

The Impact of Emotional Intelligence and Locus of Control on Life Satisfaction among Young Adults

Shivangi Agarwal

Student

Amity University, Noida, Uttar Pradesh

Abstract

Several studies have reported the relationships among emotional intelligence, academic achievement, job satisfaction, and locus of control; however few of them explore the effects of emotional intelligence and locus of control on the life satisfaction of emerging adults. The current research aims to assess the effect of Emotional Intelligence and Locus of Control on the Life Satisfaction of young adults (aged 18 to 30 years). The study comprises 111 adults (N=111; males = 50, females = 61). The results indicate a significant positive relationship between Emotional Intelligence and Life Satisfaction of young adults ($r=.348$, $p<0.001$). According to the findings of the present study, people with high emotional intelligence assess their lives more positively and have better emotional health.

Keywords: Emotional Intelligence, Locus of Control, Satisfaction with Life, young adults

Chapter 1: Introduction

While there are various researches on Emotional Intelligence and Locus of Control and their impact on academic achievement and career advancement that indicate a positive relationship among the constructs (Garcia et al, 2024; Zhou et al, 2024; Mali, 2013), there are few that explore the role of emotional intelligence and locus of control on life satisfaction.

Over the past few years, much research has been directed towards Emotional Intelligence (EI). There is a great deal of research investigating the relationship between Emotional Intelligence and Life Satisfaction, which is a cognitive component of subjective well-being (Andrews & Withey, 1976). Individuals with higher EI scores are thought to be better able to reason around emotions, which in turn, enhances their well-being (Mayer et al., 2000). There is accumulating evidence that portrays EI as a strong predictor of Life Satisfaction (Kong & Zhao, 2013). Many theorists (Schutte et al., 2002) have claimed that emotional abilities contribute toward experiencing greater positive affect and lesser negative emotions, which in turn, lead to higher satisfaction with life.

The term Emotional Intelligence was coined by Salovey and Mayer in 1990 (Salovey & Mayer, 1990). David Wechsler (1958) defined intelligence as the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment. Emotional Intelligence can be termed as the ability to understand and regulate the emotions of oneself and those of others.

According to Salovey & Mayer (1990), emotional intelligence refers to “a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action” (Salovey & Mayer, 1990). Daniel Goleman’s (psychologist and author) work on emotional intelligence is remarkable in the field of psychology among others. Daniel Goleman published a book on *Emotional Intelligence* (1995) inspired by the research of Salovey and Mayer.

According to the APA (2017), "locus of control" refers to an individual's belief about the degree to which they possess control over the events in their life, essentially whether they attribute life outcomes to their own actions (internal locus of control) or to external forces beyond their influence (external locus of control). According to Rotter (1966), locus of control refers to the tendency to perceive outcomes in life as a result of one’s own actions, and thus being within one’s own control (i.e., internal locus of control), as opposed to being determined by external factors, such as chance or powerful others (i.e., external locus of control).

There are two types to locus of control – internal and external (Rotter, 1966). As proposed by Rotter (1966), the concept of internal-external control of reinforcement was developed from social learning theory, which describes the degree to which an individual believes that reinforcements are contingent upon their own behaviour, capacities, or attributes. Individuals with an external control, believe that reinforcements are not within their personal control, but are rather, under the control of powerful others, luck, chance, fate, etc. (Rotter, 1966). People with a high internal locus of control typically tend to be happier and have a healthier lifestyle than externals through exercise and healthy diet (Popova, 2012). ,

In addition to the internal and external locus of control, there exists the concept of dual control that entails a mix of internality and externality (Torun & April, 2006). According to Wong and Sproule (1984), bi-locals cope more efficiently by having a mix of internal control (personal responsibility) and external control (faith in outside resources).

Diener (1985) defined Life Satisfaction as a general assessment of satisfaction with one’s achievements and living conditions. It is one of the indicators of quality of life, which determines whether individuals develop properly (April et al., 2012). Various factors determine overall life satisfaction, namely social, financial, intellectual, personality, working and leisure, environmental, political determinants, health, and emotional conditions (Diener et. al., 1985).

The level of satisfaction with life changes with the degree to which life needs are met (Howell, et al., 2011). It is a general belief among young adults that their lives get better and more satisfying with age, but for most, life satisfaction does not improve over time (Diener et al., 1999). Research indicates stabilisation, or even periodic decline in the assessment of their own lives (Busseri & Samani, 2019). The study by Busseri & Samani (2019) further suggested that mindfulness and presence of meaning may also be important.

The concept of subjective well-being is closely related to life satisfaction and the overall quality of life (Diener, 1984). The structure of subjective well-being consists of two major components: the emotional or affective component, and the judgmental or cognitive component (Veenhoven, 1991). The

judgmental component has also been conceptualized as life satisfaction (Andrews and Withey, 1976). In the cognitive form, subjective well-being relates to an individual's satisfaction with their life as a whole (April et al., 2012).

Chapter 2: Review of Literature

2.1 Emotional Intelligence

Emotional Intelligence has recently garnered considerable interest within the field of psychology owing to its wide-ranging impact on our lives. Emotional Intelligence has been defined as a collection of socio-emotional competencies that involve how effectively a person understands their own emotions and the emotions of others, as well as how well a person manages and adapts to these emotions (Salovey & Mayer, 1990).

Salovey and Mayer (Salovey & Mayer, 1990, 1995, 1999) conducted numerous studies to explore the various elements and significance of emotional intelligence. For instance, in a study they conducted with a group of people who were shown an upsetting film, it found that people who scored high on emotional clarity (i.e., the ability to identify and give a name to a mood that is being experienced), or in other words, people who were aware of their own emotions were able to recover more quickly than those who scored low on emotional clarity (Salovey, Mayer, Goldman, Turvey, & Palfai, 1995). In another similar study, people who scored high on the ability to perceive, understand, and appraise others' emotions were seen to be better able to build social support systems and respond flexibly to their social environments (Salovey, Bedell, Detweiler, & Mayer, 1999).

Emotional intelligence has much to do with knowing when and how to express emotions as it has to do with controlling it (Cherniss, 2000). For instance, in an experiment conducted at Yale University (Barsade, 1998), there was a stooge planted among a group of volunteers, who played the role of managers who came to allocate bonuses to their subordinates. The actor always spoke first, projecting a certain kind of emotion with different groups of subordinates. As a result, it was found that the actor infected the group with their emotions.

2.2 Emotional Intelligence and its Correlates

Emotional Intelligence has been linked to a variety of important life outcomes: educational attainment (Dave et al., 2019), career achievement (Di Fabio & Saklofske, 2014), health (Chamorro-Premuzic et al., 2007), and successful interpersonal relationships (Parker et al., 2021). In a study conducted on Emotional Intelligence, spiritual intelligence and academic achievement (Zhou, et. al., 2024), the correlation coefficients between emotional intelligence and academic achievement, as well as spiritual intelligence and academic achievement, were found to be significant; however, emotional intelligence appeared as a stronger predictor of academic achievement than spiritual intelligence.

The results of a research conducted to examine the relationship between Emotional Intelligence and job satisfaction indicate that higher emotional intelligence leads to reduced job stress, thus resulting in an increased job satisfaction (Garcia et. al., 2024). Similar studies confirm this finding. A positive and

significant effect of emotional intelligence and job satisfaction on employee performance has been found (De Pelekais et al, 2006). Based on empirical evidence, it has been observed that enhancing employees' emotional stability can lead to improved job performance, thus enhancing overall organizational effectiveness (Hasibuan, et. al., 2024).

In a research on Emotional Intelligence and bullying (van Rens, et al., 2025), bullying behaviours were found to be negatively correlated with emotional intelligence. On a study conducted on childhood emotional maltreatment and Emotional Intelligence (Ren, A., et al., 2025), it was ascertained that childhood emotional abuse predicted emotional intelligence. Further, it was established that mindfulness mediated the role of childhood emotional abuse on emotional intelligence, as indicated by other studies (Bao et al., 2015).

2.3 Emotional Intelligence and Life Satisfaction

Emotional Intelligence has been identified as a significant predictor of life satisfaction among various occupations (Palmer et al, 2002). Emotional Intelligence has been found to be positively and significantly correlated with Life Satisfaction (Yousaf, et. al., 2025). The study by Yousaf et al. (2025), also revealed that no significant gender differences existed in life satisfaction among male and female participants, and that life satisfaction is positively predicted by emotional intelligence.

In a study conducted on Life Satisfaction and the role of Emotional and Spiritual Intelligences (Kasler, et. al., 2024), it was found that the participants with emotional intelligence above a certain threshold had the highest average scores on life satisfaction. The results of a study conducted on Emotional Intelligence and Life Satisfaction (Kartol, et al., 2024), suggest that emotional intelligence is positively correlated with life satisfaction and psychological resilience, and negatively correlated with perceived stress, which implies higher emotional intelligence may lower stress levels of individuals.

2.4 Locus of Control

The concept of 'locus of control' was first proposed by J.B. Rotter in the 1950s and is derived from the social learning theory (Carriam et al., 2006). It is the degree of control individuals believe they have over the outcome of certain situations (Connolly, 1980). According to Rotter (1966), Locus of Control refers to one's belief in their abilities to control life events. In other words, locus of control is defined as one's belief that their own power or forces out of their control are influential in any positive or negative situation occurring during their life (Rotter, 1966).

According to Weiner (1979) locus of control orientation is a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our control (external control orientation). People with an internal locus of control are more likely to take responsibility for their actions, whereas those with an external locus of control blame outside forces for their circumstances (Lefcourt, 1982).

2.5 Locus of Control and its Correlates

In the domain of education, internal locus of control is found to be a positive predictor of academic achievement, and external locus of control to be a negative predictor of academic achievement (Nowicki

& Strickland, 1973). The literature available on Locus of Control and academic achievement, as reviewed by Fidley and Cooper (1983), indicates that internals tend to have a significantly higher academic achievement than externals. In light of the analysis regarding the effect of locus of control and students' learning processes, it has been ascertained that locus of control has a vital influence on method, ability, and other factors of the learning dimensions (Mali, 2013).

The relationship between Locus of Control and academic achievement is convoluted (Mali, 2013). Weiner (1972) proposed that students who attribute success to internal factors are likely to achieve future successes; students who attribute failure to internal factors are likely to gain future failure unless they reckon themselves capable and address those factors. Conversely, attributing success to external factors would make future successes unpredictable and deem the student powerless to address factors they perceive to be outside of their control (Weiner, 1985).

A study on the impact of Locus of Control on job performance and satisfaction found that there exists positive relationship between internal locus of control and job performance of employees, whereas, the job satisfaction of internals did not differ significantly from that of externals (Patten, D. M., 2005). Another similar study, however, indicated that the employees with an internal locus of control reported higher job satisfaction than employees with an external locus of control (Padmanabhan, S., 2021).

2.6 Locus of Control and Life Satisfaction

In a study conducted by Popova (2012) on Locus of Control and subjective well-being, it was found that higher levels of internal locus of control are related to healthier lifestyles, which in turn, contribute to higher life satisfaction in young adults aged between 19 and 30. During the COVID-19 pandemic, individuals with high internal locus of control were also more likely to engage in pro-environmental behaviours, which also led to high life satisfaction (Heo et al., 2025). The study by Heo et al. (2025) further established that young people with an internal locus of control are healthier, happier and more satisfied with their life than those with an external locus of control.

According to a research conducted on Locus of Control and Life Satisfaction (Nowak et al., 2024), it was ascertained that men possess greater internal locus of control over their health than women, who believe that their health is dependent on external factors (such as healthcare experts). It also established that high levels of healthy behaviours are related to an increased life satisfaction (Nowak et al., 2024). Further, the study by Nowak et al. (2024), also revealed a positive association between life satisfaction and internal health locus of control.

Research Objectives

The objectives of the current research were two-fold. The foremost objective of the study was to assess the impact of emotional intelligence and locus of control on life satisfaction among young adults (aged 18 to 30). Secondly, the research also sought to examine the interactions among the variables.

Hypotheses

H₁. There will be a significant relationship between Emotional Intelligence and Locus of Control of young adults.

H₂. There will be a significant positive effect of Emotional Intelligence on the Life Satisfaction of young adults.

H₃. There will be a significant relationship between Locus of Control and Life Satisfaction of young adults.

Chapter 3: Method

Study Sample

The sample of the present research consisted of young adults (18-30 years) from various educational and vocational backgrounds from distinct parts of India, such as Delhi-NCR, Kolkata, and Bengaluru. Out of this population, a sample of 111 adults was chosen by snowball sampling method, which consisted of 50 males and 61 females. Data were collected from subjects between the age of 18 and 30 years. Subjects currently pursuing or who have pursued psychology in the past were excluded from the sample. Participants having any serious psychiatric illness and/or disability were also excluded from the sample.

Demographic Details

The participants' demographic details, such as Initials, Age (18-24/25-30/Above 30), Sex (Male/Female/Other), Educational Qualification (UG/PG/Other) and Occupation were collected by asking them to fill out the online demographic questionnaire.

Instruments

Emotional Intelligence Scale. The Emotional Intelligence Scale (Wong & Law, 2002) consists of 16 items to measure four categories of emotional intelligence (Acosta et al., 2022): self-emotion appraisal (SEA), others' emotion appraisal (OEA), use of emotion (UOE), and regulation of emotion (ROE). Respondents are asked to indicate how accurately each statement describes them on a 7-point Likert scale: 1 = Strongly Disagree to 7 = Strongly Agree (Acosta et al., 2022). Wong & Law (2002) reported that the four facets had an internal reliability range of .76-.89.

Locus of Control Scale. Rotter's Locus of Control Scale (1966) was used to measure individuals' locus of control. The English Version of the scale was designed by Dr. Anand Kumar & Dr. S. N. Srivastava (1985). The scale consists of 29 pairs of statements, out of which 23 are scored, each representing a belief in either an internal or external control of events. There are 6 filler items, which are meant to reduce the bias. The participants are asked to select one of the two statements according to their beliefs (Lefcourt, 1976). High score (>12) indicates belief in external locus of control (Klein & Wasserstein-Warnet, 1999). The split-half reliability of the scale is between 0.65 and 0.79 (Turgut et al., 2017). Estimates for reliability via the split-half method correlated by Spearman Brown formula are equal to 0.73, and test-retest samples six weeks apart are equal to 0.67 (Rotter, 1966). The test reported good discriminant validity (Turgut et al., 2017).

Satisfaction with Life Scale. The Satisfaction with Life Scale (SWLS) is a widely used 5-item self-report tool measuring global life satisfaction – a cognitive component of subjective well-being (Diener et al., 1985). The SWLS developed by Diener et al. (1985) operates on a Likert scale ranging from 1

(Strongly Disagree) to 7 (Strongly Agree), with a total score range of 5 to 35. Higher scores indicate greater life satisfaction (Diener et al., 1985). Diener et al. (1985) also evaluated the SWLS for reliability and validity, demonstrating strong internal reliability. Diener et al. (1985) reported a coefficient alpha of .87 for the scale and a 2-month test-retest reliability coefficient of .82. Validity studies of the SWLS support good convergent validity, correlating positively with other subjective well-being measures such as positive affect (Smead, 1991), self-esteem (Pavot & Diener, 1993) and negatively with psychological distress, negative affect, depression and anxiety (Arrindell et al 1991; Bendayan et al., 2013; Pons et al., 2000). The evidence supports the construct validity of the SWLS as measuring an aspect of subjective well-being that differs from both positive and negative affect (Corrigan, 2013).

Operational Definitions

Emotional Intelligence: In this research, Emotional Intelligence is conceptualized as the ability to monitor one's emotions and those of others, and differentiate among them to guide one's thinking and actions.

Locus of Control: In the present research, Locus of Control is conceptualized as a construct used to classify individuals' basic perceptions and motivational orientations regarding how much control they have over the conditions of their lives.

Life Satisfaction: In the present research, Life Satisfaction is conceptualized as the degree to which a person evaluates their life to be rich, meaningful, full, or of high quality.

Statistical Analysis

The data were analysed using Jamovi version 2.6.26. The normality of the data obtained was tested using the Shapiro-Wilk normality test. The correlation coefficient was calculated for all the variables using Pearson's Correlation. And, the mean difference between the measured variables was ascertained using t-test. The p value or the level of significance was 0.05 ($p < 0.05$). 45.1% of the sample consisted of male participants, while 54.9% of them were females ($N=111$; males = 50, females = 61).

Chapter 4: Results

In the present study, the sample consisted of 111 participants (Male = 50, Female = 61) aged from 18 to 30 years. The study attempted to assess the impact of Emotional Intelligence and Locus of Control on Life Satisfaction among young adults (aged 18 to 30). The data obtained from the participants were systematically arranged and tabulated with respect to the variables considered in the present research, and suitable techniques were used to analyse the distribution of the data in the line of the stated objective.

The data obtained were statistically analysed using mean, standard deviation, correlation, t-test and normality test. T-test was carried out to ascertain – i) the mean differences in the emotional intelligence and life satisfaction among young adults with respect to their internal or external locus of control, and ii)

the mean differences between male and female young adults with respect to their emotional intelligence and satisfaction with life. Pearson's Correlation was used to analyse the correlation among the emotional intelligence, locus of control and life satisfaction of young adults (aged 18 to 30 years). And Shapiro-Wilk normality test was conducted to determine whether the sample was normally distributed.

Table 1: The descriptive data of the measured variables

Descriptives				
	Gender	TOTAL EI	LOC	SWLS
N	Female	61	61	61
	Male	50	50	50
Mean	Female	81.2	12.7	21.6
	Male	88.5	11.7	22.4
Standard deviation	Female	14.6	3.13	5.93
	Male	15.6	3.45	6.09

From the above table it can be observed that out of 111 participants, 50 were males and 61 were females. Table 1 depicts the descriptive data of the measured variables, i.e., Emotional Intelligence (EI), Locus of Control (LOC) and Satisfaction with Life (SWLS). The mean and standard deviation of the variables were calculated. The mean score of males on EI (88.5) was observed to be slightly higher than that of their female counterparts (81.2), although there was not much difference between the two. The same was true for their Satisfaction with Life (SWLS) scores (male = 22.4 , female = 21.6). The mean scores of both male (11.7) and female (12.7) young adults on Locus of Control ranged near the internal locus of control (≤ 12).

Table 2: The t-test of the measured variables

Independent Samples T-Test				
		Statistic	df	p
TOTAL EI	Student's t	-1.344	109	0.182
SWLS	Student's t	-0.826	109	0.410
Note. $H_a \mu_2 \neq \mu_1$				

$p < 0.05$

Table 2 depicts the t-test of the measured variables. It was observed that there was no significant difference in the means of emotional intelligence and satisfaction with life of young adults with respect to their locus of control (internality/externality).

Table 3: The t-test of the measured variables

Independent Samples T-Test				
		Statistic	df	p
TOTAL EI	Student's t	-2.554	109	0.012
SWLS	Student's t	-0.704	109	0.483
Note. $H_a \mu_{Female} \neq \mu_{Male}$				

$p < 0.05$

Table 3 depicts the t-test of the measured variables. It was observed that there exists a significant difference between the means of Emotional Intelligence of male and female young adults at 0.05 level.

Table 4: Pearson's Correlation of the measured variables

Correlation Matrix				
		TOTAL EI	LOC	SWLS
TOTAL EI	Pearson's r	—		
	df	—		
	p-value	—		
LOC	Pearson's r	-0.070	—	
	df	109	—	
	p-value	0.467	—	
SWLS	Pearson's r	0.348***	-0.016	—
	df	109	109	—
	p-value	<.001	0.870	—
Note. * $p < .05$, ** $p < .01$, *** $p < .001$				

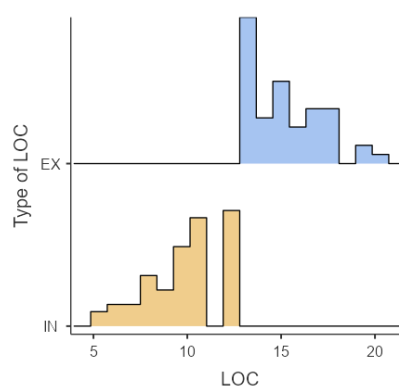
Table 4 depicts the correlation among the measured variables. Correlation was determined at 0.001 level. There was a positive correlation between Emotional Intelligence (EI) and Satisfaction with Life (SWLS) of young adults ($r=.348$). The correlation between the two variables was found to be highly significant ($p < .001$).

Table 5: Descriptive data on the Type of Locus of Control

Descriptives		
	Type of LOC	LOC
N	EX	49
	IN	62

Table 5 shows that 49 adults reported an external locus of control (externality), while 62 of them reported an internal locus of control (internality).

Figure 1: A graphical representation of the participants' scores on the Internal and External Locus of Control



The histogram illustrated above represents the scores of participants on Locus of Control according to their internality or externality.

Chapter 5: Discussion

The present research aims to explore the effect of Emotional Intelligence and Locus of Control on the Life Satisfaction of young adults (aged 18 to 30 years). The study comprises of 111 adults, out of which 50 were males and 61 were females, hailing from different parts of Delhi-NCR, Kolkata and Bengaluru.

Numerous studies have reported the relationships among emotional intelligence, academic achievement, job satisfaction and locus of control (Zhou et al., 2024; Garcia et al., 2024; Padmanabhan, 2021).

However, few of them explore the effects of Emotional Intelligence and Locus of Control on the Life Satisfaction of emerging adults. The current research aims to do exactly that. An analysis has been attempted based on the obtained results and existing literatures, and will be further discussed in this section.

In a study conducted on the effects of Emotional Intelligence and Locus of Control on Job Satisfaction and Life Satisfaction (Turgut et al., 2017), Emotional Intelligence was found to have a direct impact on Life Satisfaction; however, Locus of Control had no direct effect on Life Satisfaction, which is consistent with the findings of the current study. It was interpreted that individuals' optimistic and tolerant mindset allowed them to have a more positive outlook, thus promoting their life satisfaction, as indicated by other studies (Deniz et al., 2007). It was further noted that being satisfied with life, accepting oneself and others as they are, and engaging in general life activities play an important role (Ikiz & Kirtil, 2010).

In view of the available literatures, it is said that since individuals with high emotional intelligence have the ability to assess and regulate their and others' emotions, and are more successful in maintaining interpersonal relationships, these individuals will have a more internal orientation towards life, or an internal locus of control point of view (Deniz et al., 2009). The findings of the research by Deniz et al. (2009) also supported the hypothesis that individuals with an internal attribution, who think they have control over the events that happen in their lives and that influence them, might have a high life satisfaction.

A positive relationship was also found between internal locus of control and emotional intelligence in the studies conducted by Barbuto and Story (2010) and Feldman (2011). As individuals with an internal attribution have a more autonomous personality and are not affected by environmental elements as much as others, it was assumed that they could be more successful in assessing emotions as compared to individuals with a more external attribution (Ozturk et al., 2015). However, in light of the current findings, no significant relationship was reported between Emotional Intelligence and Locus of Control. This result might be attributed to the particular sample group of the study, and it is interpreted that the results can be analysed in other sample groups.

According to the current analyses, a significant positive relationship existed between Emotional Intelligence and Life Satisfaction of young adults (Table 4). And, there existed a significant difference in the means of Emotional Intelligence of male and female adults, as reported by their t-test ($p < 0.05$). However, there was no significant difference in the means of Emotional Intelligence and Life Satisfaction of young adults with respect to their Locus of Control (internality/externality). Also, more participants scored higher on internal locus of control than on an external locus of control (Table 5). The research results are more or less similar to the ones found in literature.

The results highlighted that there existed a significant difference in the mean scores of male and female young adults on Emotional Intelligence, with males scoring slightly higher than females on this variable; while there was no significant difference between the genders with respect to their life satisfaction, as indicated by their t-test (Table 3). Similarly, Extremera et al. (2007) observed no significant differences in the life satisfaction between males and females. However, some other studies have reported a higher

emotional intelligence for females than for males (Ozyer et al., 2011), citing that women read emotions more carefully than males, or may be socialized to pay more attention to emotions. The rationale for this difference in findings can be attributed to an evolving emotional and social maturity among their male counterparts.

With this study, the hypotheses presented at the beginning of the research that there will be a significant relationship between the EI and LOC of young adults (H_1), and that there will be a significant relationship between the LOC and LS of young adults (H_3) have been rejected. And the hypothesis that there will be a significant positive effect of EI on the LS of young adults (H_2) has been accepted, as in the light of the findings of the present research, it was observed that there exists a significant positive relationship between Emotional Intelligence and Life Satisfaction (Table 4).

In the present study, no significant correlation was found between the Emotional Intelligence and Locus of Control of young adults, which contrasts with the result of a study conducted by Coronado-Sauceda et al. (2024) on Emotional Intelligence and Locus of Control, in which a correlation was found between emotional intelligence and locus of control. On the other hand, in the study by Saenz (2022), no correlation was found between emotional intelligence and locus of control, which reinforce the evidence that emotional intelligence is not related to locus of control.

As per the results of the current research, correlations between Emotional Intelligence and Life Satisfaction demonstrated that higher emotional intelligence was associated with higher life satisfaction ($r = 0.348$, $p < 0.001$). Positive associations found between emotional intelligence and life satisfaction were consistent with previous findings (Yousaf, et. al., 2025). Various theorists (Alipour & Alipour, 2016) have stated that high emotional intelligence would lead to greater feelings of emotional well-being. Those who are better able to understand and regulate their emotions should generally be able to maintain a better outlook on life experience and better emotional health (Salovey & Mayer, 1995). Some empirical evidence suggesting emotional intelligence is linked with emotional well-being comes from research indicating that higher emotional intelligence is associated with less depression and greater life satisfaction (Extremera & Fernandez, 2005). Thus, both theory and previous research suggest a link between emotional intelligence and life satisfaction (Schutte et al., 2002).

The current research also shows that Locus of Control is not significantly related to Life Satisfaction. This finding is somewhat in line with other research findings. Some studies (Khaleghinezhad et al., 2016) have reported a positive relationship between locus of control and life satisfaction, although the relationship was significant. Thus, it can be said that one's belief in controlling the events in their life to some extent influences their philosophy of life, positively. While other studies indicate that individuals with high emotional intelligence tend to have both internal and external locus of control, and believe that their control resides internally within them or externally, with others or the situation (Mayer et al., 2004; Petrides et al., 2004). These individuals generally have flexible personality and adjusting traits to deal with crises.

Conclusion

The study attempted to examine the effect of Emotional Intelligence and Locus of Control on the Life Satisfaction of young adults (aged 18 to 30 years). The sample consisted of 111 adults, out of which 50 were males and 61 were females, from various educational and vocational background, residing in different parts of India. All the participants included in the research were from non-psychological backgrounds.

The results highlighted that there existed a significant effect of Emotional Intelligence on the Life Satisfaction of young adults. Previous research is in line with this finding. In a study conducted on Life Satisfaction and the role of Emotional and Spiritual Intelligences (Kasler, et. al., 2024), it was found that the participants with emotional intelligence above a certain threshold had the highest average scores on life satisfaction. Additionally, an internal locus of control was predominant in the sample, which means that the participants in the sample tend to attribute what happens to them in life, as well as their success and failures to their own abilities and actions, making them responsible for their achievements. A research by Pena (2022) indicates that people who tend to have a higher internal locus control are also the people who tend to achieve a greater life satisfaction.

The period of early adulthood is the most problematic and longest stage of human life, where the emotional and overall maturity of the individual develops. This period is often characterised by emotional tension and a time of social isolation (Saxena, 2021). The period of early adulthood is full of transitions, where parenting and nurturing plays an important role, as being emotionally intelligent has both a hereditary and environmental effect on the type of personality and worldview the individual will develop. Being emotionally intelligent helps individuals to balance both positives and negatives in life and to have resilience to bounce back to normal stage when met with crises.

Limitations

- Like any other study, the present research had some limitations. First, the sample was relatively small, and a more elaborate research can be conducted using a wider pool of sample.
- Secondly, data collection was done online, thus, instances of miscommunication may have occurred during the procedure of data collection.
- And, lastly the research was limited in its scope in that it did not incorporate other factors, such as the stress levels and marital status of individuals into consideration.

Future Implications

- Additional research that examines the relationship between emotional intelligence and other psychological factors, such as problem solving, expressing gratitude, etc. would be valuable.
- Further inquiries in adjacent areas, particularly the marital status of individuals and their stress levels can provide valuable insights into the relationship among these variables.
- Research can also be directed towards a duality of control, i.e., with individuals who are bi-locals, or possess both an internality and externality of control and their life satisfaction.
- The concepts of emotional intelligence and locus of control are still relatively new, and hence it might be instrumental to conduct more research on these topics.

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