

## **Role of Life Satisfaction as the function of Emotional Intelligence & Academic Intelligence**

**Sube Dar Yadav \***

*\* Assistant Professor , Dept. of Psychology,  
Nehru P.G. College, Lalitpur (U.P.)*

### **ABSTRACT**

The present investigation was undertaken to study the interaction of Emotional intelligence and Academic intelligence upon the Life Satisfaction of the Managers and executive officers. The sample of the study comprised of 300 Managers & Executive officers of various industrial setups. Multiple correlation was calculated to find out the effects of Emotional intelligence and Academic intelligence on Life-satisfaction. The results of the study as Multiple R 0.34 shows that Life satisfaction is the function of the combined effect of Emotional intelligence and Academic intelligence.

### **INTRODUCTION**

Intelligence is considered as a general capacity for comprehension and reasoning that manifests itself in various ways. This was Binet's assumption; although his test contained many different types of item, they were all assumed to tap general intelligence. The originator of factor analysis, Charles Spearman, proposed that all individuals possess a general intelligence factor (called g) in varying amounts. According to him, the 'g' factor is the major determinant of performance on intelligence test items. A later investigator, Louis Thurstone (1938), objected to Spearman's emphasis on general intelligence, he felt that intelligence could be broken down into a number of primary abilities.

Gardner's influential 1983 book "Frames of mind" refuted the I.Q. view. It proposed that there was not just one monolithic kind of intelligence that was crucial for life success but rather a wide spectrum of intelligence. The personal intelligence, recently labelled as "Emotional intelligence", "by Peter Salovey and John Mayers (1990) is more valuable for success than the academic achievement and I.Q. At the best I.Q. contributes only 20% of the factors that determine success (Goleman, 1995).

Harvard psychologist Gardner (1993) expressed the opinion that children possess. “Multiple intelligence” and should be encouraged to discover and nurture their natural individual strengths, kind of intelligence: linguistic, logic, kinesthetic, interpersonal & intrapersonal.

Life satisfaction refers as the how a person evaluates his life in terms of general happiness, freedom from tension and interest in life etc.

Chadha et. al. (1993) had reported that the terms quality of life satisfaction indicates general wellbeing. According to Emmons (1992) the sense of wellbeing is generally high in people who concentrate on attainable targets than those who focus on distant, difficult goals. Lio et. al.,(1990) analysed nine life satisfaction variables involving satisfaction with relation, hobbies, place of residence, satisfying life, health condition and physical fitness. Many demographic factors like age, education and also health failed to give any meaningful relationship with one’s satisfaction in life.

The aim of this investigation is to find out the interactive effect of Emotional intelligence and Academic intelligence on the life satisfaction of industry managers and executive officers.

## **METHOD**

**Sample** – The sample consisted of 300 managers and executive officers of various industrial setups. Their age ranging from 25 to 58 years, and length of service from 1 year to 30 years.

## **TOOLS**

### **1. Emotional intelligence scale:** by Dr S.D. Yadav, (2000)

The present scale is in two parts. In first part, there are 18 statements. Nine statements are related to the “ability to get along with people” and other nine statements are related to “the ability to make personal decisions”.

The second part of the scale consists of 18 statements – 11 positive and 7 negative. The proposed age range is from 20 to 60 years. Although, the scale can be used for any type of educated worker, but it is specially designed for executive officers and managers. The maximum possible score gained by a respondent is 180 and minimum score is 36.

**Reliability** – Test-retest reliability computed after a lapse of 2 months turned out to be 0.68.

**Validity** –The questionnaire was validated against Singh’s Emotional maturity scale. The coefficient of correlation between the questionnaire and Singh’s Emotional maturity scale for a group of 100 managers & executive officer was found to be 0.54.

## **2. Standard Progressive Matrices (SPM): - by Raven's.**

The standard progressive matrices ( sets A,B,C,D & E) is a test of a person's capacity at the time of the test to apprehend meaningless figures presented for his observation. The scale consists of 60 problems divided into 5 sets of 12 and all the five sets provide 5 opportunities for grasping the method and five progressive assessment of a person's capacity for 'Intellectual' activity'.

Test-retest Reliability for full scale is 0.61 and validity is 0.70

## **3. Life Satisfaction Scale: - by Dr. (Mrs.) Promila Singh & George Joseph, 1996.**

The life satisfaction scale is comprised of 35 items, based on five dimensions, i.e. taking pleasure in every activity, considering life meaningful, holding a positive self image, having a happy and optimistic outlook, and feeling success in achieving goals. Test- retest reliability for full scale is 0.91 and validity is 0.83.

## **RESULTS**

Multiple regression analysis was computed to see the relationship of criterion variable (Life satisfaction) with the predictors (Emotional intelligence & Academic intelligence). The results are shown in table 1,2 & 3.

**Table 1.** Table showing means, S.D's. coefficient correlation,. Partial r, partial S.D's.

	1. Life Satisfaction	2. Emotional Intelligence	3. Academic Intelligence
M	136.73	138.98	48.10
$\sigma$	1.68	1.98	1.36
r	.32	.04	.24
Partial r	$r_{12.3} = .32$	$r_{13.2} = -.039$	$r_{23.1} = .22$
Partial $\sigma$	$\sigma_{1.23} = 1.58$	$\sigma_{2.13} = 1.82$	$\sigma_{3.12} = 1.31$

**Table 2.** Table showing the coefficient of determination ( $r^2$ )

( $r^2 \times 100$ , 1= Life satisfaction, 2= Emotional intelligence,

3= Academic intelligence)

$r^2_{12} = .32 = (.32)^2 \times 100 = 10.24\%$
$r^2_{13} = .04 = (.04)^2 \times 100 = 0.16\%$
$r^2_{23} = .24 = (.24)^2 \times 100 = 5.76\%$

**Table 3.** Table showing the Beta Coefficients, Multiple regression equation and Multiple R.

$b_{12.3} = r_{12.3} \frac{\sigma_{1.23}}{\sigma_{2.13}} = .32 \frac{1.58}{1.82} = .27$
$b_{13.2} = r_{13.2} \frac{\sigma_{1.23}}{\sigma_{3.12}} = -.039 \frac{1.58}{1.31} = -.047$
<b>Multiple Regression equation</b>
$X_1 = .27 X_2 + (-.047 X_3) + A \text{ (Constant)}$
Multiple R = .34

### **ANALYSIS AND DISCUSSION**

The partial r was computed between Life satisfaction and Emotional intelligence, keeping Academic intelligence as a constant variable, and .32 correlation coefficient was found. This means that all the 300 managers & executive officer had the similar amount of Academic intelligence then the correlation between Academic intelligence and life satisfaction would have been .32. There is no difference between the two correlations. It therefore means that Academic intelligence has no affects on the relation between life satisfaction and Emotional intelligence.

A partial  $r_{13.2}$  of -.039 was found as against .04. This means that all the managers and executive officers had the same level of Emotional intelligence then the correlation between life satisfaction and Academic intelligence would have been – .039 instead of .04. It is clear that the emotional intelligence has a positive effect on the life satisfaction and Academic intelligence. Due to Emotional intelligence the relationship between life satisfaction and Academic intelligence is positive if we partial out the effect of emotional intelligence then the correlation between Academic intelligence and life satisfaction become negative.

The partial  $r_{23.1}$  of 0.22 was found as against .24. This means that all the 300 managers and executive officers had the same amount of life satisfaction then the correlation between Emotional intelligence and Academic intelligence would have been .22 instead .24. There is in difference between the two correlations. It therefore means that life satisfaction affects the relation between Emotional intelligence and Academic intelligence.

The coefficient of determination between Life satisfaction and Emotional intelligence is 10.24. It indicated that 10% of variance in Life satisfaction is determined by Emotional intelligence. The coefficient of determination between Life satisfaction and Academic intelligence is 0.16%. Therefore Life satisfaction does not determine academic intelligence. Further the coefficient of determination between Emotional

intelligence and Academic intelligence is 5.76% thus, 5% of variance in Emotional intelligence is accounted for the variance in Academic intelligence.

The computation of the multiple regression equation was also done with the help of the partial regression coefficients.

$b_{12.3}$  was found to be .27 and  $b_{13.2}$  was -.047 Hence, the regression equation comes to be –

$$\bar{X}_1 = .27\bar{X}_2 + (-.047X_3) + A$$

This shows that every unit increase in  $X_2$  (emotional intelligence) will make 0.27 increase in  $X_1$  (Life satisfaction) and every unit increase in  $X_3$  ( Academic intelligence) will make -.047 decrease in  $X_1$  (Life satisfaction).

The coefficient of multiple (R) 0.34 indicates that Life satisfaction is the function of the combined effect of Emotional intelligence and Academic intelligence.

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