

EMOTIONAL INTELLIGENCE AND LIFE SATISFACTION AMONG STUDENTS IN KLANG VALLEY MALAYSIA

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Abstract: A person emotion and intelligence have a significant impact on his or her satisfaction level of life. This study explored the relationship between emotional intelligence and life satisfaction among undergraduate students. A total of 600 undergraduate students were selected as participants via random sampling at four universities in Klang Valley area, Malaysia. The Emotional Scale (SEIS) and The Extended Satisfaction with Life Scale instruments were used in this study. Data were collected via the survey questionnaire and analyzed by using Statistical Package Social Science (SPSS). The result shows a student with positive emotional intelligence, has a high level of satisfaction in campus life. Therefore, besides academic achievement, enhancing students' capability to observe, manage and utilize positive social skills bring out a successful satisfaction of life. The finding of this study improves the understanding of emotional intelligence in indicating life satisfaction, especially in managing and utilizing emotion among students. Hereby, universities administrative might realise how important emotional intelligence level in student's lifestyle. Therefore, this study became a basis warning model to improve student's emotional intelligence and life satisfaction at the campus.

Keywords: Emotional Intelligence, Life Satisfaction, Undergraduate Students, Campus

Introduction

World Happiness Report 2018 (WHR) had reviewed that there are 82 percent of young adult from age (18-26) tend into depression of life compare other group of age (John F. Helliwell, 2018). Majority of young adults who showed unhappier were students who pursuing tertiary education, staying far away from home easily suffers into depression. The main cause of depression besides achievement in learning was, students' not wellbeing with their campus

environment. A pleasant and positive learning life not only gains by education, but also via psychological factors such as life satisfaction and emotional intelligence.

Hence, life satisfaction is a part of acknowledgement degree of life level and important aspect of well being. Satisfaction in life value by a person wish, expect, fulfilment and impulsion. At higher education institutions, for young adult categorized as students essentially had these criteria to judge their satisfactory level at campus life style. Their satisfactory level greatly influences by internal factors than external factors. In this sense, internal factors which impact students are common psychosocial problems. A common psychosocial problem mainly divided into emotionally and intellectually. If students had negative thought of feeling and understanding of self or others, resulting with dissatisfaction of life.

Therefore, students need positive emotion and cognitive to balanced their life satisfaction at campus. Complementary to this, one of the main internal psychosocial variables which effect student's life satisfaction cognitively, motivationally and emotionally is emotional intelligence. Emotional intelligence is defined as boundary to produce a basement for a person intellectual ability and determine how well a person utilizes his or her ability skills towards surrounding environment. These skills defined, observe, value, monitor and ascertain by a person progress of life to gain awareness and understanding. Thus, a student needs this ability to satisfy gratefully into university surrounding.

A student self-mindfulness and intellectual increase strength to adapt and adjust according to situation and at the same time decrease personal weakness. In this matter, emotional intelligence enhances students to establish their intellectual and mindset by four criteria which is perception of emotion, managing other's emotion, social skills and utilizing emotion. Therefore, emotional intelligence identified as an important tool in predicts life satisfaction among students by this study.

As state before, life satisfaction was the essential component of a person main quality of life. By satisfaction, can assess a person well being of life. Based on previous study, (Sabri & Falahati, 2012) lower life satisfaction increase loneliness and depression symptoms, and also lack of strengthened in social relationship. Hence understanding this problem, current study carries out this research to increase life satisfaction level among undergraduates by emotional intelligence skills, which are observing, managing, socializing and utilizing emotion towards life satisfaction. The objective of this study is to explore the level of emotional intelligence and life satisfaction among Malaysian undergraduate students as well as determine the correlation between components of emotional intelligence and life satisfaction.

Purpose of the Study

The main aim of this study to overcomes dissatisfaction level among Malaysian undergraduate students. It is very important to know how far a student satisfaction level in campus life, besides academic achievement. Awareness of this primary warning help to overcome the consequence of problem creates by dissatisfaction scenario among students. Material or grades not only give satisfaction to a person. It only can gain by pure relieve internal characteristics. Therefore, establish a great emotional intelligence capacity to bring out super marvellous satisfaction level among students for a better learning life.

Besides its help out students, parents also feel satisfy indirectly once they know their children satisfy with their campus life. This study will be basement for this issue to occur. At same time, society of parents has confidence on higher education institutions for responsibility to give

attention to this matter. The findings of this study will be platforms to enhance university administration by solve dissatisfaction level among students.

Moreover, by this study discovery, serve to university management to establish other factors to assist the student satisfaction. They can concern the essential of emotional intelligence in order to foster dissatisfaction among students especially in future. It is because emotional intelligence identified as internal behaviour to give attention for better quality life than material accumulation in campus living life.

Besides that, this study fills in gap of past studies and enhance to the literature and psychological concentration. Most of past studies focus on life satisfaction of family and carrier. Therefore, few of studies concerned in education setting. Due to this, this study postulated to the fact that a lack of research on the issue had been accomplished especially in Malaysia on relationship of emotional intelligence and life satisfaction among undergraduate students.

Literature Review

A study by Capri, Gunduz and Akbay (2013) on life satisfaction of undergraduate students resulted that low score in element of wish, require and expect. The reason is life satisfaction is a subjective issue, different people different opinion based on domains of life. On the other hand, Astrauskaite and Vaitkevicius (2011) stated that high level of satisfaction encourage active living, increase creativity, broaden perception, improve mental health and foster social contact. Despite regard Veenhoven (2015), found that majority of respondents that still not achieved the high level of satisfaction in campus life.

Based on Frisch (2013) study, reviewed that university need to upgrade in providing service to their education customer which is students because students still not happy with their students'-university relationship. Ismail, Hafezi, Mohd Nor, and Baghini (2014) agreed with this fact by their study that caring more important among student than materialistic. It means how to prevent students' dissatisfaction level internally than providing them luxury accommodations. Adnan and Mavi (2015) suggested that higher education management need to think in student way, not as administrative to solve this dissatisfaction problem in learning process.

Another research done by Das, Naylor and Majeed (2016) stated that main factors effect life satisfaction of students are mental health and economic. Students', who faced mental health problem, need treatment or prevention and directly which involve financial issue to solve this problem. From focus in improving infrastructure, a higher education institutions management need to look at the root of dissatisfaction problem for easily to handle mental health problem among students (Forgeard, Jayawickreme, Kern and Seligman, 2011).

Almost 65 percent of female students faced low level of satisfaction than male students according to Francesca (2016) study. The cause is female students more sensitive and emotion with new adaptation and adjustment, tend to them to be more stress and depression. All these studies connect life satisfaction with mental and emotional compounds. According to Gander, Proyer and Ruch (2016) examined the connection of life satisfaction with mental health, found that emotional intelligence is the best predictor to influence satisfaction level of a person compared other variables such as self-esteem, self-disclosure and locus of control.

In terms of emotional intelligence with students, found that a high level of correlation between these variables (Abdullah, Elias, Mahyuddin, 2004; Grewal, Brackett and Salovey, 2006;

Higgs, 2010; Nicola, Sanitaria, Teramo and England, 2009). These scholars summarized that emotional intelligence of students credibility to adjust according to the situation, which encourage a student to create own happiness and well being with any kind of new experiences. Katie Davis, Christodoulou, Seider and Gardner (2011) reviewed a strong structural chain exists between emotional intelligence and life satisfaction. Students who create own happiness by a pleasant and positive emotional intelligence. However, based on Murphy (2006) study on "The relationship between emotional intelligence and satisfaction with life after controlling for self- esteem , depression , and locus of control among community college students" stated that emotional intelligence does not account for life satisfaction based on Emotional Quotient Inventory Scale.

Unremarkably, Carmona-fuentes, Vargas-hernández and Rosas-reyes (2016) carry out a research on emotional intelligence and life satisfaction among staff nurse, resulted that mental health more dangerous disease than physical disease. As a nurse need a strong mental power especially when handle patients. By this they can be responsible in perceive and manage patients emotion. Hence, this situation create a satisfaction bonding between nurse and patient. Based on Kim (2004), survey among 200 college students on relationship between emotional intelligence and happiness found less happy students because of poor social skill. It directly lead to poor performance in academic achievement. Based on Mohzan, Hassan and Halil (2013) stated that if low emotional intelligence, low happiness and low academic successful. These variables correlated each other.

Gibbs (2010) disclosed that higher education concern students well being by satisfaction level of life based on his research. His research showed that satisfaction can increase by emotional intelligence especially students age more than 20 years old who have strong ability to control and understand other emotion compared 20 years old below of student declared as pre-matured. Besides that, Kun, Balogh, and Krasz (2017) found a significant relationship between emotional intelligence and life satisfaction on his study about post graduate students. They proposed certain method to apply by students for great emotional intelligence and life satisfaction to increase the social skills in their study.

Besides that, a study stress on the relationship between emotional intelligence and life satisfaction but using different setting and sample was carried out by Marzuki, Salim, and Rani (2018). In this scenario these scholars select five government universities with applied scale of Bar-Onn Emotional Intelligence (ESI) and Satisfaction with Life Scale (SWLS). Findings showed that life satisfaction significantly different on social support, believe, freedom to make decision, life expectancy, regions and generosity. Meanwhile emotional intelligence significantly different in self awareness, self regulation, motivation, empathy and social skills. However these life satisfaction scale component and emotional intelligence scale components did not show any significant correlation, consider no any significant relationship between life satisfaction and emotional intelligence.

Methodology

This section explores the research techniques applied in this study, sample selection method, data collection techniques and data analysis method. This study used a quantitative method thorough survey questionnaire to get a sample from four universities in Klang Valley area, Malaysia.

Poulation and Sample

The population consists of undergraduate students at four universities in Klang Valley area, Malaysia. Target respondents select by multistage cluster sampling techhquies. The four universities divided into two group that are public higher learning insitutions (IPTA) and private higher learning instituions (IPTS). There are a total of 600 respondents pursuing degree categorized as undergraduate students in four university of Klang Valley area. Although overall Malaysia many IPTA and IPTS, only Klang Valley area were chosen because Klang Valley known as area in Malaysia comprising Kuala Lumpur and adjoining cities in the state of Selangor. Being the capital city of Nation, the students population in Klang Valley comprises of wide variety of background in forge unity among diverse ethnicity.

Respondents are in the range of age 18 to 26 years old, pursuing tertiary education in first year until final year from various type of bachelor course from different religion background (Islam, buddhism, hinduism, christianity and others) and household income background. For this study a total of 600 respondents, 57.5 percent female and 42.5 percent male were selected via simple random sampling. The breakdown of samples are as follows : Universiti Malaya (162 respondents), Universiti Putra Malaysia (169 respondents), Universiti Tenaga Nasional (159 respondents) and Universiti Kuala Lumpur (158 respondents). Finally this sample round off by clearing unusable response to 150 respondents from each universiti of IPTA and IPTS.

Instruments

The emotional Scale (SEIS) by Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998) was applied to measure emotional intelligence. The measurement comprised into four subscale namely perception of emotion, managing others emotion, social skills and utilizing emotions with five-point Likert Scale type response (1= strongly disagree to 5= strongly agree). The Cronbach alpha value for each subscale in this study are as follows : perception of emotion (0.837), managing others emotion (0.815), social skills (0.827), utilizing emotions (0.798) and overall emotional intelligence (0.819).

To measure life satisfaction, The Extended Satisfaction with life scale of Alfonso, Allison, Rader & Gorman (1996) by consists of 50 items was applied. It combination of social life, personal life and learning life. A seven point Likert type scale were utilized to collect response (1 = strongly disagree to 7 = strongly agree). The Cronbach Alpha value for this measurement is 0.960.

Procedure

A survey by questionnaire distributed among students with universiti management permission in their campus. The reason used this data collection method is, to identify respodents accurate screening, able to found out their verbal and nonverbal emotion or behaviour when answer questions and also can explain straightforward for questions they not understand, it will be more anonymity for the respondents to increase the realibility of response on questionnaire.

Data Analysis

Data were coded, computed and analyzed by utilizing the statistical package for social science version 23. To identify the relationship between variables, inferential analysis were conduct to examine the null hypothesis formed in this tsudy. In this section descriptive and inferential statistics were applied to verify the corresponding research objective.

Result and Findings

As mentioned earlier, the purpose of this study is to examine the relationship of emotional intelligence and life satisfaction in Malaysian undergraduate students. There were four steps undertaken to highlight the most respondents choice which are frequency analysis, correlation analysis, factor analysis and regression analysis to evaluate the contribution of each factor of emotional intelligence on overall life satisfaction.

Level of Emotional Intelligence

Table 1 showed the level of emotional intelligence among undergraduate students. A total of 600 respondents, 51.0 percent (306 respondents) have high level of emotional intelligence while about 30.9 percent (245 respondents) were at the moderate level of emotional intelligence and only 8.1 percent (49 respondents) were at low level. Thus, the findings of this analysis showed majority of respondents have high and moderate level of emotional intelligence compared low level. It means majority of respondents develop very well by socially, emotionally and cognitively in their learning process.

Table 1: Level of Emotional Intelligence and Life Satisfaction

Variables	Level (%)			Mean	SD
	Low	Moderate	High		
Emotional Intelligence	8.1	30.9	51.0	3.75	0.63
Life Satisfaction	9	78.7	12.3	4.58	1.82

Besides that, life satisfaction a total of 600 respondents, 78.7 percent of respondents have moderate level of life satisfaction while those with high level of life satisfaction consist of 12.3 percent of respondents as well and those with low life satisfaction which consist of 9 percent of respondents based on Table 1. It means overall respondents had moderate level of life satisfaction than low level and high level. They neither are in positive nor negative level in life satisfaction. A respondent was satisfied with his or her life or not is a subjective issue. Hence feeling of delight and comfort with their external environment depends on the factors impact them.

Relationship between Emotional Intelligence and Life Satisfaction

Pearson product -moment correlation analysis has been applied to examine the significant relationship between subscale of emotional intelligence and life satisfaction.

Table 3: Correlation of Perception, Managing, Social Skills, Utilizing Emotion and Life Satisfaction

Variables					
Life Satisfaction	1				
Perception of emotion	.726**	1			
Managing other emotion	.667**	.568**	1		
Social skills	.545**	.330**	.171*	1	
Utilizing emotions	.355**	.246**	.146*	.110	1

* Correlation is significant at the 0.05 level (2-tailed)
 ** Correlation is significant at the 0.01 level (1-tailed)

The Table 3 commonly displayed that there is a high positive relationship between the level of life satisfaction and subscale of emotional intelligence. Life satisfaction was measured by 50 items, 7-point Likert scale. The result in Table 3 shows that there was a statistically significant between the level of life satisfaction and the level of emotional intelligence. The findings showed that the relationship between the level of life satisfaction and perception emotion ($r = .726, p < .05$) which indicates high level of life satisfaction positively related with high level of perception of emotion.

The Table 3 also portrayed that there is a high level positive significant relationship between level of life satisfaction and managing other emotions with scores ($r = .667, p < .05$). Moreover, the result showed statistically significant positive relationship between level of life satisfaction and social skills ($r = .545, p < .05$). The result in Table 3 showed that there is a moderate statistically positive correlation between life satisfaction and utilizing emotions. The result showed that there is a significant positive moderate relationship between life satisfaction and utilizing emotions ($r = .355, p < .05$).

Discussion

The result of findings revealed that, the association between overall emotional intelligence subscale and level of life satisfaction was found to be significant. This study stated that, the higher level of emotional intelligence among undergraduate students, the better level of life satisfaction. Undergraduates who have better perception of emotion, managing other emotion, social skills and utilizing emotions will be capable to achieve a great life satisfaction in campus environment. This finding supports the findings of many scholars in the past studies.

Based on Schutte, N., Malouff, J., Bobik, C., Coston, T., Greeson, C., Jedlicka, C., Rhodes, and E., Wendroff., (2001) reviewed without proper emotional intelligence easily tend into depression and stressful which one of cause of dissatisfaction. Ekman (1977) and Grewal et al., (2006) stated that perception emotions of other's nonverbal meaning indirectly create comfort zone in self. Managing emotion by adapt to the situation form to be happy and accept what kind of sudden changes surrounding a human (Frijda, 1992). Meanwhile Schwarz and Clore (2003) concluded that improve social skills directly increase a person gratify and mollify. Utilizing emotion mentioned by Schwarz and Clore (2003) that capability to control and create emotion for successful platform to build a satisfaction level around a person with self and others.

Therefore, the current study support overall past studies according to result of analysis (Ahmad Marzuki et al., 2018; Alfonso et al., 1996; Gander et al., 2016; Ismail et al., 2014; John F.Helliwell, 2018; Sabri & Falahati, 2012). In addition, undergraduates with better mental health who manage to establish good relationship with others (lecturers and peers) will also achieved a great of life satisfaction. Being capable to observe, managing and utilizing emotions form thoughts that enhance their own feelings are the attributes of those with high level social skills and this will tend to better well being of life. In other words, undergraduates with flexible and open-minded propection, better self-awareness and might establish a value and potential quality of life in learning process.

A student who pursuing tertiary education, away from home in new campus life need an adaptive personality character towards the new surroundings. By this study able to stimulates

positive emotional intelligence among undergraduates who just left school life. They need a strong and healthy mindset to face any challenges in campus. These issues only can handle by emotional intelligence elements towards life satisfaction. That is the main purpose of this study and null hypothesis rejected in this study that there was a significant correlation between level of emotional intelligence and level of life satisfaction among Malaysian undergraduates.

Conclusion

Undergraduates require an internal support for a better living. The outcome of the study briefly showed that the respondents for the prior study internally benefitted from positive emotional intelligence subscales, which are perception of emotions, managing emotion, social skills and utilizing emotions. The positive emotional intelligence will tend to a satisfaction of life in order to carry on with whatever they require to perform in learning environment. Considering life satisfaction of Malaysian undergraduate's study contributes of individuals are related to a quality of well being life. Thus, life satisfaction is very important factor in learning environment does not matter whether higher education institutions or lower education institutions such as primary or secondary school.

Therefore, a high level of emotional intelligence within students, a grateful of life satisfaction will be fully attainable among students. This concluded that perception of emotion best subscale in emotional intelligence in increase student's life satisfaction level, followed with managing other emotion. Observe and manage emotion of other's viewed as essential tool for satisfaction achievement. At the same time, utilizing emotion not much attention obtains by respondents for high level of satisfaction although in partially correlated. Hence, utilizing emotion towards life satisfaction can be exploring more in upcoming research to fill in gap of this study.

This study also suggested that by improving students' life satisfaction, students can contribute to the development of students' community welfare as well as to universities administration. Therefore, universities management need to organize special workshop or self-intellectual or mindset training among students to alleviate their emotional intelligence skills. By this not only students satisfy with their campus life, it also encourages university management to form more value and potential students besides brilliant students. 'Students' a precious measure for each higher education institutions economically, so their well being and psychosocial attributes need to be taken into account. Hereby, well establish psychosocial factor among students directly increase profit for a higher education institution by getting a greater number of students to their universities. It means beneficially advantage for both parties whether students or management as recommendation of this study.

Originality

In terms of emotional intelligence, students' perception of emotion and managing others' emotion more contribute to students' life satisfaction as new finding of this study.

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