



**RELATIONSHIP OF EMOTIONAL INTELLIGENCE ON LIFE SATISFACTION AND
BULLYING OF ADOLESCENTS AND YOUNG ADULTS**

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ABSTRACT

The aim of this research is to investigate the relationship between emotional intelligence, life satisfaction, and bullying experiences among adolescents and young adults using questionnaire-based analysis. The current research examined the relationship between emotional intelligence (EI), life satisfaction, and bullying among adolescents and young adults. The study employed a

quantitative approach, administering structured questionnaires to a sample population to assess their levels of EI, self-reported life satisfaction, and experiences of bullying. Statistical analysis reveals significant associations between higher EI scores and increased life satisfaction, as well as reduced likelihood of both being bullied and engaging in bullying behaviors. Moreover, subgroup analyses based on demographic variables provide insights into potential moderating factors influencing these relationships. The findings underscore the importance of fostering EI skills among youth as a means of promoting well-being and mitigating the prevalence of bullying behaviors. Recommendations for educational and intervention strategies aimed at enhancing emotional competence and fostering positive social environments are discussed.

Key words: Bullying, Emotional Intelligence, Life Satisfaction

INTRODUCTION

Emotional Intelligence

Emotional Intelligence (EQ) is the capacity to identify, comprehend, regulate, and make good use of one's own emotions as well as those of others. It entails a collection of abilities that enable people to successfully navigate social situations, develop empathy for others, and control their own emotions in a healthy way. Author Daniel Goleman popularized the idea in the 1990s, building on the work of psychologists Salovey and Mayer.

Emotional intelligence encompasses essential components crucial for personal and interpersonal effectiveness. Self-awareness involves recognizing and managing one's emotions and their impact on behavior. Self-regulation entails controlling impulses and responses, especially in challenging situations. Motivation drives individuals to pursue goals with enthusiasm and

resilience, fostering both professional and personal development. Empathy enables understanding and empathizing with others' emotions, fostering compassionate and sensitive interactions. Social skills involve building and maintaining healthy relationships through effective communication, collaboration, and conflict resolution. Together, these elements form a foundation for navigating emotions, relationships, and personal growth with greater understanding and effectiveness.

Life Satisfaction

According to Diener (1984), life satisfaction includes satisfaction from life, desire to change life, satisfaction from the past, satisfaction from the future, and the views of that person's relatives about that person. Satisfaction areas can be work, family, leisure, health, money, self and close environment. Life fulfillment includes one's generally satisfaction with different perspectives of life, counting connections, wellbeing, accounts, and individual development. It's affected by physical wellbeing, mental well-being, get to healthcare, work fulfillment, budgetary steadiness, and community associations. Social values, societal standards, and natural variables too shape individuals' discernments. It's a pivotal angle of subjective well-being, reflecting both enthusiastic encounters and cognitive appraisals of life.

Life fulfillment is profoundly affected by a few urgent components. Firstly, the quality of one's connections plays a noteworthy part, with solid associations to companions, family, and accomplices contributing to in general joy. Furthermore, finding fulfillment and reason in one's work and career way can enormously affect one's sense of fulfillment with life. Thirdly, keeping up great physical and mental wellbeing is fundamental, because it directly connects with a better quality of life and satisfaction. Also, a steady budgetary circumstance, whereas not a sole source of bliss, can contribute to a more prominent sense of security and fulfillment. At long last, feeling

associated to a community and having a sense of social having a place are imperative for cultivating a satisfying and fulfilling life. Each of these variables intertwines to shape an individual's in general discernment of life fulfillment.

Bullying

Bullying is unwanted aggressive behavior that involves an imbalance of power between two or more individuals (Nansel et al., 2001; Olweus, 1993, 2010).

Adolescent bullying is a severe social problem that can negatively impact the wellbeing of individuals involved in it for a long time. Bullying is the deliberate, persistent use of aggression with the goal of hurting or upsetting another person. Bullying can come in many different ways, such as verbal, physical, social, or cyberbullying. Teenagers, who are going through a very important period in their lives, are especially susceptible to the harmful effects of bullying.

Bullying is affected by a complex interaction of person, social, natural, and social variables. On a personal level, identity characteristics like animosity and impulsivity, coupled with encounters of victimization and mental challenges, can contribute to bullying behavior. Social elements, counting peer impact and family childhood, shape the environment in which bullying happens. Societal standards and community impacts advance impact states of mind towards bullying. Natural variables such as school climate and the internet availability too play noteworthy parts. Furthermore, sex standards, financial status, and social hones contribute to the appearance and acknowledgment of bullying inside communities. Understanding these multifaceted impacts is basic for successfully tending to and anticipating bullying. Bullying includes physical, verbal, social (relational aggression), and cyberbullying, each inflicting harm in different ways.

Rationale of the Study

The study's justification comes from the realization that bullying has a substantial negative influence on teenagers' mental health and the paucity of studies on the subject of emotional intelligence (EI) in this setting. While earlier research has emphasized the significance of Emotional Intelligence (EI) for psychological adjustment and subjective well-being, few studies have specifically looked at the relationship between various aspects of EI and life satisfaction in teenagers who are subjected to bullying and cyberbullying. The current study intends to offer a more thorough knowledge of the processes via which Emotional Intelligence (EI) can mitigate the detrimental impacts of bullying on adolescents' well-being by exploring these emotional characteristics. Furthermore, the results will have applications in the form of tailored interventions to support emotional resilience and overall wellbeing in bullied teenagers. The study's justification, then, is based on its potential to further theoretical understanding as well as real-world applications in the areas of bullying prevention and adolescent mental health.

REVIEW OF LITERATURE

Research by Eur (2021) investigated the connections between adolescent life satisfaction, bullying, cyberbullying, and emotional intelligence (EI). 3520 high school pupils, aged 12 to 18, participated, with 51.5% of them being female. The majority of EI components, according to the results, had a positive correlation with life satisfaction and a negative correlation with bullying and cyberbullying. Bullying victims, cyberbullying victims, and bully-victims showed reduced EI and life satisfaction. Particularly among bully-victims of cyberbullying, better life satisfaction was

linked to efficient emotion control. The results highlight the value of emotional intelligence (EI) therapies in improving the wellbeing of teenagers who engage in bullying and cyberbullying.

The purpose of the study by Hector (2022) was to investigate the relationship between suicidal ideation and victimization while accounting for the impact of interpersonal problems, emotional intelligence (EI), and life satisfaction. For the same reason, a total of 898 teenagers completed the Suicide Risk Inventory for Adolescents, the Wong-Law Emotional Intelligence Scale, and the Peer School Victimization Scale. The results of the mediation study showed that life satisfaction, interpersonal problems, and emotional intelligence mediated the relationship between suicidal ideation and bullying victimization. Additionally, the results of the moderation analysis indicated that the association between suicidal thoughts and emotional intelligence (EI) was moderated by age and gender. Last but not least, the moderated moderation analyses demonstrated how EI helped students who had never suffered relational trauma to reduce suicide ideation to a greater extent.

In a study conducted by Int (2019) with a sample of 494 bullied teenagers, found that higher levels of emotional intelligence (EI) were associated with lower suicide risk. This relationship was mediated by levels of flourishing, indicating that adolescents with higher EI were more likely to experience flourishing, which in turn reduced their likelihood of suicidal ideation and depressive symptoms. Moreover, the study revealed that EI moderated the relationship between low flourishing and suicide risk, suggesting that EI serves as a protective factor against suicidal tendencies among bullied adolescents, particularly those experiencing low levels of thriving.

Susana et al. (2019) explored how bullying impacts adolescents' life satisfaction, considering socio-demographic factors, personal competencies, and school climate. Analyzing data from 647 Spanish students, it found that bullying, gender, and developmental stage initially

predicted life satisfaction. However, after accounting for personal competencies and school climate, only self-esteem, emotional repair, and school climate remained significant predictors. These results underscore the importance of school environment and personal factors in promoting adolescent well-being and addressing bullying issues in education.

David et al. (2020) studied detrimental effects of bullying on victims, such as low life satisfaction and a negative self-concept, have been shown by recent studies. The purpose of this study, which involved 1,318 Spanish students between the ages of 11 and 18, was to ascertain how self-concept and emotional intelligence (EI) interact when peer victimization is present. Findings indicated that the association between victimization and life satisfaction was mediated by one's self-concept. Additionally, through self-concept, EI indirectly affected life satisfaction and mitigated the detrimental effects of victimization on self-concept. These results highlight the role that emotional intelligence (EI) plays in buffering the negative effects of bullying on emotional adjustment, which may have consequences for intervention programs in schools in the future.

METHODOLOGY

Aim

The aim of the research is to investigate the relationship between emotional intelligence, life satisfaction, and bullying experiences among adolescents and young adults using questionnaire-based analysis.

Hypothesis

- Hypothesis 1 (H1): Higher emotional intelligence (EI) correlates with greater life satisfaction (LSS).
- Hypothesis 2 (H2): Experiences of bullying correlate negatively with both EI and LSS.

Variables

- **Independent variable:** Bullying
- **Dependent variable:** Life Satisfaction and Emotional Intelligence

Sampling Method

The population consists of school and college going students of 12 to 24 years. They were screened using The Wong and Law Emotional Intelligence Scale (WLIES), Based on Mayer and Salovey's model, Life satisfaction scale given by Prof. Hardeo Ojha in 2015 and bullying questionnaire peer interactions in a primary school questionnaire given by Thomas Tarhis and Lynne Huffman in 2007. The sample size was 100 participants with 64 females and 36 males. The sample was gathered by the distribution of a google form (N = 70) and a questionnaire (N = 30) in both online and offline modes.

DESCRIPTION OF TOOLS

EMOTIONAL INTELLIGENCE QUESTIONNAIRE: A quick and easy method for assessing emotional intelligence in the workplace is the Wong and Law Emotional Intelligence Scale (WLIES). on the paradigm proposed by Mayer and Salovey. The Wong and Law Emotional Intelligence Scale (WLEIS) was developed in 2002 by Peter Wong and Kenneth Law as a means of measuring emotional intelligence.

LIFE SATISFACTION SCALE: Prof. Ojha's LS questionnaire (2010) assessed participants' general contentment with a range of life domains, including relationships, career and academic life, and personal well-being. On a 20-item scale, 12 items indicated life satisfaction in a positive direction and 8 items indicated life unhappiness in a negative direction. The scale's components were designed in such a way that they are appropriate for measuring life satisfaction in relation to family, personal health, and social settings. The things were presented so that people of all ages, young, middle-aged, and old, might use them.

BULLYING (Peer interaction in primary school questionnaire): Participants' experiences with peer interactions in elementary school, including bullying incidents in which they were both offenders and victims, were investigated by use of a questionnaire. This has been retrieved from Journal of Developmental and Behavioral Pediatrics, Volume 28, pp. 125–132, Thomas Tarshis and Lynne Huffman describe the psychometric properties of the Peer Interactions in Primary School (PIPS) questionnaire.

PROCEDURE

To investigate the study endorsement from the college was gotten for the summation, and moral clearance was secured from the administrator. A survey was outlined for information collection, and a Google form was made for online conveyance through social media stages. The information, comprising of 64 females and 36 males, were exchanged to an exceed expectations sheet and analyzed utilizing SPSS.

RESULTS

The present study aimed to assess the relationship between life satisfaction, emotional intelligence, and bullying. As mentioned, the final sample included 100 participants (64 females and 36 males). Participants were between the ages of 12 to 24 years old.

Table 1

Correlation between Life Satisfaction, Emotional Intelligence and Bullying

	<i>LSS</i>	<i>EI</i>	<i>B</i>
<i>LSS</i>	1		
<i>EI</i>	0.51674	1	
<i>B</i>	-0.33651	-0.1781	1

Note: LSS: Life satisfaction; EI: Emotional Intelligence; B: Bullying

DISCUSSION OF RESULTS

The present study aimed to assess the relationship between life satisfaction, emotional intelligence, and bullying. As mentioned, the final sample included 100 participants (64 females and 36 males). Participants were between the ages of 12 to 24 years old.

Significant correlations between important variables were found by our investigation. Emotional intelligence (EI) and life satisfaction (LSS) were found to have a substantial positive connection ($r = 0.51674$, $p < 0.05$), suggesting that people with higher EI also tend to report higher levels of life satisfaction. On the other hand, bullying experiences had a substantial negative link with both emotional intelligence ($r = -0.1781$, $p < 0.05$) and life satisfaction ($r = -0.33651$, $p < 0.05$), indicating that victims of bullying typically have lower levels of both. These findings emphasize the significance of mental health and the negative effects of bullying on life satisfaction in general.

Examining the subtleties of the findings of your study provides fascinating new information about the complex relationships among life satisfaction, bullying experiences, and emotional intelligence. The strong positive correlation (0.51674) found between life satisfaction and emotional intelligence highlights the critical role that emotional intelligence plays in helping people feel fulfilled and happy in their lives. This is consistent with research that shows people with higher emotional intelligence are more capable of overcoming obstacles in life, forming healthier relationships, and developing a stronger sense of general well-being.

Conversely, the negative associations found between bullying and emotional intelligence (-0.1781) and life satisfaction (-0.33651) highlight the upsetting effects of bullying on people's psychological and emotional well-being. These results demonstrate the significant effects that

bullying encounters can have on a range of dimensions of life satisfaction and self-perception, in addition to the immediate emotional reactions. Bullied individuals may have more difficulty controlling their emotions, making meaningful connections, and ultimately achieving fulfilment in a variety of spheres of life.

Moreover, the reciprocal negative correlations shown between bullying and life satisfaction and emotional intelligence point to possible mechanisms by which bullying negatively impacts people. It suggests that bullying has negative effects on people's emotional intelligence and subjective well-being in addition to causing interpersonal conflict. This emphasizes how critical it is to implement all-encompassing interventions that target bullying behaviors, build emotional resilience, and create conditions that support healthy social relationships and psychological development. Societies may work to create safer, more supportive settings where people can lead satisfying lives and develop emotionally by tackling these linked concerns.

In summary, the results indicate that emotional intelligence (EI) is positively associated with life satisfaction (LSS), suggesting that individuals with higher EI tend to report greater satisfaction with their lives. On the other hand, experiences of bullying are negatively correlated with both LSS and EI, indicating that individuals who have experienced bullying tend to have lower levels of life satisfaction and emotional intelligence. These findings underscore the significance of emotional well-being and the detrimental effects of bullying on overall life satisfaction.

CONCLUSION

To sum up, this research has provided valuable insights into the complex relationships that exist between individuals' experiences of bullying, life satisfaction (LSS), and emotional intelligence (EI). The findings demonstrate the substantial correlations between these variables, demonstrating that higher levels of emotional intelligence positively correlate with higher levels of life pleasure, while bullying experiences are associated with lower levels of both emotional intelligence and life satisfaction. These results highlight the importance of addressing bullying behaviors and promoting emotional resilience to promote positive outcomes for mental health. Despite several limitations, such as the small sample size and reliance on self-report measures, this study contributes to our understanding of the factors influencing psychological well-being and establishes the framework for future research in this area.

In the future, encouraging good life satisfaction and general wellbeing in people will require treatments targeted at improving emotional intelligence and decreasing the incidence of bullying.

By tackling these problems in their whole, we may endeavour to build environments that are healthier and more encouraging, foster emotional resilience, and improve everyone's quality of life.

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