

English Abstract:

University: King Saud University.

College: Education.

Department: Psychology.

Branch /Track: Clinical Psychology.

Title of Thesis: Emotional intelligence and its relationship to life satisfaction and depression.

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Abstract

Many researchers have studied emotional intelligence (EI) in various fields of life since it is an essential factor for the individual to adjust/cope with the surrounding environment. Emotional intelligence enables the individual to understand himself/herself and the others as well; and thus empower them with the ability to control their emotions and take the right decisions in their life. Moreover, EI motivates the individual to face problems, keep himself/herself optimistic, and build successful social relationships with others. Overall, most studies (Oneil John, 1996) indicate that one's success in life depends on the amount of EI he /she has.

Emotional skills help to improve the individual's mental functions; whereas emotional stress/pressure can negatively affect those functions and inhibit the ability to learn. Low levels of EI can be a risk factor for many problems such as violence, maladjustment, anxiety, and depression (Cherniss, 2000; Constantine & Ganior, 2001).

In this study, the problem can be identified in the following two questions

1- Is there a statistically significant relationship between emotional intelligence (EI) and life satisfaction?

2- Is there a statistically significant relationship between emotional intelligence (EI) and depression?

The present study aims at exploring the relationship between emotional intelligence and two other variables; namely, life satisfaction and depression in a sample of female students at King Saud University.

Study importance

The study is important in terms of many aspects:

1-It is unique since there is little research that has addressed emotional intelligence in the Arabic context; in general, and particularly the Saudi society.

2-It focuses on the emotional aspect of the human personality which is an essential factor in people's life.

3- It also assesses life satisfaction which is an important indicator of mental health.

In addition, the present study has some implications:

1- It assesses the levels of EI in students can increase their self-awareness, emotion regulation and control, and the ability to react appropriately to life situations.

2- The findings of the study may assist in designing a training program for improving EI.

3- The findings of the study can be useful for building interventions with the aim of improving the students' mental health.

Methods

The study was carried out on a sample of female students ($N=600$, mean age=20.5 years, $SD= 1.6$) recruited from scientific and art departments at KSU. To measure EI, the researcher used Emotional

Intelligence Scale (Osman & Rizk, 2001). For assessing the levels of life satisfaction, an Arabic translated scale was used: The Satisfaction with Life Scale (Diener, Emmons, Larsen & Griffin, 1985; in Abdul-Khalek, 2000). Depression was measured by Beck Depression Inventory (Beck, 1965; in Ghareeb, 2000).

Hypotheses

- 1- There is a positive relationship between EI and life satisfaction.
- 2- There is a negative relationship between EI and depression.

The findings of the present study can be summarized as follows:

- 1- There is a significant positive relationship (at 0.01 level) between perceiving emotions, managing emotions, regulating emotions, social communication, the total EI score, and life satisfaction.
- 2- There is a significant positive relationship (at 0.05 level) between empathy and life satisfaction.
- 3- There is a significant negative relationship (at 0.01 level) between perceiving emotions, managing emotions, regulating emotions, social communication, the total EI score, and depression.
- 4- There is no significant negative relationship between empathy and depression

The search came out with a set of recommendations and a number of questions that need further study in future research.