

An Exploratory Study on Emotional Intelligence and Life Satisfaction among University Students  
(*Kajian Eksploratif mengenai Kecerdasan Emosi dan Kepuasan Hidup di Kalangan Pelajar  
Universiti*)

NURUL HIDAYANA MOHD NOOR\*, ANIS SORAYA ZOLLIKREE & NURUL FAATIHAN  
NORUDDIN

ABSTRACT

Intensifying stress, depression, and suicidal attempts among youth in Malaysia have raised the attention of scholars into research on life satisfaction. The number of mental illnesses among Malaysian youth has dramatically increased where National Health and Morbidity Survey 2019 has discovered almost 500,000 adolescents in Malaysia, experiencing mental health illnesses. Moreover, the pandemic COVID-19 has invoked feelings of fear, uncertainty, and anxiety among students. Emotional Intelligence is regarded as an important trait that may influence the quality of student life. Therefore, this study is conducted to examine the ability of emotional intelligence towards improving student's life satisfaction. This study has adopted a cross-sectional online-based survey design towards 200 public university students. Emotional intelligence is measured based on Mayer, Caruso, and Salovey trait abilities, and the Satisfaction with Life Scale was referred for measuring life satisfaction. The final data of 150 Malaysian public university students are analyzed using Pearson correlation and regression analysis was used to develop predictive models of life satisfaction. The results indicated that emotional intelligence traits (i.e., perceiving emotion, using emotions, understanding emotions, and managing emotions) significantly influence students' life satisfaction. Managing emotion also acts as the most significant predictor. Thus, constructive actions need to be taken to improve students' emotional intelligence traits. Implications for practice and future study are deliberated accordingly.

Keywords: emotional intelligence, ability model, life satisfaction, public university students

ABSTRAK

*Mengintensifkan kemurungan dan cubaan bunuh diri di kalangan belia di Malaysia telah menarik perhatian para sarjana untuk membuat penyelidikan mengenai kepuasan hidup. Jumlah pesakit mental di kalangan belia di Malaysia telah meningkat secara mendadak di mana Kajian Kesihatan dan Morbiditi Nasional 2019 telah mendapati hampir 500,000 remaja di Malaysia mengalami masalah kesihatan mental. Lebih-lebih lagi, pandemik COVID-19 yang berterusan telah menimbulkan perasaan takut, tidak yakin, dan kegelisahan di kalangan pelajar. Kecerdasan Emosi dianggap sebagai elemen penting dimana ia boleh mempengaruhi kualiti kehidupan pelajar. Oleh itu, kajian ini dijalankan untuk mengkaji kemampuan kecerdasan emosi dalam meningkatkan kepuasan hidup pelajar. Kajian ini telah menggunakan reka bentuk tinjauan berasaskan keratan rentas dalam talian terhadap 200 pelajar universiti awam. Kecerdasan emosi diukur berdasarkan skala yang dicipta oleh Mayer, Caruso, dan Salovey, dan Kepuasan dengan Skala Hidup dirujuk untuk mengukur kepuasan hidup. Data akhir 150 pelajar universiti awam Malaysia dianalisis menggunakan korelasi Pearson dan analisis regresi untuk mengembangkan model ramalan kepuasan hidup. Hasil kajian menunjukkan bahawa sifat kecerdasan emosi (iaitu, penerimaan emosi, menggunakan emosi, memahami emosi, dan mengurus emosi) secara signifikan mempengaruhi kepuasan hidup pelajar. Menguruskan emosi juga bertindak sebagai peramal yang paling ketara. Oleh itu, tindakan konstruktif perlu dilakukan untuk meningkatkan sifat kecerdasan emosi pelajar. Implikasi praktik dan kajian masa depan dibahas dengan sewajarnya.*

*Kata kunci: kecerdasan emosi, model kemampuan, kepuasan hidup, pelajar universiti awam*

## INTRODUCTION

Life satisfaction refers to the individual evaluation of his or her life satisfaction based on a defined set of criteria (Lewis et al., 2011). Student life satisfaction continues to be neglected by empirical studies over the years and past studies have focused too much on psychological elements such as anxiety, depression, and emotional imbalance (Afolabi & Balogun, 2017). Life satisfaction is particularly important for university students since numerous studies have verified a significant relationship between life satisfaction and academic performance as well as a positive attitude and behavior (Shek & Chai, 2020; Cruwys et al., 2020). Antaramian's (2017) results indicated that high life satisfaction could affect student commitment, increasing academic performance, reducing academic stress, and improving Grade Point Averages (GPAs). Life satisfaction is also important to help in reducing the negative psychological effects as according to a report by Star Online, the National Health and Morbidity Survey 2019 found almost 500,000 Malaysian adolescents nowadays suffer mental health problems (Arman, 11 October, 2020). Most Malaysian students also found to be suffered from excessive stress and a low level of mindfulness (Ahmadi et al., 2014; Bin Hezmi, 2018).

In contrast, prior research has found that low life satisfaction led to delinquent behaviors such as sexual activity, drug, and alcohol abuse, and violence (Jung & Choi, 2017; Sun & Shek, 2010). A plethora of scholars also has found that the pandemic COVID-19 has negatively affected students' life satisfaction. For instance, Sundarasan et al. (2020) has found that the lockdown has increased the anxiety level and stress of Malaysian university students where the main factors include financial constraints, uncertainty with online teaching, and stress on unemployment issue which might affect their future job opportunities. COVID-19 also has caused intense family conflicts which resulting in neglect and abuse towards adolescents which negatively affect students' performance and well-being (Arman, 11 October, 2020). Similarly, based on the data collected from university students across Malaysia, Yunus et al. (2020) found that work-family conflict is positively linked with higher negative emotional symptoms.

Past studies have discovered that various emotional intelligence dimensions could act as predictors of life satisfaction. According to Salovey and Mayer (1990), an individual with high emotional intelligence will be able to notice the emotion, understand the human reaction, able to mitigate negative emotion, and capable to navigate their emotion to achieve desirable

outcomes. This is due to the absence of negative thinking and emotional distress (e.g., Kong, Zhao, & You, 2012; Di et al., 2020; Villanueva, Prado-Gascó, & Montoya-Castilla, 2020). For instance, Di et al.' (2020) study towards a sample of 525 Chinese university students demonstrated that using emotion predicts subjective well-being (i.e., life satisfaction, positive affect, and negative affect). Similarly, Villanueva, Prado-Gascó, and Montoya-Castilla (2020) revealed that emotional intelligence traits were related to life satisfaction and well-being in adolescents. Then, analysing the data of 378 college students, Extremera, Sánchez-Álvarez, and Rey (2020) confirm that both ability emotional intelligence and cognitive emotion regulation strategies related to well-being.

Many recent studies also have revealed that IQ is not a reliable measure of academic performance (Maguire et al., 2017). According to Goleman (1995), intellectual has count only a small percentage of human achievement and development, and the major percentage is derived from emotional intelligence (Goleman, 1995). Yet even though emotional intelligence is important for improving life satisfaction, the current level is still low. As supported, Saddki, Sukerman, and Mohamad's (2017) study towards 234 undergraduate students in Malaysia has found that the majority of students have a low level of emotional intelligence.

In this study, we determine emotional intelligence based on the ability model where there are four branches of emotion. First perceiving emotion signifies the ability to recognize own emotion and people surrounding. Second, using emotions are the abilities to navigate their positive emotion for desirable output and to lessen negative emotion. Third, understanding emotions states an individual able to understand the complexities of the emotion. Finally, managing emotions are the highest level of emotional intelligence in which the individual able to deal with the emotions (Salovey & Mayer, 1990).

Notwithstanding, there is a lack of studies examining the impact of emotional skills on human well-being. This study ponders on the influence of emotional intelligence and life satisfaction. To date, many studies have limited their studies on certain emotional intelligence abilities and many studies have focused only on the enablers of emotional intelligence. Therefore, this study has employed Salovey and Mayer's (1990) comprehensive model in evaluating the impact of emotional intelligence traits on students' life satisfaction. The application of the study within the Malaysian context also will deliver the current understanding of the literature.

## LITERATURE REVIEW

### Life Satisfaction

Life satisfaction is defined as the individual intelligence assessment about well-being, and specific parts of their life such as family, friends, society, and others (Raza et al., 2020), and it is often measured based on the happiness index in which life satisfaction is associated with happiness and achievement and vice versa (Proctor, Linley, & Maltby, 2009). Donovan and Halpern (2002) point out, "When people are happier, they tend to be more open-minded and creative in their thinking. In contrast, unhappy people, stressed, or dissatisfied tend to exhibit 'tunnel vision' and rigid thinking" (p. 32).

Past studies have discovered that people with high life satisfaction produce several positive outcomes such as good interpersonal skills, strong social support, and good marital life as compared to those who have a lower level of life satisfaction (e.g., Jung & Choi, 2017; Sun & Shek, 2010). A plethora of studies also found that life satisfaction delivers a positive effect on student performance and achievement (Antaramian, 2017). This happens because lesser academic stress and academic self-efficiency have helped the students to focus on their academic progress. Karaman and Watson's (2017) study for instance has found that abilities to control tasks, academic stress, and life satisfaction significantly explained 18% of the variance in student performance. In a similar vein, Macakova and Wood (2020), and Foroughi et al. (2021) concluded that life satisfaction positively affects academic performance.

### Emotional Intelligence

Mayer, DiPaolo, and Salovey (1990) define emotional intelligence as "a type of emotional information processing that includes the accurate appraisal of emotions in oneself and others, appropriate expression of emotion and adaptive regulation of emotion in such a way as to enhance living." Goleman (1995) proposed five dimensions of emotional intelligence which are 1) perceptive emotions, 2) handling emotions, 3) inspiring oneself, 4) diagnosing emotions, and 5) managing interactions.

According to Salovey and Mayer (1990), emotion and mood are different in which emotion is the intense response towards a particular situation and generally defined as a long-lasting emotional state. Those with higher emotional intelligence also will experience negative emotions (Salovey & Mayer, 1990). However, they are able to navigate the negative

emotions and made good reasoning on how to react with the emotion in a way that will lead to the best outcome. Instead of understanding their emotion, they are also able to understand the feeling of others (Salovey & Mayer, 1990).

There are several models of emotional intelligence in assessing emotions. These include mixed models of emotional intelligence, Bar-On's Emotional and Social Intelligence Model, Goleman's Emotional Competence Model, and the ability model. In our study, we have employed the ability-based model. Mayer, Caruso, and Salovey (1999) outlined the four abilities as follows: 1) perceiving emotions, 2) using emotions to facilitate thought, 3) understanding emotions and 4) management of emotions. Perceiving emotion refers to the ability to detect one's own emotions, as well as the emotions of others. While, using emotions is the ability to facilitate emotions, as well as the emotions of others. The third ability, understanding emotions, involves comprehending the complexities of emotions and able to predict how these emotions will lead to either desirable or undesirable outcomes. Finally, managing emotion means an individual able to regulate one's emotions to achieve the desired outcome.

### Emotional Intelligence and Life Satisfaction

Past studies have discovered that people who have higher emotional intelligence tend to be more satisfied in their life (e.g., Kong, Zhao, & You, 2012; Extremera & Rey, 2016; Di et al., 2020; Luque-Reca et al., 2018). Employing the Trait Emotional Intelligence Scale, Goh and Kim (2020) have discovered well-being, self-control, emotionality, and sociability play an important role in the academic performance of postgraduates' students. Chen and Zhang's (2020) study have revealed that emotional intelligence significantly predicted the students' speaking and listening performance.

Emotional intelligence individuals possessed higher social skills, good wisdom, and low perceived stress which acts as the strongest predictor for life satisfaction (Rezaei & Jeddi, 2020). Maguire et al.' (2017) study, for instance, found emotional intelligence significantly affects both cognitive and affective engagement. These results suggest that emotional intelligence may have positive implications for many aspects of student engagement and performance. Similarly, Urquijo, Extremera, and Villa (2016) found that high emotional intelligence increases well-being and life satisfaction in graduates by reducing the experience of stress.

Based on the sample of 303 Spanish students of Medicine, Physiotherapy, and Nursing, Carvalho,

Guerrero, and Chambel' (2018) results indicated that emotion assessments and the use of emotion had a positive direct effect on life satisfaction, and self-emotion assessments had a positive indirect effect on exhaustion. Next, based on a sample of 254 participants, Szczygiel and Mikolajczak (2017) have found that emotional intelligence trait was positively correlated with social well-being.

From the Malaysian context, Ramli et al.' (2018) study found a negative relationship between self-regulation and mindfulness with academic stress which in turn improves student satisfaction. Ramachandran, Hamsan, and Khir's (2018) findings also showed that a significant relationship between all emotional intelligence traits with life satisfaction. Thus, we concluded these reviews by stated that emotional intelligence may be an important trait for student performance and well-being, and we proposed the following hypotheses:

H1: There is a significant relationship between perceiving emotion and life satisfaction among Malaysian public university students.

H2: There is a significant relationship between using emotion and life satisfaction among Malaysian public university students.

H3: There is a significant relationship between understanding emotion and life satisfaction among Malaysian public university students.

H4: There is a significant relationship between managing emotion and life satisfaction among Malaysian public university students.

CONCEPTUAL FRAMEWORK

A conceptual framework including all proposed factors influencing life satisfaction is illustrated in Figure 1. In this study, the independent variables are perceiving emotion, using emotion, understanding emotion, and managing emotion. Life satisfaction is the dependent variable in which all traits are predicted to influence life satisfaction.

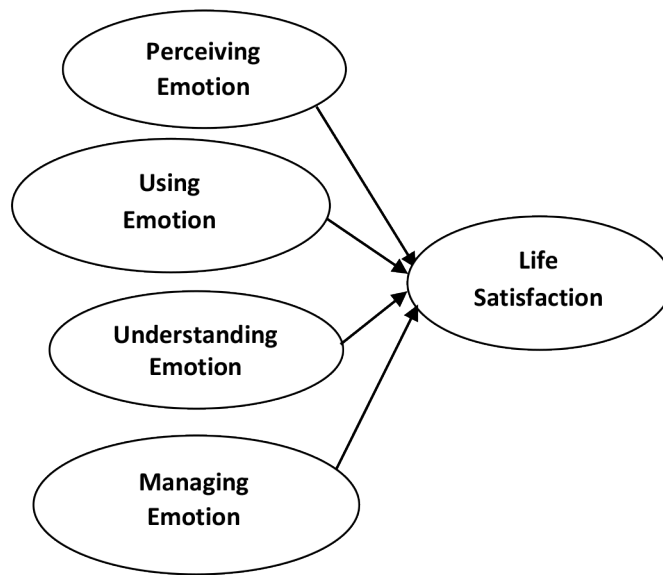


FIGURE 1. Schematization of the Hypothesized Model

METHODOLOGY

For this study, a quantitative survey and cross-sectional study were conducted towards 200 Malaysian university students. In particular, the population of the study

covered the students from three main Malaysian public universities which include Universiti Kebangsaan Malaysia, Universiti Malaya, and Universiti Teknologi MARA. In determining, an appropriate sample size, we follow the rule of thumb provided by Green (1991)

where recommendation  $N \geq 50 + 8m$  for the multiple regression where  $m$  is the number of predictor variables. Based on the formula, our minimum sample size is  $(50 + 8 \times 4) = 82$  respondents. Thus, we have distributed to 200 students. A valid 150 questionnaires were received which accounted for 75% of the response rate.

In this research, Mayer, Caruso, and Salovey's (1999) 16-items Emotional Intelligence Scale has been used to measure emotional intelligence. The sample questions are "I have a good sense of why I have certain feelings most of the time," "I always set goals for myself and then try my best to achieve them," and "I have a good understanding of my own emotions." In measuring life satisfaction, the Life Scale the Satisfaction with Life Scale (SWLS) created by researchers Diener, Emmons, Larsen, and Griffin (1985) was referred. The sample questions are "In most ways, my life is close to ideal," "The conditions of my life are excellent," and "I am satisfied with life." All variables were measured using the Likert Scale which is based on a 5-point scale from 1 strongly disagree to 5 strongly agree.

The data were analyzed using SPSS software. This software helped the researcher to perform the

cleaning of data to identify any errors and missing values. This study examined the reliability of the constructs by looking at the Cronbach's Alpha coefficient to indicate how well the constructs in a set are positively correlated to one another. In general, the reliabilities less than 0.60 are poor, those in the 0.70 range are acceptable, and those over 0.80 are good (Sekaran & Bougie, 2013).

Next, the assumption of normality is compulsory for many inferential statistical techniques. For the study, the researcher will determine the normality of the data based on the value of skewness and kurtosis. To suggest the normal distribution, the value of skewness and kurtosis should fall within the range of  $\pm 3.0$  and  $\pm 10$ , respectively; otherwise, the distribution for the corresponding items departs from normality (Kline, 2011). For the main analyses, correlation analysis is used to describe the strength and direction between the variables. Regression was also used to identify the level of the impact made by emotional intelligence on life satisfaction.

## RESULT AND DISCUSSION

Table 1 summarizes the profile of the respondents

TABLE 1. Profile of the Respondents

No.	Profile	No. of Respondent (n)	Percentage (%)
1	Gender		
	Male	30	20.0
	Female	120	80.0
2	Age		
	18-28	149	99.3
	29-39	1	0.7
	40-50	-	-
	51-61	-	-
3	Race		
	Malay	144	96.0
	Chinese	6	4.0
	Indian	-	-
	Others	-	-
4	Course		
	Science	68	45.3
	Non-Science	82	54.7
5	Student Status		
	Undergraduates	149	99.3
	Postgraduates	1	0.7

for this study. Most of the respondents were female (80.0%) and the rest was male (20.0%). Then, most of the respondents were from the age group of 18-28 (99.3%). In this study, most of the students were Malays (96.0%) and the rest was Chinese (4.0%). Most of the respondents were also non-science students (54.7%) and the rest were science students (45.3%). Finally,

most of the respondents were undergraduates' students (99.3%) followed by postgraduates' students (0.7%).

Based on Table 2, Cronbach's Alpha for perceiving emotion (0.852), using emotion (0.756), understanding emotion (0.756), managing emotion (0.869), and life satisfaction (0.803) was above 0.70, thus, variables were considered as good and reliable.

TABLE 2. Reliability Results

Variable	Cronbach's Alpha	No. of Items
Independent Variable:		
Perceiving Emotion	0.852	4
Using Emotion	0.756	4
Understanding Emotion	0.756	4
Managing Emotion	0.869	4
Dependent Variable:		
Life Satisfaction	0.803	5

The value of skewness and kurtosis should fall within the range of  $\pm 3.0$  and  $\pm 10$ , respectively; otherwise, the distribution for the corresponding items departs from normality (Kline, 2011). In this case, the researcher should examine the outliers and delete

a certain number of extreme outliers in the data set and re-specify the model. Based on the results of the normality test, this study fulfilled the assumption of normality (see Table 3).

TABLE 3. Normality Results

Variable	M	SD	Skewness	Kurtosis
Perceiving Emotion	3.80	0.68	-0.13	-0.10
Using Emotion	3.84	0.62	-0.10	-0.42
Understanding Emotion	3.70	0.64	-0.18	0.08
Managing Emotion	3.51	0.78	-0.36	-0.06
Life Satisfaction	3.25	0.88	-0.58	-0.39

Table 4 first provides preliminary support for the significant correlations between perceiving emotion and life satisfaction ( $r=0.321$ ,  $p=0.000$ ). Therefore, H1 (There is a significant relationship between perceiving emotion and life satisfaction among Malaysian public university students) is supported. Second, we found that using emotion significantly predicts life satisfaction ( $r=0.376$ ,  $p=0.000$ ). Thus, H2 (There is a significant relationship between using emotion and life satisfaction among Malaysian public university

students) is supported. Third, understanding emotion was found to affect life satisfaction ( $r=0.246$ ,  $p=0.002$ ) where H3 (There is a significant relationship between understanding emotion and life satisfaction among Malaysian public university students) is supported. Finally, our results revealed that managing emotion was significantly related to life satisfaction ( $r=0.463$ ,  $p=0.000$ ). Thus, H4 (There is a significant relationship between managing emotion and life satisfaction among Malaysian public university students) is also supported.

TABLE 4: Correlation Results

		Life Satisfaction
Perceiving Emotion	Pearson correlation	0.321**
	Sig.	0.000
	N	150
Using Emotion	Pearson correlation	0.376**
	Sig.	0.000
	N	150
Understanding Emotion	Pearson correlation	0.246**
	Sig.	0.002
	N	150
Managing Emotion	Pearson correlation	0.463**
	Sig.	0.000
	N	150

From Table 5, the adjusted  $R^2$  value was 0.551 where 55.1% of all four independent variables influence dependent variable (life satisfaction). The results are as following: 1) perceiving emotion ( $\beta = 0.212$ ,  $p = 0.056$ ), 2) using emotion ( $\beta = 0.288$ ,  $p = 0.032$ ), 3)

understanding emotion ( $\beta = 0.011$ ,  $p = 0.079$ ), and 4) managing emotion ( $\beta = 0.341$ ,  $p = 0.000$ ). So, from this result the strongest independent variable was managing emotion.

TABLE 5. Regression Results

Variable	Beta	Sig.
Perceiving emotion	0.212	0.056
Using emotion	0.288	0.032
Understanding emotion	0.011	0.079
Managing emotion	0.341	0.000
$R^2$	0.347	
Adjusted $R^2$	0.551	
F Change	18.86	
Sig.	0.000 <sup>b</sup>	

The present study contributes to the body of literature seeking to determine the role of emotional intelligence in explaining individuals' life satisfaction and well-being. More specifically, the study has revealed that there is a significant relationship exists between emotional intelligence (i.e., perceiving emotion, using emotion, understanding emotion, and managing emotion) and life satisfaction. This is consistent with

prior studies such as Rezaei and Jeddi (2020), Maguire et al. (2017), Carvalho, Guerrero, and Chambel (2018), and Szczygieł and Mikolajczak (2017). Beauvais et al. (2014) for instance have found that emotional intelligence traits predict student performance and well-being. Our study also revealed that managing emotion emerged as the most significant predictor of students' life satisfaction.

According to Caston and Mauss (2011), managing emotion can act as a resilience mechanism especially for students who always facing academic stress and Salovey and Mayer (1990) have stated managing emotion is the highest-level trait. Management of emotion is particularly important to people because if they are having difficulties in managing their emotions for a long period, it may lead to mental health issues. Hence, managing emotion may act as a helpful tool for enhancing students' life satisfaction (Mestre et al., 2017).

Based on these findings, we recommend that the university management need to provide appropriate psycho-educational programs and activities such as personality workshop, seminar, campaign, and talk that would enhance their emotional intelligence. Moreover, the students should be encouraged to take the emotional intelligence test as they can know their strengths and weakness to be improved. Besides, educationalists and policymakers must acknowledge the idea that increasing levels of students' emotional intelligence through teaching or training. The lecturers also need to be trained with appropriate teaching styles as they would be more sensitive to students' emotional intelligence skills. The process needs to be done continuously since emotional intelligence can be developed over a while. As highlighted by Foster et al. (2017), students' emotional intelligence was found to increase across the program and there was a significant increase in the emotional intelligent scores over time. Geßler, Nežlek, and Schütz (2020) also have found training could help to improve higher and the effects were stable for over four months.

## CONCLUSION

The present study supports the influence of emotional intelligence on student's life satisfaction. The present study may be used to implement more effective strategies and programs towards achieving higher emotional intelligence. Although the study has delivered several significant implications, the study has several limitations. Firstly, the generalizability of the findings was also affected since we only analysed the data from 150 respondents. Therefore, future studies need to widen the scope of the study to private universities or colleges.

Secondly, the study used only the quantitative method and future research may consider the usage of other methods such as focus group discussion, in-depth interview, observation, and content analysis. For instance, the qualitative aspect will provide in-depth

information on the study context. Third, the cross-sectional data collection that was implemented in this research limits the potential to interpret the results in terms of causality. Further studies can consider conducting a study that involves a longitudinal data collection procedure to deliver an accurate confirmation of the identified relationships. Fourth, our model is also limited. The researchers recommend future research to enhance the model by examining other variables such as personality, mediating or moderating variable, demographics factor, comparison study, and other elements of the constructs.

## ACKNOWLEDGEMENTS

The authors acknowledge the support of the survey respondents for this research. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

## REFERENCES

- Afolabi, O. A., & Balogun, A. G. (2017). Impacts of psychological security, emotional intelligence, and self-efficacy on undergraduates' life satisfaction. *Psychological Thought*, 10(2), pp. 247–261.
- Ahmadi, A., Mustaffa, M., Haghdoost, A., & Alavi, M. (2014). Mindfulness and Related Factors among Undergraduate Students. *Procedia Social Behavior Science*, 159, pp. 20–24.
- Antaramian, S. (2017). The importance of very high life satisfaction for students' academic success. *Cogent Education*, 4(1), 1307622.
- Arman, R. (11 October 2020). *Mental health: prioritising children and adolescents*. Retrieved from <https://www.thestar.com.my/news/focus/2020/10/11/mental-health-prioritising-children-and-adolescents>
- Beauvais, A. M., Stewart, J. G., DeNisco, S., & Beauvais, J. E. (2014). Factors related to academic success among nursing students: a descriptive correlational research study. *Nurse Education Today*, 34(6), pp. 918–923.
- Bin Hezmi, M. A. (2018). *Mental health a major concern in coming years among Malaysian students?* Retrieved from <https://people.utm.my/azril/mental-health-a-major-concern-in-coming-years-among-malaysianstudents/>.
- Carvalho, V. S., Guerrero, E., & Chambel, M. J. (2018). Emotional intelligence and health students' well-being: A two-wave study with students of medicine, physiotherapy, and nursing. *Nurse Education Today*, 63, pp. 35–42.
- Caston, A. T., & Mauss, I. B. (2011). Resilience in the face of stress: emotion regulation as a protective factor. In S. M. Southwick, B. T. Litz, D. Charney, & M. J. Friedman (Eds.). *Resilience and mental*



- health: challenges across the lifespan* (pp.30-44). New York, NY: Cambridge University Press.
- Chen, Z., & Zhang, P. (2020). Trait emotional intelligence and second language performance: a case study of Chinese EFL learners. *Journal of Multilingual and Multicultural Development*, pp. 1-15.
- Cruwys, T., Ng, N. W., Haslam, S. A., & Haslam, C. (2020). Identity continuity protects international student academic performance, retention, and life satisfaction: A longitudinal examination of the Social Identity Model of Identity Change. *Applied Psychology*.
- Di, M., Jia, N., Wang, Q., Yan, W., Yang, K., & Kong, F. (2020). A bifactor model of the Wong and Law Emotional Intelligence Scale and its association with subjective well-being. *The Journal of Positive Psychology*, pp. 1-12.
- Diener, E. D., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, 49(1), pp. 71-75.
- Donovan, N. & Halpern, D. (2002). *Life satisfaction: the state of knowledge and implications for government*. Retrieved from <http://www.cabinetoffice.gov.uk/media/cabinetoffice/strategy/assets/paper.pdf>
- Extremera, N., & Rey, L. (2016). Ability emotional intelligence and life satisfaction: Positive and negative affect as mediators. *Personality and Individual Differences*, 102, pp. 98-101.
- Extremera, N., Sánchez-Álvarez, N., & Rey, L. (2020). Pathways between ability emotional intelligence and subjective well-being: Bridging links through cognitive emotion regulation strategies. *Sustainability*, 12(5), 2111.
- Foroughi, B., Griffiths, M. D., Iranmanesh, M., & Salamzadeh, Y. (2021). Associations between Instagram addiction, academic performance, social anxiety, depression, and life satisfaction among university students. *International Journal of Mental Health and Addiction*, 1-22.
- Foster, K., Fethney, J., McKenzie, H., Fisher, M., Harkness, E., & Kozłowski, D. (2017). Emotional intelligence increases over time: A longitudinal study of Australian pre-registration nursing students. *Nurse Education Today*, 55, pp. 65-70.
- Geßler, S., Nezlak, J. B., & Schütz, A. (2020). Training emotional intelligence: Does training in basic emotional abilities help people to improve higher emotional abilities? *The Journal of Positive Psychology*, pp. 1-10.
- Goh, E., & Kim, H. J. (2020). Emotional intelligence as a predictor of academic performance in hospitality higher education. *Journal of Hospitality & Tourism Education*, pp. 1-7.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Green, S. B. (1991). How many subjects does it take to do a regression analysis. *Multivariate Behavioral Research*, 26(3), 499-510.
- Jung, S., & Choi, E. (2017). Life satisfaction and delinquent behaviors among Korean adolescents. *Personality and Individual Differences*, 104, 104–110.
- Karaman, M. A., & Watson, J. C. (2017). Examining associations among achievement motivation, locus of control, academic stress, and life satisfaction: A comparison of US and international undergraduate students. *Personality and Individual Differences*, 111, 106-110.
- Khaufman, A. V., Kosberg, J. I., Leeper, J. D., & Tang, M. (2010). Social support, caregiver burden, and life satisfaction in a sample of rural African American and white caregivers of older persons with dementia. *Journal of Gerontological Social Work*, 53, pp. 251–269.
- Kline, R.B. (2011). *Principles and practice of structural equation modeling* (2nd ed.), New York: The Guilford Press.
- Kong, F., Zhao, J., & You, X. (2012). Emotional intelligence and life satisfaction in Chinese university students: The mediating role of self-esteem and social support. *Personality and Individual Differences*, 53(8), pp. 1039-1043.
- Lewis, A. D., Huebner, E. S., Malone, P. S., & Valois, R. F. (2011). Life satisfaction and student engagement in adolescents. *Journal of Youth and Adolescence*, 40, pp. 249–262.
- Luque-Reca, O., Pulido-Martos, M., Lopez-Zafra, E., & Augusto-Landa, J. M. (2018). The Importance of Emotional Intelligence and Cognitive Style in Institutionalized Older Adults' Quality of Life. *The Journal of General Psychology*, 145(2), pp. 120-133.
- Macakova, V., & Wood, C. (2020). The relationship between academic achievement, self-efficacy, implicit theories, and basic psychological needs satisfaction among university students. *Studies in Higher Education*, 1-11.
- Maguire, R., Egan, A., Hyland, P., & Maguire, P. (2017). Engaging students emotionally: The role of emotional intelligence in predicting cognitive and affective engagement in higher education. *Higher Education Research & Development*, 36(2), pp. 343-357.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27(4), pp. 267-298.
- Mayer, J. D., DiPaolo, M., & Salovey, P. (1990). Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence. *Journal of Personality Assessment*, 54(3-4), pp. 772-781.
- Mestre, J. M., Núñez-Lozano, J. M., Gómez-Molinero, R., Zayas, A., & Guil, R. (2017). Emotion regulation ability and resilience in a sample of adolescents from a suburban area. *Frontiers in Psychology*, 8, 1980.
- Proctor, C. L., Linley, P. A., & Maltby, J. (2009). Youth life satisfaction: a review of the literature. *Journal of Happiness Studies*, 10(5), pp. 583–630.
- Ramachandran, K., Hamsan, H. H., & Khir, A. M. (2018). Emotional intelligence and life satisfaction among students in Klang Valley Malaysia. *Journal of Modern Trends in Social Sciences*, 1(4), pp. 28-37.

- Ramli, N. H., Alavi, M., Mehrinezhad, S. A., & Ahmadi, A. (2018). Academic stress and self-regulation among university students in Malaysia: Mediator role of mindfulness. *Behavioral Sciences*, 8(1), pp. 12.
- Raza, S. A., Qazi, W., Umer, B., & Khan, K. A. (2020). Influence of social networking sites on life satisfaction among university students: a mediating role of social benefit and social overload. *Health Education*.
- Rezaei, A., & Jeddi, E. M. (2020). Relationship between wisdom, perceived control of internal states, perceived stress, social intelligence, information processing styles, and life satisfaction among college students. *Current Psychology*, 39(3), pp. 927-933.
- Saddki, N., Sukerman, N., & Mohamad, D. (2017). Association between emotional intelligence and perceived stress in undergraduate dental students. *The Malaysian Journal of Medical Sciences: MJMS*, 24(1), pp. 59.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9(3), pp. 185-211.
- Sekaran, U., & Bougie, R. (2013). *Research methods for business: A skill-building approach* (6th Ed.). West Sussex, UK: John Wiley & Sons Ltd.
- Shek, D. T., & Chai, W. (2020). The impact of positive youth development attributes and life satisfaction on academic well-being: A longitudinal mediation study. *Frontiers in Psychology*, 11.
- Sun, R. C. F., & Shek, D. T. L. (2010). Life satisfaction, positive youth development and problem behavior among Chinese adolescents in Hong Kong. *Social Indicators Research*, 95, pp. 455-474.
- Sundarasan, S., Chinna, K., Kamaludin, K., Nurunnabi, M., Baloch, G. M., Khoshaim, H. B., ... & Sukayt, A. (2020). Psychological impact of COVID-19 and lockdown among university students in Malaysia: Implications and policy recommendations. *International Journal of Environmental Research and Public Health*, 17(17), 6206.
- Szczygieł, D., & Mikolajczak, M. (2017). Why are people high in emotional intelligence happier? They make the most of their positive emotions. *Personality and Individual Differences*, 117, pp.177-181.
- Urquijo, I., Extremera, N., & Villa, A. (2016). Emotional intelligence, life satisfaction, and psychological well-being in graduates: The mediating effect of perceived stress. *Applied Research in Quality of Life*, 11(4), pp. 1241-1252.
- Villanueva, L., Prado-Gascó, V., & Montoya-Castilla, I. (2020). Longitudinal analysis of subjective well-being in preadolescents: The role of emotional intelligence, self-esteem, and perceived stress. *Journal of Health Psychology*.
- Yunus, W. M. A. W. M., Badri, S. K. Z., Panatik, S. A., & Mukhtar, F. (2020). The unprecedented movement control order (lockdown) and factors associated with the negative emotional symptoms, happiness, and work-life balance of Malaysian university students during the coronavirus disease (COVID-19) Pandemic. *Frontiers in Psychiatry*, 11.

Nurul Hidayana Mohd Noor\*, Anis Soraya Zollfikree & Nurul Faatihah Noruddin  
 Fakulti Sains Pentadbiran dan Pengajian Polisi,  
 UiTM Seremban 3,  
 602, Jalan Seremban Tiga 18,  
 70300 Seremban, Negeri Sembilan, Malaysia.

\*Pengarang untuk surat menyurat; e-mel: [hidayana@uitm.edu.my](mailto:hidayana@uitm.edu.my)

Diserahkan: 07 Mac 2021

Diterima: 09 Mac 2021