4.1 Sample and Study

The study is exploratory in nature and has descriptive approach. The hypotheses were validated by collecting empirical data from Ansal University and Bank of America in the city Gurugram. The data was randomly selected from among the Academic - teaching and non – teaching staff members of the School of Business in Ansal University and from Corporates working in Bank of America. A set of 70 questionnaires was administered out of which 50 willing respondent's data was randomly chosen. So, the total population is 50 that were used.

4.2 Tools and Research Design

To collect information validated and reliable questionnaires were used i.e. Emotional Intelligence Questionnaire adapted by Paul Mohapel (based on Daniel Goleman's Model) and Satifaction with Life Questionnaire developed by William Pavot and Ed Diener was used. Factorial design was used which enabled the researcher to empirically examine the relationship between Emotional Intelligence - product of four dimensions and Satisfaction with Life.

4.3 Administration

The questionnaires were manually distributed to the individuals declaring the purpose of the survey and explaining as to how the questionnaires are supposed to be filled in for survey. The questionnaires had 7 point and 5 point – likert scales respectively which required the participants to mention the numbers which matched their opinionated response according to the response key given before every questionnaire stating Agreement – Disagreement opinions. The data then collected was further analysed in SPSS using Multiple Regression Analysis, ANOVA and T Test. For the purpose of analysis Emotional Intelligence was analysed by using its four dimensions and Satisfaction with Life was used as one cumulative score. The results were further explained in detail by validating hypotheses.

4.4 Validity and Reliability of EI and SWLS
Emotional Intelligence Inventory

Measures of criterion validity found that the Emotional Intelligence (specifically self-awareness and social awareness) of college principals was significantly associated with college student retention rates (r's = .20 and .18; Sala, 2002). Other investigators have found that emotional intelligence was significantly positively correlated with salary (r = .40), job success (r = .33), and life success (r = .46; Sevinc, 2001). Construct validity was recognized through convergent validity studies with various measures of similar constructs. Goleman's model of emotional intelligence was found to resemble significantly with the indulgent and discerning dimensions of the Myers-Briggs Type Indicator and with the extroversion, agreeableness, and conscientiousness factors of the NEO Personality Inventory. A study of divergent validity found no significant correlations between the Emotional Competence Inventory and a measure of investigative thinking [56].

Satisfaction with Life Scale

The structure of subjective well-being has been conceptualized as consisting of two major components: the Emotional or Affective component and the Judgmental or Cognitive component [16]. The judgmental component has also been abstracted as life satisfaction suggested by Andrews & Withey in 1976. Although the affective component of subjective well-being has received considerable attention from researchers, the judgmental component has been relatively ignored. The Satisfaction with Life Scale (SWLS) [18] was developed as a measure of the judgmental component of subjective well-being (SWB). Two studies designed to validate further the SWLS are reported. Peer reports, a memory measure, and clinical ratings are used as external criteria for validation. Evidence for the reliability and predictive validity of the SWLS is presented, and its performance is compared to other related scales. The SWLS is shown to be a valid and reliable measure of life satisfaction, suitable for use with a wide range of age groups and applications, which makes possible the savings of interview time and assets compared to many measures of life satisfaction. In addition, the high convergence of self- and peer-reported measures of subjective well-being and life satisfaction provide strong evidence that subjective well-being is a relatively global and stable phenomenon, not simply a momentary judgment based on momentary influences.

4.5 Objectives and Underlying Hypotheses

1. To investigate the predictive relationship between independent variable i.e. Emotional Awareness and dependent variable i.e. Satisfaction with Life among Academicians.

H_{01}– Satisfaction with Life is not influenced by dimensions of Emotional Intelligence among individuals in Academicians.

2. To investigate the predictive relationship between independent variable i.e. Emotional Awareness and dependent variable i.e. Satisfaction with Life among Corporates.

H_{02}– Satisfaction with Life is not influenced by dimensions of Emotional Intelligence among individuals in Corporates.

3. To find out if the independent variable i.e. Emotional Intelligence's four dimensions are respectively diverse from the dependent variable i.e. Satisfaction with Life among Total population.

H_{03} – There is no significant impact of Emotional Awareness on Satisfaction with Life of individuals in Total population.

H_{04} – There is no significant impact of Emotional Management on Satisfaction with Life of individuals in Total population.

H_{05} – There is no significant impact of Social Emotional Awareness on Satisfaction with Life of individuals in total population.

H_{06} – There is no significant impact of Relationship Management on Satisfaction with Life of individuals in total population.

4. To understand the mean difference in terms of affect concerning independent variable i.e. Emotional Intelligence's four dimensions each paired with the dependent variable i.e. Satisfaction with Life among Academicians Versus Corporates.

H_{07} – Academicians do not differ from Corporates in terms of Emotional Awareness and Satisfaction with Life.

H_{08} – Academicians do not differ from Corporates in terms of Emotional Management and Satisfaction with Life.

H_{09} – Academicians do not differ from Corporates in terms of Social Emotional Awareness and Satisfaction with Life.

H_{10} – Academicians do not differ from Corporates in terms of Relationship Management and Satisfaction with Life.

5. DATA ANALYSIS AND INTERPRETATION

5.1 *FOR OBJECTIVES 1 & 2: MULTIVARIATE REGRESSION ANALYSIS*

Multivariate Regression is an extensive tool used for multiple independent variables. It was used for exploration as it allowed us to make predictions for the dependent variable using multiple independent variables i.e. dimension of Emotional Intelligence. Regression allows us to investigative if independent variables are accountable for predicting the outcome in the form of dependent variable and also the variables which are chiefly significant predictors of the regressed variable. In order to justify this purpose of exploration the underlying hypothesis was considered. Multiple - Regression Analysis also permits the determination the overall fit of the model and the relative contribution of each of the predictors to the total variance explained.

1. To investigate the predictive relationship between independent variables i.e. Emotional Awareness and dependent variable i.e. Satisfaction with Life among Academicians, Multivariate Regression Analysis was used.

H$_{01}$– Satisfaction with Life is not influenced dimensions of Emotional Intelligence among individuals in Academicians. The above table (1.1) provides the R and $R2$ values. The "**R**"

Table 1.1 - Model Summary for Academicians

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.362 a	.131	.093	1.19836	.131	3.461	1	3	.076	
2	.367 b	.135	.056	1.22244	.004	.103	1	2	.752	
3	.395 c	.156	.036	1.23560	.021	.534	1	1	.473	
4	.408 d	.167	.000	1.25816	.011	.254	1	0	.620	1.874

Significance level (p) = 0.05

a. Predictors: (Constant), Emotional Awareness

b. Predictors: (Constant), Emotional Awareness, Emotional Management

c. Predictors: (Constant), Emotional Awareness, Emotional Management, Social Emotional Awareness

d. Predictors: (Constant), Emotional Awareness, Emotional Management, Social Emotional Awareness, Relationship Management

e. Dependent Variable: Satisfaction With Life

column is representing the value of R which is the multiple correlation coefficients. R can
be reflected as one measure of the superiority of the prediction of the dependent variable i.e. Satisfaction with

The above table provides the R and $R2$ values. The "**R**" column is representing the value of R which is the multiple correlation coefficients. R can be reflected as one measure of the superiority of the prediction of the dependent variable i.e. Satisfaction with Life. A value of 0.458 indicates a good level of prediction. The "R Square" column value represents the $R2$ value, which is the proportion of variance in the dependent variable i.e. Satisfaction with Life which is being held by the independent variable i.e. Emotional Intelligence and its internal factors. It is clear from the calculated value of 0.210 that the independent variable i.e. Emotional Intelligence which is a product of Emotional Awareness, Emotional Management, Social Emotional Awareness and Relationship Management respectively explains a total of 2.10% of the variability in the dependent variable, Satisfaction with life. The Durbin-Watson statistic obtained is 2.030 which lies between the two critical values 1.5 and 2.5 and therefore the data computed in multiple regressions analysis is not auto-correlated.

Life. A value of 0.408 indicates a good level of prediction. The "R Square" column value represents the $R2$ value (also called the coefficient of determination), which is the proportion of variance in the dependent variable i.e. Satisfaction with Life which is being held by the independent variable i.e. Emotional Intelligence and its internal factors. It is clear from the calculated value of 0.167that the independent variable i.e. Emotional Intelligence -a product of Emotional Awareness, Emotional Management, Social Emotional Awareness and Relationship Management respectively explains a total of 1.67% of the variability in the dependent variable, Satisfaction with life. The Durbin-Watson statistic obtained is 1.874 which is between the two critical values 1.5 and 2.5 and therefore the data computed in multiple regressions analysis is not auto-correlated.
The null hypothesis H01 stands rejected deducing there is a significant predictive relationship between Satisfaction with Life and Emotional Intelligence among Academicians.

2.   To investigate the predictive relationship between independent variables i.e. Emotional Awareness and dependent variable i.e. Satisfaction with Life among Corporates, Multivariate Regression Analysis was used.
H$_{02}$ – Satisfaction with Life is not influenced by the dimensions of Emotional Intelligence among individuals in Corporates.

Table 2.1 - Model Summary for Corporates

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	f1	f2	Sig. F Change	Durbin-Watson
1	.398a	.159	.122	1.15145	.159	4.334	3	9	.049	
2	.405b	.164	.088	1.17364	.005	.138	2	3	.713	
3	.453c	.205	.092	1.17099	.042	1.100	1	6	.306	
4	.458d	.210	.052	1.19657	.004	.112	0	2	.742	2.030

Significance level (p) = 0.05

a. Predictors: (Constant), Emotional Awareness

b. Predictors: (Constant), Emotional Awareness, Emotional Management

c. Predictors: (Constant), Emotional Awareness, Emotional Management, Social Emotional Awareness

e. Dependent Variable: Satisfaction With Life

The null hypothesis H02 stands rejected deducing there is a

significant predictive relationship between Satisfaction with Life and Emotional Intelligence among Corporates.

FOR OBJECTIVE 3: ONE – WAY ANALYSIS OF VARIANCE (ANOVA)

One-Way Analysis of Variance was used to analyze the independent variables with dependent variable respectively for the two groups of professionals used – Academicians and Corporates. Academicians have been dealt with analysis in Objective 3 and Corporates have been dealt with in Objective 4.The calculated values of ANOVA are compared to the F – ratio table values for the applicable degree of freedom which is calculated by the formula N – 1 (where N = Population size) also certain in the calculated table under the (df) column. If the calculated value of ANOVA is equal to or greater than the table value of the pre–assigned level of significance the null hypothesis is accepted whereas in case of the values being lesser, the null hypothesis is rejected. The Results are all presented below with ANOVA tables ahead of respective hypothesis.

3. To find out if the independent variable i.e. Emotional Intelligence's four dimensions are respectively diverse from the dependent variable i.e. Satisfaction with Life among Total population.

H_{03}– There is no significant impact of Emotional Awareness on Satisfaction with Life of individuals in Total population.

Table 3.1 –ANOVA					
Satisfaction With Life					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.210	2	2.105	2.033	.142
Within Groups	48.670	47	1.036		
Total	52.880	49			

Significance level = 0.05

According to the calculated values of ANOVA compared to the table values for the applicable degree of freedom, the calculated value of ANOVA which is $F(2,47) =2.033$is less than the Table value of F = 3.20. Therefore, the null hypothesis has H03 been rejected deducing a significant impact of Emotional Awareness on Satisfaction with Life of individuals in Total population.

H_{04} – There is no significant impact of Emotional Management on Satisfaction with Life of individuals in Total population.

Table 3.2 –ANOVA					
Satisfaction With Life					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.380	2	.690	.630	.537
Within Groups	51.500	47	1.096		
Total	52.880	49			

Significance level = 0.05

According to the calculated values of ANOVA compared to the table values for the applicable degree of freedom, the calculated value of ANOVA which is $F(2,47) =0.630$is less than the Table value of F = 3.20. Therefore, the null hypothesis has H04 been rejected deducing a significant impact of Emotional Management on Satisfaction with Life of individuals in Total population.

H_{05}– There is no significant impact of Social Emotional Awareness on Satisfaction with Life of individuals in total population.

Table 3.3 – ANOVA					
Satisfaction With Life					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.766	2	3.383	3.448	.040
Within Groups	46.114	47	.981		
Total	52.880	49			

Significance level = 0.05

According to the calculated values of ANOVA compared to the table values for the applicable degree of freedom, the calculated value of ANOVA which is $F(2,47) = 3.448$is less than the Table value of F = 3.20. Therefore, the null hypothesis H05 has been accepted deducing that there is no significant impact of Social Emotional Awareness on Satisfaction with Life of individuals in Total population.

H_{06}– There is no significant impact of Relationship Management on Satisfaction with Life of individuals in total population.

Table 3.4 - ANOVA					
Satisfaction With Life					

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.037	1	.037	.034	.855
Within Groups	52.843	48	1.101		
Total	52.880	49			

Significance level = 0.05

According to the calculated values of ANOVA compared to the table values for the applicable degree of freedom, the calculated value of ANOVA which is $F(2,47) = 0.034$ is less than the Table value of F = 4.04. Therefore, the null hypothesis H06 has been rejected deducing a significant impact of Relationship Management on Satisfaction with Life of individuals in Total population.

FOR OBJECTIVE 4: PAIRED T- Test

The paired t-test also referred to as the paired-samples t-test or dependent t-test is used to determine whether the mean of a dependent variable is the same in two related groups. The purpose of the test is to determine whether there is statistical evidence that the mean difference between paired observations on a particular outcome is significantly different from zero. The Paired Samples t - Test is a parametric test. The objective has been fulfilled and analysed using the underlying hypothesis and explained on the following pages with reference to calculated result tables.

4. To understand the mean difference in terms of affect concerning independent variable i.e. Emotional Intelligence's four dimensions each paired with the dependent variable i.e. Satisfaction with Life among Academicians Versus Corporates.

Below are the two tables computed for Academicians and Corporates which were computed in order to evaluate the underlying hypotheses.

Table 4.1 - Paired Samples Test for Academicians

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Emotional Awareness - Satisfaction With Life	-.08000	1.49778	.29956	-.69825	.53825	-.267	24	.792
Pair 2 Emotional Management - Satisfaction With Life	-.08000	1.44106	.28821	-.67484	.51484	-.278	24	.784
Pair 3 Social Emotional Awareness - Satisfaction With Life	.08000	1.49778	.29956	-.53825	.69825	.267	24	.792
Pair 4 Relationship Management - Satisfaction With Life	.08000	1.32035	.26407	-.46502	.62502	.303	24	.765

Significance level = 0.05

Table 4.2 - Paired Samples Test for Corporates

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Emotional Awareness - Satisfaction With Life	-.20000	1.52753	.30551	-.83053	.43053	-.655	24	.519
Pair 2 Emotional Management - Satisfaction With Life	-.20000	1.47196	.29439	-.80760	.40760	-.679	24	.503
Pair 3 Social Emotional Awareness - Satisfaction With Life	.00000	1.50000	.30000	-.61917	.61917	.000	24	1.000
Pair 4 Relationship Management - Satisfaction With Life	.00000	1.32288	.26458	-.54606	.54606	.000	24	1.000

Significance level = 0.05

H$_{07}$– Academicians do not differ from Corporates in terms of affect concerning Emotional Awareness on Satisfaction with Life.

Referring to Table 4.1, a calculated *t*-value (**t**) of -0.267has been obtained with the df (**degrees of freedom**) 24, and the statistical significance (2-tailed *p*-value) of the paired t-test as 0.792 with Mean Difference of -.08000The applicablet – table value of t – statistics is 2.064. The calculated t – value, -0.267is less than 2.064, table value of t- statistics deducing that there is a significant affective relationship between Emotional Awareness and Satisfaction with Life among Academicians.

Referring to Table 4.2, a calculated *t*-value (**t**) of -0.679 has been obtained with the df (**degrees of freedom**) 24, and the statistical significance (2-tailed *p*-value) of the paired t-test as 0.519 with Mean Difference of -0.20000. The applicablet – table value of t – statistics is 2.064. The calculated t – value, -0.679 is less than 2.064, table value of t- statistics deducing that there is a significant affective relationship between Emotional Awareness and Satisfaction with Life among Corporates.

Therefore, the null hypothesis H07 is rejected which means there is a significant difference in Academicians from Corporates (i.e. t – value -0.267 > -0.679) in terms of affect that of Emotional Awareness on Satisfaction with Life.

H$_{08}$– Academicians do not differ from Corporates in terms of affect concerning Emotional Management on Satisfaction with Life.

Referring to Table 4.1, a calculated *t*-value (**t**) of -0.278has been obtained with the df (**degrees of freedom**) 24, and the statistical significance (2-tailed *p*-value) of the paired t-test as 0.784 with Mean Difference of -0.08000. The applicable t – table value of t – statistics is 2.064. The calculated t – value,   -0.278is less than 2.064, table value of t- statistics deducing that there is a significant affective relationship between Emotional Management and Satisfaction with Life among Academicians.

Referring to Table 4.2, a calculated *t*-value (**t**) of -0.655has been obtained with the df (**degrees of freedom**) 24, and the statistical significance (2-tailed *p*-value) of the paired t-test as 0.503 with Mean Difference of -0.20000. The applicable t – table value of t – statistics is 2.064. The calculated t – value,   -0.655 is less than 2.064, table value of t- statistics deducing that there is a significant affective relationship between Emotional Management and Satisfaction with Life among Corporates.

Therefore, the null hypothesis H08 is rejected which means there is a significant difference in Academicians from Corporates (i.e. t - value -0.278 > -0.655) in terms of affect that of Emotional Management on Satisfaction with Life.

H$_{09}$– Academicians do not differ from Corporates in terms of affect concerning Social Emotional Awareness on Satisfaction with Life.

Referring to Table 4.1, a calculated *t*-value (**t**) of 0.303has been obtained with the df (**degrees of freedom**) 24, and the statistical significance (2-tailed *p*-value) of the paired t-test as 0.765 with Mean Difference of 0.08000. The applicable t – table value of t – statistics is 2.064. The calculated t – value, 0.303 is less than 2.064, table value of t- statistics deducing that there is a significant affective relationship between Relationship Management and Satisfaction with Life among Academicians.

Referring to Table 4.2, a calculated *t*-value (**t**) of 0.000has been obtained with the df (**degrees of freedom**) 24, and the statistical significance (2-tailed *p*-value) of the paired t-test as 1.000 with Mean Difference of 0.00000. The applicable t – table value of t – statistics is 2.064. The calculated t – value, 0.000 is less than 2.064, table value of t- statistics deducing that there is a significant affective relationship between Relationship Management and Satisfaction with Life among Corporates.

Therefore, the null hypothesis H09 is rejected which means there is a significant difference in Academicians from Corporates (i.e. t - value 0.303 > 0.000) in terms of affect that of Social Emotional Awareness on Satisfaction with Life.

H$_{10}$ – Academicians do not differ from Corporates in terms of affect concerning Relationship Management on Satisfaction with Life.

Referring to Table 4.1, a calculated *t*-value (**t**) of 0.267has been obtained with the df (**degrees of freedom**) 24, and the statistical significance (2-tailed *p*-value) of the paired t-test as 0.792 with Mean Difference of 0.08000. The applicablet – table value of t – statistics is 2.064. The calculated t – value, 0.267 is less than 2.064, table value of t- statistics deducing that there is a significant affective relationship between Relationship Management and Satisfaction with Life among Academicians.

Referring to Table 4.2, a calculated *t*-value (**t**) of 0.000has been obtained with the df (**degrees of freedom**) 24, and the statistical significance (2-tailed *p*-value) of the paired t-test as 1.000 with Mean Difference of 0.00000. The applicable t – table value of t – statistics is 2.064. The calculated t – value, 0.000 is less than 2.064, table value of t- statistics deducing that there is a significant affective relationship between Relationship Management and Satisfaction with Life among Corporates.

Therefore, the null hypothesis H10 is rejected which means there is a significant difference in Academicians from Corporates (i.e. t - value 0.267>0.000) in terms of affect that of Relationship Management on Satisfaction with Life.

6.   INTERPRETATION
The results obtained were as follows for the analysis conducted on the population of 50 professionals.

Multiple - Regression Analysis computed for Academicians and Corporates reported a significant prediction of

Satisfaction with Life in the presence of Emotional Intelligence. Academicians reported to have a 1.67% of predictability of Satisfaction with Life and the Corporates reported a 2.10% of predictability of the same in presence of Emotional Intelligence. Therefore, it is explanatory that the Emotional Intelligence of an individual does determine the Satisfaction of his/her life. In other words, the more emotionally strong and intelligent an individual will be the higher will be his/her Satisfaction with Life. As compared to Corporates, Academicians have been analyzed with a relatively lesser predictability with a difference of 0.43% representing a higher predictability of Satisfaction with Life depending on Emotional intelligence.

One – Way Analysis of ANOVA justified the diversity of Emotional Intelligence as a product of the four dimensions i.e. Emotional Awareness, Emotional Management, Social Emotional Awareness and Relationship Management. ANOVA was computed on the total population of 50 respondents wherein each of the dimensions of Emotional Intelligence was analysed with Satisfaction with life which reported that three dimensions of Emotional Intelligence affect Satisfaction with Life. For three dimensions - Emotional Awareness, Emotional Management, Relationship Management, the F statistics reported were 2.033, 0.630, and 0.034 respectively for the F distribution table value 3.20. The F value for the fourth dimension – Social Emotional Awareness was 3.448 as reported for the F distribution table value 4.04. The values produced the computed tables for Emotional Awareness, Emotional Management and Relationship Management being F (computed value) < F statistic (distribution table) reported that these three dimensions respectively impact an individual's Satisfaction with Life at work whereas in case of Social Emotional Awareness F (computed value) > F statistic (distribution table) deducing that it does not have significant impact on Satisfaction with Life.

Paired Samples T Test helped in understanding the mean difference in terms of affect concerning independent variable i.e. Emotional Intelligence's four dimensions each paired with the dependent variable i.e. Satisfaction with Life among Academicians Versus Corporates. The test been computed into four pairs respectively each that of one dimension of Emotional Intelligence with Satisfaction with Life for the group of 25 Academicians and Corporates each for the purpose of comparison. The results reported to have difference in means of affect as to Emotional Intelligence and Satisfaction with life from 4 pairs each for Academicians and Corporates. Pairs 1, 2, 3 and 4 reported findings wherein t (computed) <t statistic (distribution table) for both Academicians and Corporates with significant difference recorded in their means. The Pairs 3 and 4 of Corporates reported findings wherein the t value was as low as 0.000 and significant value (2 – tailed) as 1.000 justifying the computed results. The findings of this research have been significantly able to do justice to the objectives and hypotheses for the purpose of research.

7. DISCUSSION

Emotional Intelligence has been reported to predict the occurrence of Satisfaction with Life thereby having a significant influence. Also the two variables Emotional Intelligence and Satisfaction with Life are proved to be significantly related to each other although explaining one dimension i.e. Social Emotional Awareness. The study conducted by Ana-Maria Cazan and Laura Elena Năstasă (2015) wherein they investigated the relationship between emotional intelligence, burnout and satisfaction with life among university students reported that Emotional intelligence is related to better adjustment or success in academic settings and that high levels of emotional intelligence are associated with lower levels of anxiety, stress, and burnout and with higher levels of satisfaction with life which stands at par with our research findings and results. According to Extremera and Fernández Berrocal (2005) who conducted a study about the relationship between Perceived Emotional Intelligence and Life Satisfaction established confirmations supporting that emotional clarity added a significant variance to the prediction of life satisfaction beyond transient mood states and personality traits. This research supports our findings.

8. SUGGESTIONS AND IMPLICATIONS

The findings of the current research will act as a useful asset to the working professionals both - academicians and corporates in respective work areas as they can work upon personal growth and help others as well moving a step towards sustainability in work environment. Emotional Intelligence's four dimensions are an insight to this fact that it is related to Satisfaction with Life of individuals hence all the four dimensions can be respectively worked upon seeking guidance from a trained psychologist in the field. It is helpful to open new arenas through our research for future development and guide the working professionals towards areas of work with the two related concepts. There is scope for research in the areas the present study has been done yet offering area of work to be explored in terms of populations and different conceptual combinations which can be operated with analytical tools.

9. CONCLUSION

The subsequent investigation dissects the variables concluding that there is a sound relationship between Emotional Intelligence and Satisfaction with Life. The null hypotheses – H01 and H02 have been rejected stating the existence of predictive influence between Emotional Intelligence and Satisfaction with Life where Emotional Intelligence influences Satisfaction with Life. Hence, high scores on Emotional intelligence signify high Satisfaction with Life among working professionals - Academicians and Corporates. The null hypotheses H03, H04, and H06 were rejected therefore implying that the three dimensions of Emotional Intelligence – Emotional Awareness, Emotional Management, and Relationship Management significantly predict Satisfaction with Life of individuals of total

population whereas H05 has been accepted deducing that Social Emotional Awareness does not significantly predict Satisfaction with Life of total population. The null hypotheses H07, H08, H09 and H10 were also rejected indicating a significant difference in Academicians from Corporates in terms of effect of Relationship Management on Satisfaction with Life. The objective of the present study have been justified and hence explained.

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