Impact of Emotional Intelligence and Perceived Stress on Life Satisfaction among University Students

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Abstract

The purpose of this study was to find out the impact of emotional intelligence, perceived stress on life satisfaction among young adults and to advance the existing literature regarding emotional intelligence, perceived stress, and life satisfaction to recognize the need to consider contextual factors. The convenient sampling technique was used to select samples from different areas of Rawalpindi and Islamabad. A sample of the study comprised of two hundred (n=200) participants including one hundred male (n=100) and one hundred (n=100) female young adults of age groups 18 to 28 years. The sample was chosen from various universities of Rawalpindi and Islamabad, Pakistan including National University of Sciences and Technology (NUST) Islamabad, International Islamic University Islamabad (IIUI), PirMehr Ali Shah (PMAS) Arid Agriculture University Rawalpindi, Iqra University (IU) Islamabad, National University of Modern Languages (NUML) Islamabad, FAST National University of Computer & Emerging Sciences (NUCES) Islamabad, Federal Urdu University of Arts, Sciences & Technology (FUUAST) Islamabad, The University of Lahore (UOL) (Islamabad Campus), Quaid-E-Azam University (QAU) Islamabad, Isra University Islamabad, Mohi-Ud-Din Islamic University Islamabad, and Bahria University Islamabad. Demographic data sheet, Wong and Law Emotional Intelligence Scale (WLEIS), Perceived Stress Scale (PSS) and Satisfaction with Life Scale (SWLS) were used to collect data from the research sample. The results show that emotional intelligence positively correlates with life satisfaction and negatively correlates with perceived stress. Whereas perceived stress is negatively correlated with life satisfaction among university students. Results clearly show that gender differences are not significant for all variables this might be due to that the sample was of students and all of the students may experience identical stressors. Results depict that females are slight emotionally intelligent than males and males are more satisfied with their lives whereas, females rate higher on perceived stress than males.

Keywords: Perceived stress; Emotional intelligence; Life satisfaction

Introduction

It is a common recognition of the positive correlation related to emotional intelligence and life satisfaction among individuals. Individuals tend to be at high on the satisfaction of life that is emotionally intelligent. Stressors are there in everyone's life but to deal with them, is an individual's ability. People are happier with their lives when they tend to perceive stress lower. Therefore, stress and life satisfaction have the opposite relation.

Emotional intelligence is a set of skills and a kind of social intelligence which includes the capability to identify, discriminate and observe the meticulous appraisal and expression of feeling in oneself and others, the effective regulation of emotion in one's own self and others, and therefore the usage of moods and knowledge to inspire, plan, guide and attain in one's life [1]. Different types of people have different intensities of being emotionally intelligent. There are individual differences that some of them are more or fewer conscious of their own feelings and of others. They may be competent to explain the positive and negative sides of internal experience, better capable to characterize them, and when suitable, disseminate them. These kinds of awareness and communication will frequently result in the remarkable regulation of emotional affect in themselves and others, and to provide satisfaction and peacefulness [2].

Mayer et al. [3] identified the three well-proportioned criteria of a standard intelligence. First, intelligence ought to be capable of being practical as skill or competency. Secondly, it has to meet bound reciprocal measures: The capabilities or skills explained by the intelligence should design a relevant group i.e. be inter-correlated, and be linked to previous understandings with exclusive fluctuations. Third, the strength of intelligence should expand and grow through age and experience.

Emotional intelligence

Emotional intelligence actually defines how people vary in terms of their expression of emotions and understanding of emotions that bring about satisfaction in one's emotional life. The expression of emotion responds to the external changes in the relationship or the perception of them in one's own self. Research indicates that organizations that promote a great level of emotional intelligence will attain greater trust, sustained motivation, compliant to change, and progressive teamwork [4]. Augusto-Landa et al. [5] showed emotional regulation and the psychological well-being constituents are positively correlated. Emotional Intelligence (EI) is currently growing area in positive psychology and research has shown it is correlated with academic achievement a decreased possibility of aggressive behavior and it has also be identified that EI is positively associated with others [6].

People having a greater level of emotional intelligence (flexible emotional behaviors, talents, and capabilities) attain additional progressive life outcomes, such as psychological health, academic accomplishment, and job-related success. It is concluded that emotional intelligence may act as a "stress buffer". Emotionally intelligent individuals, when faced with annoying situations show a more adaptive response to the stressor than those with low EI [7].

Research depicts that female's show a better response in facilitating thought and managing emotions as compared to males. Furthermore, females with high progesterone showed better response at managing thought than low, and in both males and females, exogenous progesterone improves the ability to facilitate thought [8].

Mayer Salovey model of emotional intelligence

Mayer et al. [9] define that "emotional intelligence involves the ability to engage in information processing regarding one's own and other's emotions and the ability to use this information as a guide to thinking and behavior. That is, individual high in emotional intelligence pay attention to, use, understand and to manage emotions, and these skills serve adaptive functions that potentially benefit themselves and others".

There are four primary divisions of emotional intelligence according to Mayer and Salovey which is also a capability-based model of intelligence:

- Perceive one's own self and other's emotion
- Use of emotion
- Regulation of emotion
- Manage emotions

Perceive emotion: Emotional perception is the capacity and competence to correctly recognize and define ones and other's feelings.

Use of emotion: The capacity of a person to use emotions for the guidance of the cognitive system and to facilitate thinking.

Regulation of emotion: It refers to the procedures where their feelings are monitored evaluated and reshaped by a person.

Gracious ones, while not suppressing or overemphasizing information they express.

Perceived stress

Stress is experienced when environmental demands exceed a person's adaptive capacity and are linked with a person's physiological and psychological health. Individuals respond in their own way to different stressors and the source of a stressor such as negative life events or the expectations of future events. Perceived stress is a major risk feature for poor mental health among youthful adults [10]. The four components of WLEIS are positively related to mindfulness and perceived stress is negatively related to mindfulness and only the regulation and use of emotion components of WLEIS functioned as mediators among mindfulness and perceived stress [11].

Emotional intelligence is significant in managing stress. Sunil and Rooprai [12] hypothesized that there has been a significant connection among emotional intelligence, stress and anxiety factors. Stress has a great impression on a person's psychological wellbeing.

Lazarus and Folkman [13] theory of psychological stress explains that stress is a specific bond between a person and their environment to which the person perceives their assets to be excessively challenging.

Life satisfaction

Various researches identified distinct explanations of life satisfaction. Sumner identified life satisfaction as "A positive evaluation of the conditions of your life, a judgment that at least on balance, it measures up favorably against your standards or expectations." According to Diener et al. [14], life satisfaction is a complete evaluation of one's feelings and beliefs and behavior at a specific stage in a moment varying from adverse to favorable.

Life satisfaction is believed to have played an important role in the workplace, family domain, and personality attributes. According to Veenhoven [15], "Life satisfaction is the degree to which a person positively evaluates the overall quality of his/her life as-a-whole". Samaha and Hawi [16] hypothesized that less perceived pressure and greater rates of life satisfaction and joy were recorded by respondents with greater emotional intelligence. Their findings indicate that perceived stress aided as a mediator between Emotional Intelligence and well-being indicators, precisely life satisfaction, and happiness. Diener, Oishi, & Lucas in 2003 suggested that people have more satisfaction in life if there is any inconsistency between an individual's desires and achievements.

Research has identified that emotional intelligence affects life satisfaction and their findings suggest that high emotional intelligence encourages well-being from the social assistance and affective prospects [17]. Valikhani et al. [18] investigated the connection between gratitude and quality of life through perceived stress and mental health, they concluded that gratitude has a favorable effect on the quality of life, but it has an indirect association with perceived stress and mental health.

The rationale of the study

The aim of the present study is to find out the impact of emotional intelligence, perceived stress on life satisfaction among young adults and to advance the existing literature regarding emotional intelligence, perceived stress, and life satisfaction to recognize the need to consider contextual factors.

Emotions serve a significant role in an individual's life as well as in psychology. Researchers have devoted most of their time and energy towards the understanding of emotions, feelings, regulation, and use of emotions and theories of emotions. As a significant theoretical and practical structure, emotional intelligence has been identified. It has the ability to allow people better deal with stressors

and thus contribute to a healthy, safe and stable workplace. Emotional intelligence is progressively being debated as having a prospective function for both private mental health and professional exercise in many service fields. Stress has been found to be strong in education classes for learners.

We express emotions through different modes and it is very crucial to express their emotions. People use different ways to communicate their emotions. The main aim of this study is to identify the relationship between perceived stress, emotional intelligence, and life satisfaction and the impact of perceived stress on the satisfaction of life. Different researchers hypothesized about two of these variables but the present study is collectively measuring these variables. The current study aims to identify the collective effect of perceived stress and emotional intelligence on the satisfaction of life. It is assumed that young adults respond more to the perceived stress and the people who are more emotionally intelligent; they cope up with the perceived stress and due to lower response to perceived stress leads to high satisfaction of life. The attributes of the emotional intelligence framework relate to personal variation in understanding, handling, regulation and the use of emotion. Several studies conclude that trait emotional intelligence was a significant determinant of both subjective and stress response. The current study investigates whether attributes of EI also affects the expectations of stressful situations and, more specifically, how these events are analyzed.

In relation to other research and studies, this study may also be beneficial to the concerned institutions and organizations involved in their knowledge of prevalent psychological, physical and educational and social issues among young adults, in order to identify preventive, instructions and alleviative programs, in relation to the other programs of the interest, may assist young people to solve their problems and to conquer daily life stressors.

The present study is intended to evaluate the attitudes of the people towards themselves and the future and the extent to which they are affected by the stressors. The study mainly focuses on the young adults of Rawalpindi and Islamabad, as previously there is not enough literature regarding emotional intelligence, perceived stress, and life satisfaction.

Some studies have identified that perceived stress has been discovered to be a stronger predictor of life satisfaction among younger adults. Moreover, the previous studies are limited, and little work has been done in the context of Pakistan. Scarce literature on emotion as mediator between intelligence and perceived stress does not provide adequate information, therefore, to assist professional gains a thorough knowledge of the idea and formulate strategies for better mental and physical health, further research is required in the context of Pakistan, so this study is also having significant impact in this respect.

The purpose is to know the relationship between the variables. This research can be beneficial to explain whether perceived stress can affect the satisfaction of life and whether emotional intelligence deals with perceived stress or not also to know about the gender differences among students.

Figure 1 represents a conceptual framework of the study which indicates the relationship among EI, life satisfaction and perceived stress. EI indicates an independent variable life satisfaction act as the dependent variable while perceived stress acts as a predictor of life satisfaction and will act as an independent variable.
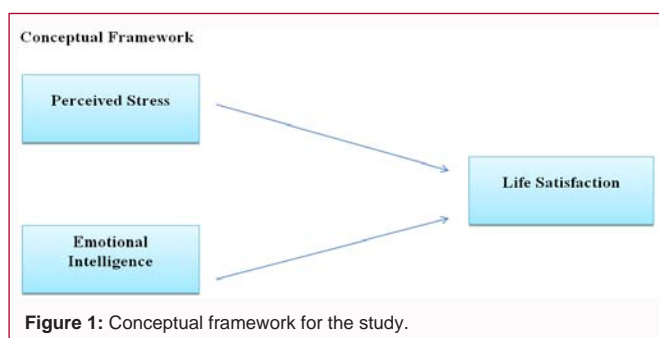

Figure 1: Conceptual framework for the study.

Method

Objectives

The current study aims:

1.   To study the relationship between emotional intelligence, perceived stress, and satisfaction of life among young adults.

2.   To investigate the role of gender on perceived stress.

3.   To investigate whether emotional intelligence and perceived stress play a significant role in developinga satisfying life among young adults.

Hypothesis

Following hypothesis have been formulated on the basis of a review of existing literature.

1.   Emotional intelligence and life satisfaction are positively correlated.

2.   Perceived stress and life satisfaction have negative relation.

3.   Emotional intelligence positively predicts life satisfaction among students.

4.   Perceived stress negatively predicts life satisfaction among students.

5.   Perceived stress has a different effect on the life satisfaction of male and female.

6.   There is a difference between male and female on the level of perceived stress

Sample

The convenient sampling technique was used to select a sample from different areas of Rawalpindi and Islamabad. Sample of the study comprised of two hundred (n=200) participants including one hundred male (n=100) and one hundred (n=100) female young adults with age ranges of 18 to 28. The sample was chosen from various universities of Rawalpindi and Islamabad, Pakistan including National University of Science and Technology (NUST), International Islamic University Islamabad, Pir Mehr Ali Shah Arid Agriculture University Rawalpindi, Iqra University Islamabad, National University of Modern Language Islamabad, FAST National University of Computer & Emerging Sciences (NUCES) Islamabad, Federal Urdu University of Arts, Sciences & Technology Islamabad. University Of Lahore (Islamabad Campus), Quaid-E-Azam University, IsraUniversity, Mohi-ud-Din Islamic University, and Bahria University Islamabad.

Inclusion criteria: Adults were selected from the general population who had been enrolled in universities. Young adults with

age groups of 18-28 years are included in the sample. The institutions were selected from Rawalpindi and Islamabad for the sample.

Exclusion criteria: Young individuals who were studying outside the area were not included in the study. Only young adults currently enrolled in public and private sector universities were the sample of the study.

Operational definition

Emotional intelligence: Emotional intelligence is the capacity of an individual to manage and control his or her emotions and acquire the ability to control the emotions of others as well and also the ability to influence other's emotions. "Emotional intelligence includes the ability to engage in sophisticated information processing about one's own and other's emotions and the ability to use this information as a guide to thinking and behavior. That is, individuals high in emotional intelligence pay attention to, use, understand and manage emotions, and these skills serve adaptive functioning that potentially benefits themselves and others" [9].

Perceived stress: It has been defined that as the capacity of a person to perceive psychological stress in a stressful situation. It is a feeling or thought of a person that at a given point in times how much he/she is under stress. According to Phillips [19], perceived stress is defined as psychological stress, emotions, idea or thoughts that an individual has about how much stress they are under at a specific stage in a moment or over a specified period of time.

Life satisfaction: Individuals exhibit their emotions, feelings and how they think about their present and future directions and choices are life satisfaction it essentially includes a favorable approach to one's lives rather than an evaluation of present emotions.

"An overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive" [20].

Instruments

Following measures were used to collect the relevant information.

Demographic datasheet: The demographic data sheet was prepared in order to take information from participants. It included basic information like gender, age, socio-economic status, education, birth order and the number of siblings.

Wong and law emotional intelligence scale: The EIQ16 questionnaire is based on the model of emotional intelligence developed by Mayer et al. [3]. The Wong and Law Emotional Intelligence Scale (WLEIS) is a 16-item self-report used to measure, emotional intelligence, developed on the basis of the revised model by Mayer and Salovey [2]. The scale measures four aspects: Self-emotional appraisal, others' emotion appraisal, use of emotion, and regulation of emotions. Each factor is evaluated with a total of four items. Items 1, 2, 3 and 4 are characterized in the self-emotion appraisal. Items 5, 6, 7 and 8 are under the regulation of emotion. Items 9, 10, 11 and 12 are in use of emotion whereas items 13, 14, 15 and 16 are included in other's emotion appraisal. Cronbach's alpha reliability of the four facts varies between 0.83 to 0.9. Other studies about WLEIS also exist in literature.

The perceived stress scale: The PSS was developed and published in 1983 and has become one of the most widely used psychological tools to measure the nonspecific perception of stress. It is a measure of the degree to which how stressful circumstances are to be assessed in one's life. PSS scores are acquired by reversing responses (e.g. 0=4,

1=3, 2=2, 3=1 & 4=0) to the four strongly specified items (items 4, 5, 7 & 8) and then summing across all scale items. A brief 4 item scale can be drawn from questions 2, 4, 5 and 10 of the PSS 10 item scale.

The range of PSS is 0 to 40; an individual who scores higher on PSS indicates higher perceived stress. Perceived stress has good reliability of 0.78.

Satisfaction with life scale: The SWLS was developed by Diener, Emmons, Larsen, and Griffin in 1985. It is used as a self-report measure to assess satisfaction with life as a whole. It includes 5 items and answers are characterized on a 7 point Likert scale. Research indicates that satisfaction with life scale has good reliability of 0.74.

Procedure

In the present study, data were collected from different universities of Rawalpindi/Islamabad. The sample consisted of 200 young adults selected from different education institutions. Firstly, the informed consent was taken from participants that they were provided with the details and the purpose of the study. They were briefed that the study is entirely for research purposes and all the collected data will be kept confidential. The demographic sheet along with the three scales; Emotional intelligence scale (2002), Perceived stress scale (Cohen, 1983) and satisfaction with life scale (1985) were administered individually. They were given instructions to fill out the scales as they had to read the statements carefully.

The administration duration was approximately 20 min. In the end, the data gathered from them has been analyzed by using SPSS and discussed in detail and recommendations have been given for future studies.

Results

Table 1 represents the distribution of the total sample on the basis of their gender, age, education, socioeconomic status, birth order and no. of siblings. The age range of the sample is from 18 to 28 years. The results show that males (50%) and females (50%) participated at an equal level. Almost 83.5% of the participants are enrolled in BS and 16.5% are enrolled in MS among different universities. Approximately, 3% of the sample belongs to the upper class, 97% of the sample belongs to the middle class. 66% of participants were from the age range of 18 to 22 years and 34% were from 23 to 28 age groups. The result indicates that 76.5% birth order of the participants lies under 1 to 3 and 23.5% lies under 4 to 6. The result also indicates the 1 to 3 no. of sibling range of the participant is 34.5% and 4 to 6 no. of sibling range is 65.5%.

The results of the Table 2 show that all instruments i.e. Wong and Law Emotional Intelligence Scale (WLEIS), Self Emotion's Appraisal (SEA), Regulation of Emotions (RE), Use of Emotions (UE), Other's Emotion Appraisal (OEA), Perceived Stress Scale (PSS) and Satisfaction with Life Scale (SWLS) have high alpha coefficient reliabilities. The Emotional Intelligence scale has 16 items and has Cronbach's alpha reliability of 0.91. The Emotional Intelligence Scale has 4 subscales. Self-Emotion's Appraisal (SEA) is a subscale of emotional intelligence having 4 items and alpha reliability of 0.84, Regulation of Emotions (RE) subscale has 4 items and alpha reliability of 0.87, Use of Emotions (UE) subscale has 4 items and has alpha reliability of 0.77, Other's Emotion Appraisal (OEA) has 4 items and alpha reliability of 0.72, Perceived Stress Scale (PSS) has 1 item and has alpha reliability of 0.62 and Satisfaction with Life Scale (SWLS) has 5 items and alpha reliability is 0.82. These values of alpha

Table 1: Demographic description of the variables under study (N: 200).

Demographic Variable		Frequency	Percentage
Gender			
	Males	100	50
	Females	100	50
Age			
	18-22	132	66
	23-28	68	34
Education			
	BS	167	83.5
	MS	33	16.5
Socioeconomic Status			
	Upper class	6	3
	Middle class	194	97
Birth Order			
	1-3	153	76.5
	4-6	47	23.5
No. of siblings			
	1-3	69	34.5
	4-6	131	65.5

Table 3: Correlation matrix of Wong and law emotional intelligence scale, self emotion appraisal, regulation of emotion, use of emotion, other's emotion appraisal, perceived stress scale and satisfaction with life scale (N: 200).

Scales	1	2	3	4	5	6	7
WLEIS	-	.85**	.85**	.84**	.83**	-.25**	.63**
SEA		-	.63**	.61**	.59**	-.19**	.52**
RE			-	.62**	.59**	-.23**	.53**
UE				-	.63**	-.23**	.56**
OEA					-	-.20**	.54**
PSS						-	-.26**
SWLS							-

**Correlation is significant at the 0.01 level (2-tailed test)
Note: WLEIS: Wong and Law Emotional intelligence Scale; SEA: Self Emotion Appraisal; RE: Regulation of Emotion; UE: Use of Emotion; OEA: Other's Emotion Appraisal; PSS: Perceived Stress Scale; LSS: Life Satisfaction Scale (**$p<0.01$)

Table 4: Linear regression analysis indicating emotional intelligence as a predictor of life satisfaction among university student (N: 200).

Variable	B	Life Satisfaction Model I 95% CI	
		LL	UL
Constant	4.7	1.8	7.7
Emotional Intelligence	0.23	0.2	0.3
R²	0.4		
F	132		

Note: B: Coefficient of Regression; CI: Confidence Interval; UL: Upper Limit; LL: lower Limit

reliabilities indicate that all three instruments are reliable and suitable for data collection purposes. For a normal distribution, the values of skewness and kurtosis lie between -2 and +2. For all the scales of the present study, the values of skewness and kurtosis lie in normal range showing a normal distribution of the data.

Table 3 illustrates the results of correlation between, Wong and Law Emotional Intelligence Scale (WLEIS), Self Emotion's Appraisal (SEA), Regulation of Emotions (RE), Use of Emotions (UE), Other's Emotion Appraisal (OEA), Perceived Stress Scale (PSS) and Satisfaction with Life Scale (SWLS). The results show that all the dimensions of Emotional Intelligence have a significant positive correlation with Life Satisfaction. Perceived Stress has a significant negative correlation with all the dimensions of Emotional Intelligence and Life Satisfaction ($p<0.01$). The entire study variable and their dimensions were significantly correlated with each other.

The regression analysis in the above table reveals a significant predicted relationship between emotional intelligence and life satisfaction. As the finding shows that emotional intelligence ($\beta=0.63$, t=11.4, $p<0.01$) is a significant predictor of life satisfaction.

Furthermore, the model is accounting for 4% variance in life satisfaction by the predictor (F=131.8, $p<0.01$). Thus, the third hypothesis of this study is proved that emotional intelligence has a positive impact on life satisfaction among students (Table 4).

The regression analysis in the above table reveals a significant predicted relationship between emotional intelligence and life satisfaction. As the finding shows that Perceived Stress ($\beta= -0.26$, t= -3.8, $p<0.01$) is a significant negative predictor of life satisfaction. Furthermore, the model is accounting for 8% variance in life satisfaction by the predictor (F=14.5, $p<0.01$). Thus, the fourth hypothesis of this study is proved that perceived stress has a negative impact on life satisfaction among students (Table 5).

Table 6 shows the results of t-test for comparing gender-based mean differences on Wong and Law Emotional Intelligence Scale (WLEIS), Self Emotion Appraisal (SEA), Regulation of Emotion (RE), Use of Emotion (UE), Other's Emotion Appraisal (OEA), Perceived Stress Scale (PSS) and Satisfaction with Life Scale (SWLS). It is clear from the above table that gender differences are not significant for

Table 2: Cronbach's alpha reliability of Wong and law emotional intelligence scale, self emotion appraisal, regulation of emotion, use of emotion, other's emotion appraisal, perceived stress scale and satisfaction with life scale (N: 200).

Scales	No. of items	a	M	SD	Range		Skewness	Kurtosis
					Minimum	Maximum		
WLEIS	16	0.9	72.2	19.7	20	112	-0.11	-1.2
SEA	4	0.8	17.6	6.1	28	17.6	-0.07	-1.3
RE	4	0.9	17.9	6.3	28	17.9	-0.24	-1.2
UE	4	0.8	18.8	5.4	28	18.9	-0.01	-1.1
OEA	4	0.7	17.9	6.6	28	17.9	-0.03	-1.04
PSS	10	0.6	22.7	5.7	5	32	-0.79	0.09
SWLS	5	0.8	21.6	7.3	7	35	0.14	-1.1

Note: WLEIS: Wong and Law Emotional Intelligence Scale; SEA: Self Emotion's Appraisal; RE: Regulation of Emotions; UE: Use of Emotions; OEA: Other's Emotion Appraisal; PSS: Perceived Stress Scale; SWLS: Satisfaction with Life Scale

Table 5: Linear regression analysis indicating perceived stress as a predictor of life satisfaction among university student (N: 200).

Variable	B	Life Satisfaction Model II 95% CI	
		LL	UL
Constant	29.1	25.1	33.1
Perceived Stress	-.34	-.51	-.16
R²	.07		
F	14.4		

Note B: Coefficient of Regression; CI: Confidence Interval; UL: Upper Limit; LL: Lower Limit

Table 6: Mean standard deviation and t-values of Wong and law emotional intelligence scale, self emotion appraisal, regulation of emotion, use of emotion, other's emotion appraisal, perceived stress scale and satisfaction with life scale. Male (n:100) and female (n:100).

	Gender							
	Males		Females			95% CI		
	n: 100		n: 100					
Scales	M	SD	M	SD	t -198	p	LL	UL	Cohen's d
WLEIS	72	21	72	18	-0.2	0.9	-5.9	5	0.03
SEA	18	6.3	17	5.9	0.78	0.4	-1	2.4	0.11
RE	17	6.5	19	6.1	-1.2	0.2	-2.8	0.7	0.17
UE	19	5.6	19	5.1	-0.4	0.7	-1.7	1.2	0.04
OEA	18	5.8	18	5.4	-0.3	0.8	-1.4	1.7	0.02
PSS	22	5.9	23	5.3	-1.1	0.3	-2.5	0.7	0.16
SWLS	22	7.3	21	7.2	0.89	0.4	-1.1	2.9	0.12

Note: WLESI: Wong and Law Emotional intelligence Scale; SEA: Self Emotional Appraisal; RE: Regulation of Emotion; UE: Use of Emotion; OEA: Other's Emotional Appraisal; PSS: Perceived Stress Scale; SWLS: Satisfaction with Life Scale; CI: Confidence Interval; LL: Lower Limit; UL: Upper Limit; SD: Standard Deviation (**p<0.01)

all variables. The presented table is indicating that males (M=71.9, SD=21.2) are slightly lower on emotional intelligence than females (M=72.4, SD=18.2). Self-emotion appraisal and other's emotion appraisal, dimensions of emotional intelligence are slightly higher in males than females. Results indicate that females (M=23.1, SD=5.3) are higher on perceived stress than males (M=22.2, SD=5.9). On the other hand, males (M=22.0, SD=7.3) rates higher on life satisfaction than females (M=21.1, SD=7.2).

Discussion

Emotional intelligence is an important factor in one's life. Emotional intelligence is defined as "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others" [3]. It involves the ability to identify the emotions of one's own self and others. In the present study, emotional intelligence is measured by Wong and Law Emotional Intelligence Scale (WLEIS). According to Petrides [21], emotional intelligence is "constellation of emotional self- perceptions located at the lower levels of personality hierarchies". This concept was based on the concept of Mayer and Solvay [1] who defined it as social intelligence in which the person has the capability to identify one's own feelings and of others, to build a difference among them and the use and transformation of particular information of one's thinking and action.

Stress is defined as the feelings of physical or emotional tension produced by any event or stressor that makes you anxious frustrated or sometimes aggressive. When the requirements of the environment

increase and the person's capacity to adapt decreases, the person may suffer from stress which is associated with physiological diseases. Stress can be of any kind and it has positive and negative effects that have a lot of contribution to an individual's life. An excessive amount of stress can lead to negative outcomes. According to Bickford et al. [22] suicidal ideation is more among those who are vulnerable to perceived stress. Perceived stress can be a leading factor for the suicidal ideation. So, this may lead to decreased satisfaction in life.

Life satisfaction referred to the quality of survival derived from a comparison of one's ambition to one's accomplishment. Research has concluded that more life satisfaction can be gained by the discrepancy among the individual's desires and accomplishments. It is assumed that if positive emotions are more dominant over negative emotions, a person is more satisfied with his life; recent researches concluded that positive emotions and life satisfaction are positively correlated.

The research was conducted to explore the relationship between emotional intelligence, perceived stress and life satisfaction among university students. By exploring the link between emotional intelligence, perceived stress, and life satisfaction, future research can explore the stressor affecting life satisfaction among university students. It was a correlational and cross-sectional design. A quantitative survey method was used to gather data. The age range of the sample was 18 to 28. The results show that males (50%) and females (50%) participated at an equal level. Almost 83.5% of the participants are enrolled in BS and 16.5% are enrolled in MS among different universities. Approximately, 3% of the sample belongs to the upper class, 97% of the sample belongs to the middle class. 66% of participants were from the age range of 18 to 22 and 34% were from 23 to 28. The result indicates that 76.5% birth order of the participant's lies under 1 to 3 and 23.5% lies under 4 to 6. The result also indicates the 1 to 3 no. of sibling range of the participant is 34.5% and 4 to 6 no. of sibling range is 65.5%.

Instruments used in the study were demographic sheet and three questionnaires include. Wong and Law Emotional Intelligence Scale (WLEIS), Perceived Stress Scale (PSS) and Satisfaction with Life Scale (SWLS). The reliability of the Emotional Intelligence scale was calculated at 0.91. For the Perceived Stress Scale (PSS) it was reported 0.62 and Satisfaction with Life Scale (SWLS) has a reliability of 0.82. These values of alpha reliabilities indicate that all three instruments are reliable and suitable for data collection purposes. For a normal distribution, the values of Skewness and Kurtosis lie between -2 and +2. For all the scales of the present study, the values of skewness and kurtosis lie in the normal range showing a normal distribution of the data.

The correlational coefficient calculated in the current study showed that all the dimensions of Emotional Intelligence have a significant positive correlation with life satisfaction. Whereas, perceived stress has a significant negative correlation with all dimensions of emotional intelligence and life satisfaction. The entire study variable and their dimensions were significantly correlated with each other hence proving first, second and third hypotheses. Hence, proving the first hypothesis true. Previous literature supporting this finding is reported here.

A study reviewed that emotional intelligence has a positive effect on life satisfaction but the risk of perceived stress may drop the effect of emotional intelligence on life satisfaction [23]. Based on Mayer and Solvay's model of emotional intelligence there are four components

of intelligence self-emotional appraisal, other's emotional appraisal, use of emotions and regulation of emotion, all of them are negatively affected by perceived stress which may lead to the decreased satisfaction of life among students.

Overall, previous results have shown that life satisfaction can be affected by other factors such as self-esteem and narcissistic superiority has a significant impact on life satisfaction [24].

The results of the present research indicate that emotional intelligence is a strong predictor of life satisfaction among university students. The more emotional intelligence is, the more will a person have the satisfaction of life. The present study also concluded that perceived stress is a strong negative significant predictor of life satisfaction among university students hence proving the third and fourth hypothesis of the current study. The finding of the present study is supported by previous findings that people who are higher in emotional intelligence are less vulnerable to perceived stress and higher life satisfaction and happiness [25].

The current study indicates that there are no significant gender differences among male and female students on perceived stress this is might be due to the sample was of students. So, all the students mostly experience the same kind of stressors. The present study indicates that females are slightly higher on perceived stress and emotional intelligence whereas, males rate higher on life satisfaction than females.

Conclusions

The present research was conducted to explore the impact of emotional intelligence, perceived stress on life satisfaction. The results show that emotional intelligence positively correlates with life satisfaction and negatively correlates with perceived stress. Whereas, perceived stress is negatively correlated with life satisfaction among university students. Results clearly showed that gender differences are not significant for all variables this might be due to that the sample was of students and all of the students may experience the same kind of stressors. The current result shows that females are slight emotionally intelligent than males and males are more satisfied with their life whereas, females rate higher on perceived stress than males.

Implication

1.   The study will help therapists and counselors to design intervention and training programs and to give awareness of perceived stress on academics and life satisfaction health and for wellbeing.

2.   University supervisors may investigate the skill, interest, culture and other variables affecting the competency of students in opting for their majors.

3.   The psychological stress of students can be assessed according to the behavior, attitude and emotional expressions and can be guided them towards psychological wellbeing.

4.   The current study evaluates the attitudes of the people towards themselves, the future and the extent to which they are affected by the stressors.

Limitations and Suggestions

1.   The sample of the study was taken only from a few universities of Islamabad and the next researches should look for various cities to generalize the results on the population of Pakistan.

2.   The sample consists of 18 to 28 years of participants only. It

is recommended to study working students to explore the relationship with their working environment.

3.   The small sample size was there due to which we can't generalize on to the population.

4.   Only quantitative analysis was carried out in this study. Future studies may use qualitative analysis of the sample to get more insight into the factors involved in perceived stress which affect life satisfaction.

5.   Lack of availability of time.

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