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Analyzing The Impact Of Self-Efficacy And Emotional Intelligence On Life Satisfaction Among Faculty Of Higher Education Institutes In India: A Pls-Sem Approach

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Abstract
Purpose- In the rapidly changing academic environment characterized by increased workload, performance pressures, and evolving pedagogical demands, understanding faculty life satisfaction is essential. Their satisfaction directly influences teaching quality, research productivity, student outcomes, and the institutional functioning. Psychological traits play a major role in shaping life satisfaction. Thus, self-efficacy (S.E.) and emotional intelligence (EI) thought to be key personal resources that enable faculty to manage stress, foster positive relationships, and maintain motivation. Thus, this study examines how S.E. and EI impact faculty's life satisfaction in Indian higher education institutions.
Design/methodology/approach- The standardised questionnaires have been used to measure self-efficacy (SE), emotional intelligence (EI), and life satisfaction. Data have been collected from 500 faculty across the top 200 NIRF-ranked higher education institutes in India. PLS- SEM has been used to analyzed the data..
Findings-The results reveal that various aspects of self-efficacy and emotional intelligence have a significant impact on life satisfaction among faculty of higher education institutes in India.
Practical Implications- Understanding the dominance of S.E. and EI on life satisfaction suggests that faculty who appreciate these qualities are more likely to experience greater personal and professional satisfaction. It also facilitates institutions to develop a motivated and emotionally skilled faculty, which results in long-term academic success. This understanding also aids in improving faculty retention, performance, and productivity.
Originality/value- The present study offers profound understanding for both faculty and higher education institutions by underscoring the importance of psychological competencies in enhancing faculty life satisfaction. It encourages individuals to recognize and develop these skills and assists institutions in fostering greater research performance, improving student outcomes, and promoting overall academic advancement.

Keywords: emotional intelligence; self-efficacy; life satisfaction; faculty; higher education institutes

Introduction

In an era marked by rapid globalization and increasing demands on higher education, such as intensified competition, higher performance expectations, and evolving student needs, the well-being and life satisfaction of faculty have become critical determinants of educational quality and institutional success (**Douglas et al., 2025**). Faculty well-being not only impacts their professional performance but also shapes broader educational outcomes that influence society's future (**Laundon and Grant-Smith, 2023**). Despite its importance, faculty frequently face intense pressures from academic duties, family responsibilities, health challenges (**Greenhaus and Allen, 2011**), job insecurity, and insufficient institutional support (**Reddy, 2023**). These stressors increase the risk of burnout, anxiety, and depression, leading to reduced productivity, lower effectiveness, higher turnover, and ultimately diminished life satisfaction (**Mosley-Johnson et al., 2019**). Consequently, researchers highlight an urgent need to investigate the life satisfaction among faculty employed in higher education institutions to better understand and address these challenges (**Kaur and Singh, 2019; Singh and Jha, 2020; Luque-Reca et al., 2022**).

The life satisfaction is a key component of subjective well-being which reflects the cognitive evaluation of an individual's overall living conditions with their own chosen criteria (**Diener et al., 2018**). This broader understanding of life satisfaction as an individual's

overall evaluation of life quality is particularly relevant in the academic profession, where it encompasses not only job satisfaction but also other important life domains such as personal fulfilment, social relationships, and mental health **(Xu and Wang, 2023)**. Given the intense pressures and unique challenges faculty face, including workload intensity, job insecurity, and the pressure to publish, these occupational stressors can critically influence their life satisfaction **(Rahman et al., 2024).** Therefore, understanding the various factors that buffer these stressors and support faculty in maintaining a balanced and fulfilling life is essential for enhancing satisfaction in life.

Life satisfaction among faculty of higher education institutions is influenced by a multitude of interrelated factors, such as job security **(Srujan Raju et al., 2024),** work-life balance **(Vemu and Nair, 2023)**, institutional support **(Bakker and Demerouti, 2017)**, collegial support and student interactions **(Halbesleben, 2006)**, workload pressures and performance expectations **(Kinman and Wray, 2020),** and cultural and societal expectations **(Eagly, 1983).** While these external factors play significant roles, internal psychological traits such as self-belief and emotional intelligence have been identified as particularly crucial because they equip individuals with the confidence and skills to effectively manage both internal and external demands **(Bandura, 1997; Salovey and Mayer, 1990)**. Unlike other factors that may fluctuate depending on circumstances, these stable psychological resources provide a foundation for individuals to interpret life experiences positively, making them strong predictors of life satisfaction **(Schimmack et al., 2008).**

Based upon the value of beliefs about oneself in determining faculty life satisfaction, self-efficacy i.e., the extent to which an individual believes they can perform tasks successfully or manage future events **(Bandura, 1997)** is significant in determining facultys' motivation, resilience and methods for dealing with problems. Faculty who has strong self-belief often to see challenges as being within their control and have a generally positive outlook, both of which positively contribute to increased levels of faculty life satisfaction **(Schunk and DiBenedetto, 2022)**. In the academic realm, faculty with strong self-efficacy tend to experience greater job satisfaction and emotional well-being, which transfers into higher life satisfaction **(Skaalvik and Skaalvik, 2017)**. However, some researchers emphasize that this relationship can be indirect. For instance, under certain conditions, such as excessive pressure or unrealistic self-expectations, high self-efficacy may contribute to stress and dissatisfaction **(Moore and Healy, 2008; Jerusalem and Mittag, 1995)**. Similarly, individuals with high self-efficacy may set excessively high standards for themselves, potentially leading to frustration or dissatisfaction when goals are not met, which can negatively affect life satisfaction **(Schunk and DiBenedetto, 2022).** This nuanced relationship highlights the importance of examining self-efficacy within the distinct pressures faced by faculty.

While self-efficacy equips individuals with the confidence to act effectively, the ability to comprehend and regulate the emotions of self and others, is equally essential for navigating the complex social and emotional demands of academic life. Emotional intelligence, therefore, is a key element of fostering resilience and adaptability among faculty. When faculty have developed the skills associated with emotional intelligence, they are then better equipped to provide support systems for themselves and their students. Therefore, emotional intelligence is another crucial factor to consider when studying faculty life satisfaction.

According to **Mayer et al. (2016)** the ability to identify, comprehend, control, and produce effective use of emotions is known as emotional intelligence (EI). Higher EI enables faculty to manage interpersonal relationships with colleagues and students effectively, cope with stress, and navigate the emotional complexities inherent in academic work **(Mehta and Singh, 2013)**. Numerous studies have linked emotional intelligence to enhance mental resilience, job satisfaction, and well-being among educators **(Fu et al., 2021)**. However, other studies show that individuals with high emotional intelligence may become overly sensitive to the emotions of others, leading to emotional overload or empathy fatigue, which can reduce overall life satisfaction **(Schutte et al., 2007)**. Furthermore, extreme emotional awareness without effective coping mechanisms may increase vulnerability to negative emotional experiences, thereby reducing life satisfaction **(Zeidner et al., 2012)**. These contrasting findings underscore the need to investigate the impact of EI on the faculty life satisfaction. Therefore, this research probes the effects of self-efficacy and emotional intelligence on life satisfaction among faculty of higher education institutes in India.

Literature Review

Life satisfaction is the cognitive evaluation of one's overall standard of life with their self-chosen criteria **(Diener et al., 1985)**. Research on life satisfaction has expanded substantially across disciplines, including psychology, sociology, and organizational behavior, highlighting its importance as a vital indicator of sound mind and superiority of life **(Diener et al., 2015)**. Researchers have emphasized that life satisfaction is influenced by both external life circumstances (e.g., income, social relationships) and internal psychological factors (e.g., personality traits, coping mechanisms) **(Lyubomirsky et al., 2005).** Longitudinal studies have shown that although life satisfaction tends to be relatively stable over time, it remains sensitive to significant life changes and well-being interventions **(Lucas, 2007; Diener et al., 2018).** In recent decades, psychological constructs like self-efficacy **(Bandura, 1997)** and emotional intelligence **(Salovey and Mayer, 1990)** have gained attention as key predictors influencing life satisfaction.

Self-Efficacy and Life Satisfaction

Early empirical studies such as **Schunk (1991)** and **Gecas (1989),** confirmed that strong self-efficacy are related with enhanced self-esteem and greater life satisfaction, especially within educational and adolescent contexts. They argued that a strong self-belief enables individuals to design and continue with meaningful goals, which helps them in improving their overall well-being. In the 1990s, **Diener et al. (1999)** and **Pajares (1996)** reinforced these findings within the broader framework of subjective well-being, emphasizing self-efficacy as a crucial psychological resource. A significant turning point emerged with the spread of positive psychology in the early 2000s, when the researchers like **Caprara et al. (2003)** highlighted that S.E. predicted optimism and life satisfaction among adolescents. **Luszczynska et al. (2005)** also confirmed that general self-efficacy predicted higher life satisfaction among university students and staff in Poland. The authors of this study prove that individuals who scores high on self-efficacy possess a stronger reliance in their competence to manage challenges and attain goals. This confidence reduces stress and promotes positive coping, leading to enhance life satisfaction and improve overall well-being. Similarly, **Schwarzer and Warner (2013)** explored the association between perceived self-efficacy, resilience, and well-being across different population groups, including working adults, students, and clinical samples. Their findings emphasized that self-efficacy serves as a foundational resource that enhances resilience, which in turn supports well-being and life satisfaction. Another researcher, **Skaalvik and Skaalvik (2010)**, investigated the effect of self-efficacy in mitigating burnout and enhancing life satisfaction among 500 teachers from Norwegian schools. Results of the study show that teachers with strong self-efficacy feel more competent and in control of their teaching environment, which reduces feelings of stress and exhaustion. This sense of control and competence contributes to greater job satisfaction and overall life satisfaction. In a similar vein, **Ahmed et al. (2021)** examined how perceived stress (PS), organisational justice (OJ), and self-efficacy affect life satisfaction among 293 university academics in Nigeria. They revealed that self-efficacy had a significant influence on strengthening the connection between stress, fairness at work, and overall life satisfaction. Academics with strong self-efficacy were probably set ambitious goals, actively seek new opportunities, and stay positive, which all helped boost their satisfaction with life. Similarly, **Matwiejczuk et al. (2023)** investigated the alliance between self-efficacy, dispositional optimism, and life satisfaction of employees working in the fitness industry, finding that individuals with higher life satisfaction also exhibited increased levels of self-efficacy and dispositional optimism. Additionally, **Chand (2024)** explored the interrelationship between self-efficacy, job and life satisfaction of the employees employed in banking sector. This study confirmed a strong and direct relationship between these variables, emphasizing the importance of targeted interventions and policies to enhance employee satisfaction and strengthen confidence in their abilities. In a similar vein, **Gazi et al. (2025)** conducted a study on psychological contract breach, self-efficacy, mental health, and abusive supervision on employee job and life satisfaction. Their findings indicated that self-efficacy and mental health have significant impact on life satisfaction, while abusive supervision had a negligible impact on job satisfaction, likely due to cultural complexities.

While the predominant trend shows a positive relationship, some studies reveal more complex or even negative associations between S.E. and LS. An analysis by **Taris et al., (2001)** aimed to investigate the interconnection between self-efficacy and occupational well-being among educators working in the Netherland. The findings revealed that excessively high self-efficacy negatively impacted the overall well-being and life satisfaction because educators with unrealistically high self-efficacy may over commit by setting overly ambitious goals, leading to chronic stress and burnout. This mismatch between perceived abilities and actual job demands causes psychological strain and lowers life satisfaction. Similarly, **Winefield et al. (2003)** focused on investigating self-efficacy on the occupational stress and well-being of university staff. Results of the study revealed that faculty with high self-efficacy sometimes experienced frustration when institutional constraints hindered their ability to perform effectively. This frustration, stemming from the gap between perceived capabilities and organizational limitations, negatively impacted their life satisfaction. So, in light of the literature review, the following hypothesis is proposed:

H1: There is no significant effect of self-efficacy on the life satisfaction among faculty of higher education institutes.

Emotional Intelligence and Life Satisfaction

The study of emotional intelligence in relation to life satisfaction has gained significant importance due to the growing recognition that emotional skills are crucial role to an individual's overall well-being **(Salovey and Mayer, 1990; Mayer et al., 2000).** According to **Bar-on (2006)**, individuals with the competency of emotional intelligence can effectively cope with challenges and pressures that ultimately enhance life satisfaction. To further explore this relationship, **Extremera and Fernandez-Berrocal (2006)** examined the connection between EI and LS, considering the mediating roles of coping strategies and social support. Their findings indicated that emotionally aware individuals possess a greater capacity for effective stress management, adopt constructive coping mechanisms, and build strong social connections**,** all of which contribute to greater overall life satisfaction**.** Complementing this, **Martins et al. (2010)** conducted a meta-analysis to comprehensively assess the relationship between EI and LS, reinforcing the significance of emotional intelligence in enhancing life satisfaction. The findings confirmed that there is a strong relationship between EI and LS across studies

because emotional intelligence helps individuals manage themselves and their relationships more effectively, leading to fewer negative experiences and greater personal and social fulfilment, both of which are critical to life satisfaction. Another researcher, **Montes-Berges and Augusto-Landa (2014),** examined the role of emotional intelligence and its three dimensions (emotional attention, clarity, and repair) and affective intensity in predicting life satisfaction and psychological well-being among nurses**.** The results of this study suggest that nurses who can effectively regulate and manage their emotions experience higher levels of life satisfaction. Studies throughout the pandemic, such as **Smith et al. (2020)**, emphasized EI's buffering effect against stress-related declines in LS. **Johnson (2022)** showed that EI enhances life satisfaction by improving emotional regulation in virtual work environments. **Patel and Nguyen (2024)** provided objective support for EI's direct impact on LS beyond subjective assessments. Additionally, **Audrin and Audrin (2023)** introduced the concept of digital emotional skills, underscoring EI's relevance in digital social contexts. On the contrary to this, some researchers report a negative relationship between EI and LS. For instance, **Mao et al. (2023)** found that under sustained workplace stress, certain dimensions of EI, such as heightened emotional awareness without effective regulation, correlated negatively with life satisfaction. Similarly, **Lopez et al. (2022)** monitored in a cohort study of healthcare professionals that excessive emotional labor linked to higher EI scores predicted declines in life satisfaction over time, suggesting that EI might sometimes exacerbate emotional burden. These findings mark a turning point in the conceptualization of EI's role in well-being, emphasizing the importance of contextual factors, the multidimensional nature of EI, and the potential for specific EI facets to have differential or even adverse effects on life satisfaction. So, on the basis of the above literature review, the following hypothesis has been proposed:

H2: There is no significant effect of emotional intelligence on the life satisfaction among faculty of higher education institutes.

Significance of the study

Numerous sectors contribute to the development of an economy, including healthcare, infrastructure, telecommunications, the automobile industry and so on. While each plays a crucial role in promoting sustainable growth and national progress, the educational sector stands out as the most crucial. This is because education directly shapes the youth (the future workforce) and supports the needs of all other sectors, making it fundamental to overall economic development. All educational institutions depend heavily on their faculty to provide quality education and to forge a resilient identity for the nation **(Kipkebut, 2010)**. They nurture the skilled and knowledgeable workforce and shape the young minds in the right direction.

But teachers who are shaping young minds and producing effective human capital **(Umbach and Wawrzynski, 2005)** are reporting low levels of satisfaction in their lives **(Melnyk, 2023)** because of excessive workloads, administrative work, research work, escalating publications **(Rana and Soodan, 2019; Griffith and Sovero, 2021),** the pressure of achieving excellence in teaching, lack of support, mental overload, emotional exhaustion, etc. **(Hammoudi et al., 2023)**. Such low levels of life satisfaction not only affect faculty well-being, such as creating anxiety, stress, fear of failure, and diminished motivation, but also lead to higher turnover rates, reduced performance, and lower productivity within institutions. Consequently, it is imperative to study the life satisfaction of faculty in order to effectively address these challenges.

Although many studies have scrutinized the individual impact of self-efficacy and emotional intelligence on life satisfaction, there is a gap in understanding the simultaneous interaction of these two variables in the Indian educational context. Most studies focus on these variables separately, without exploring their various dimensions in the same educational environment. Additionally, previous research has primarily focused on students or corporate professionals, overlooking the unique professional and emotional challenges faced by academic faculty in India. Addressing this gap is fundamental to developing a profound insight into how self-efficacy and emotional intelligence can impact faculty life satisfaction. Therefore, this research endeavours to examine the impact of self-efficacy and emotional intelligence on the life satisfaction of faculty in Indian higher education institutions.

Objectives of the Study

1. To study the impact of self-efficacy on the life satisfaction among faculty of higher education institutes in India.
2. To study the impact of emotional intelligence on the life satisfaction among faculty of higher education institutes in India.

Research Methodology

Sample

In the present study, the sample consisted of 500 married faculty (60.8% male and 39.2% female) aged 25-55 years with children employed in the top 200 NIRF institutes in India. Institutions covered under the NIRF represent top-performing institutes that ensure the highest quality of universities and higher education systems **(Docampo, 2013),** and for better ranking coverage, the Ministry of Education has identified various parameters for the institutions, such as sanctioned and approved intake, outreach and executive development programs, sponsored research projects and industrial consulting projects, faculty receiving highly reputed national/international awards, research publications and citations, patents filed and granted, etc. **(Ali, 2022).** Table 1 provides further details.

Variables		Frequency	Percent (%)
Gender	Male	304	60.8
	Female	196	39.2
Age	25-35	111	22.2
	35-45	206	41.2
	45-55	122	24.4
	Above 55	51	10.2
No. of Children	1	247	49.4
	2	242	48.4
	3	11	2.2
Nature of the Job	Regular	133	26.6
	Adhoc	367	73.4

Table 1. Demographic Statistics

Data Collection

Structured questionnaires that are cross-culturally valid have been used to collect data from the respondents. 300 out of 500 data has been collected from the faculty of the top 200 NIRF institutes by visiting, including NIT Jalandhar, Guru Nanak Dev University, Punjab, Punjab University, Chandigarh University, Punjab Agriculture University, Ludhiana, Lovely Professional University, Jalandhar, Delhi University, IIT Bombay, IIT Ropar, IIT Madras, IIT Dhanbad, IIT Mandi, IIT Indore, IIT Varanasi, NIT Wrangal, NIT Calicut, Mumbai University, Anna University, Chennai, Satyambha Institute of Science and Technology, Chennai, and Jadavpur University, Kolkata, and so on. A Google Form has been sent through an email to the institutions that are geographically dispersed.

Tools used for data collection

Following questionnaires has been used to collect the information:

1. **The Schutte Self-Report Emotional Intelligence Test (SSEIT)** model by **Salovey and Mayer (1990)** is a method of measuring Emotional Intelligence (EI). It has four dimensions, such as a) Perception of emotions b) Utilisation of emotions c) Managing own emotions d) Managing others' emotions. Schutte and her colleagues report a reliability rating of 0.90 for their emotional intelligence scale, which is statistically significant. This questionnaire includes a 33-item self-report using a 1 (strongly disagree) to 5 (strongly agree) scale for responses.
2. The **General Self-Efficacy Scale (revised)** developed by **Zhou (2016)** is a tool used for measuring self-efficacy, having two dimensions: a) Action Self-Efficacy b) Coping Self-Efficacy. The internal consistency reliability of this scale is satisfactory i.e., 0.89, and this scale is administered with a 5-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree).
3. **A Life Satisfaction Instrument** developed by **Na-Nan and Wongwiwatthananukit (2020)** is a method used for measuring life satisfaction. It contains 18 items. The internal consistency showed cronbach's alpha of 0.855. Items of this scale are assessed by using a 5- point Likert scale: 1 (Strongly Disagree) and 5 (Strongly Agree).

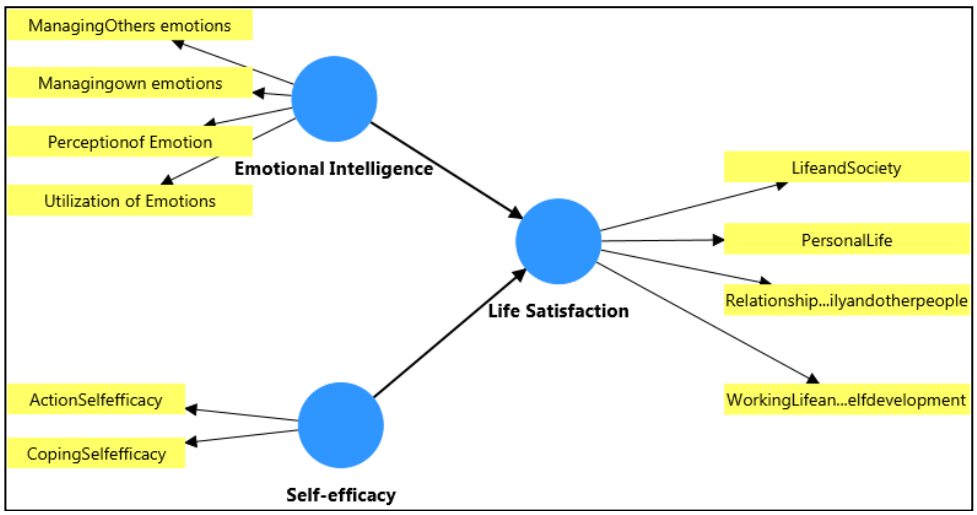

Figure1. Research Model

Analysis and results

Assessment of measurement model

The measurement model has been evaluated by assessing cronbach's alpha, composite reliability (rho_a and rho_c), average variance extracted (AVE), and discriminant validity **(Ajouz and Abuamria, 2021)**. To verify the construct reliability of the measurement model, two basis have been utilized, namely, cronbach's alpha (CA) and composite reliability (Rho_a and rho_c). As shown in table 2, values of Cronbach's alpha ranged from 0.803 to 0.883, whereas values of composite reliability had a value of Rho_a that varied from 0.810

to 0.888 and values of Rho_c that lay between 0.872 and 0.920, suggesting that the model's reliability has been established **(Abuamria and Ajouz, 2020)**.

On the other hand, to establish the construct validity of the model, average variance extracted (AVE) has been evaluated. Values of AVE should be more than 0.5 to indicate a good level of convergent validity **(Hair et al., 2021; Ajouz et al., 2020),** and as shown in Table 2, all the values of AVE ranged from 0.630 to 0.741, which are more than the threshold limit. Hence, these values established the construct validity of the model.

For establishing discriminant validity of the model, the Heterotrait-Monotrait ratio of correlations (HTMT) criteria and the Fornell-Larcker criteria have been used **(Hair et al., 2019)**. **Henseler et al. (2015)** recommended the use of HTMT criteria, where the value of HTMT should be less than 0.85 **(Kline, 2011)**. Values presented in table 3 reflect the establishment of discriminant validity of the model **(Alomary et al., 2023)**. In a similar vein, the Fornell-Larcker criteria has been used to establish the discriminant validity of the model, whereby the square root of each construct's AVE value is greater than its highest correlation with any other construct **(Fornell and Larcker, 1981),** as presented in Table 4.

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Emotional Intelligence	0.883	0.888	0.920	0.741
Self-efficacy	0.814	0.815	0.915	0.843
Life Satisfaction	0.803	0.810	0.872	0.630

Table 2. Measurement model assessment

	Value
Emotional Intelligence → Life Satisfaction	0.727
Emotional Intelligence → Self-efficacy	0.797
Self-efficacy → Life satisfaction	0.699

Table 3. Heterotrait-Monotrait ratio (HTMT)

	Emotional Intelligence	Life Satisfaction	Self-efficacy
Emotional Intelligence	0.861		
Life Satisfaction	0.868	0.894	
Self-efficacy	0.762	0.808	0.918

Table 4. Fornell-Larcker criteria for discriminant validity

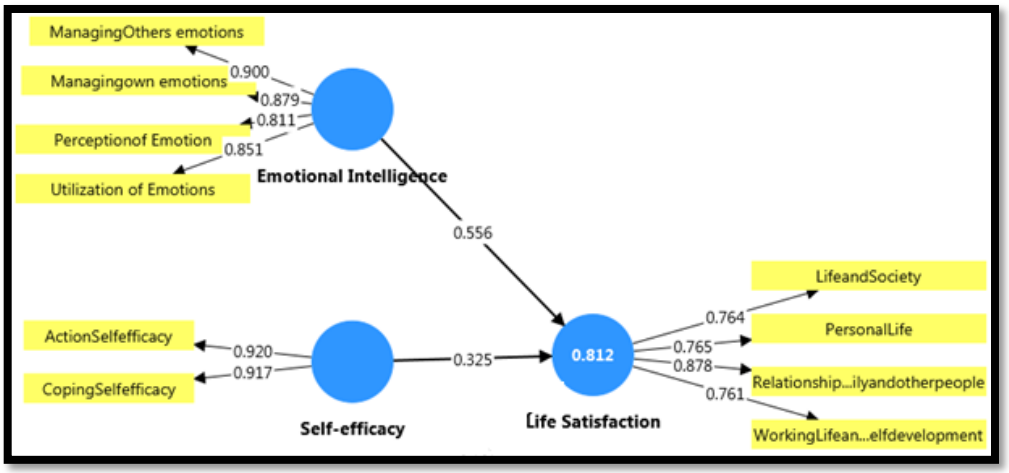

Figure 2 Structural model results

Structural Model

The assessment of structural model results largely relies on the principles and features of multiple regression analysis. Figure 2 explains the statistical overview for PLS bootstrapping. For evaluating the structural model, multicollinearity has been first assessed using VIF values, followed by the examination of path coefficients, coefficients of determination (R^2), and predictive relevance through (Q^2) values.

Firstly, the multicollinearity issue has been checked through VIF analysis. As presented in table 5, values of VIF are less than 5, which prove that there are no multicollinearity issues in the model. Hence, the model is fit to verify and validate the relationships between variables.

Constructs	Dimensions	VIF
Emotional Intelligence	Perception of emotions	1.926
	Managing own emotions	2.441
	Managing others emotions	2.912
	Utilisation of emotions	2.314
Self-efficacy	Action Self-efficacy	1.893
	Coping Self-efficacy	1.893
Life Satisfaction	Relationship with family and other people	2.228
	Working life and self-development	1.540
	Personal Life	1.562
	Life and society	1.630

Table 5. VIF values

H_x	Relationship	Original sample (O)	T statistics	P values	Decision
H1	**Self-efficacy -> Life Satisfaction**	0.325	7.215	0.000	Rejected
H2	**Emotional Intelligence -> Life Satisfaction**	0.556	13.146	0.000	Rejected

Table 6. Path coefficient of the adjusted model

After analysing the multicollinearity issue in the model, the path coefficient has been examined to check the significance level using the bootstrapping method. As presented in table 6, self-efficacy has a significant effect on life satisfaction (H1: $\beta = 0.325$; $t = 7.215$, $p < 0.05$), which is aligned with the results of **Ansari and Khan (2015)** and **Moirangthem (2023)**.

Similarly, emotional intelligence has a significant effect on life satisfaction (H2: $\beta = 0.556$; $t = 13.146$, $p < 0.05$). This result is also aligned with the study of **Deng et al. (2023)** and **Mushtaq and Siddiqui (2024)**. Therefore, H1 and H2 are rejected.

Exogenous variables	Endogenous Variable	R^2	Q^2
Self-efficacy Emotional Intelligence	Life Satisfaction	0.812	0.808

Table 7. Coefficient of determination (R^2) and predictive relevance (Q^2) values

The R^2 value represents the amount of variance explained in the model. As presented in table 7, the value of R^2 is 0.812, which means self-efficacy and emotional intelligence explained 81.2% of variance in life satisfaction, indicating high model prediction.

Additionally, **Stone-Geisser's** Q^2 value indicates whether the model has predictive relevance. As shown in Table 7, the Q^2 value for life satisfaction is 80.8%, demonstrating that the model possesses strong predictive relevance.

	Emotional Intelligence	Life Satisfaction	Self-efficacy
Emotional Intelligence		0.613	
Self-efficacy		0.228	

Table 8.
Effect Size (F^2)

The effect size, denoted as F^2, is a measure used in structural equation modeling and regression analysis to assess the impact of an independent variable on a dependent variable. It quantifies how much a predictor contributes to explaining the variance in the outcome variable, beyond what is explained by other predictors in the model. According to common guidelines, an F^2 value of 0.02 indicates a small effect, 0.15 a medium effect, and 0.35 or higher a large effect.

In the given table, the effect sizes (F^2) for Emotional Intelligence and Self-efficacy on the dependent variable are presented. Emotional Intelligence has a large effect size of 0.613, suggesting it plays a very strong role in influencing the outcome. Self-efficacy shows a moderate effect size of 0.228, indicating a considerable contribution, though less pronounced than Emotional Intelligence. These results highlight that among the two variables, Emotional Intelligence is the most significant predictor, followed by Self-efficacy.

Discussions

The objective of this study is to analyse the impact of self-efficacy and emotional intelligence on the life satisfaction among faculty of higher education institutes in India.

Regarding self-efficacy, the findings confirm its significant positive impact on faculty life satisfaction, aligning with prior research **(Ahmed et al., 2021; Chand, 2024; Gazi et al., 2025)**, that underscores the crucial role of self-efficacy in enhancing life satisfaction. Self-efficacy refers to an individual's belief in their ability to effectively manage upcoming situations **(Bandura, 1997)**. It comprises two dimensions: action self-efficacy and coping self-efficacy. The former one refers to the belief of one's ability to carry out specific actions to achieve a goal, while later one is the belief in one's capacity to handle stressful or challenging circumstances. Together, these dimensions enhance life satisfaction by boosting motivation, resilience, and optimism, while reducing anxiety, as individuals feel more capable of managing both anticipated and unforeseen demands. After analyzing the data, the outcomes of this study reveal that a faculty with a robust sense of self-belief, especially in highly pressurised academic environments, demonstrate higher life satisfaction. For instance, when faculty are confident in their ability to successfully solve challenging problems or effectively manage unexpected situations, it leads to improved job performance and better stress management. This, in turn, makes them feel more competent and empowered, ultimately contributing to greater life satisfaction. Therefore, H1 of this study is rejected.

Similarly, the study reveals that emotional intelligence significantly influences life satisfaction among faculty, consistent with previous findings emphasizing its vital role in life satisfaction **(Deng et al., 2023; Pelaez-Fernandez et al., 2024; Khan et al., 2025)**. According to **Mayer et al. (2016)**, emotional intelligence is defined as the ability to recognize, regulate, and express one's own emotions, as well as effectively manage interpersonal relationships. Specifically, the study reveals that faculty who can understand and regulate their own emotions and those of others, and who utilize emotions constructively, tend to report higher life satisfaction. For example, those who openly discuss personal challenges or accurately interpret others' emotions and non-verbal cues are better equipped to improve relationships, enhance communication, and foster empathy and support. These factors collectively contribute to greater life satisfaction. Therefore, H2 of this study is also rejected.

Overall, these findings confirm that emotional intelligence followed by self-efficacy play significant roles in enhancing life satisfaction among faculty in higher education. This highlights the importance of cultivating personal confidence and emotional skills as essential components in promoting faculty life satisfaction and sustaining a productive academic environment.

Conclusion

The outcomes of this study demonstrate that emotional intelligence followed by self-efficacy play vital roles in enhancing life satisfaction among faculty working in higher education institutes in India. The trait of emotional intelligence fosters better communication, empathy, and interpersonal relationships. These emotional skills help faculty navigate personal and professional interactions more effectively, further boosting their overall life satisfaction. Similarly, a strong sense of self-belief enables faculty to effectively manage challenges, improve job performance, and cope with stress, which ultimately contributes to greater life satisfaction. Ultimately, fostering emotional intelligence and self-efficacy can lead to a more satisfied, resilient, and empowered academic workforce. Promoting these psychological resources within academic institutions is essential for sustaining faculty life satisfaction and ensuring the continued success of higher education.

Implications

1. This study offers valuable insights for higher education institutions to design evidence-based policies and programs that promote emotional and psychological well-being among faculty.

2. The results of this study emphasize the importance of fostering a nurturing and emotionally intelligent institutional culture that can enhance faculty satisfaction, retention, and overall productivity.
3. The study underscores the need for integrating emotional intelligence and self-efficacy training into faculty orientation and continuous professional development programs to build a resilient academic workforce.
4. It helps academic leaders and policymakers recognize that faculty well-being directly influences institutional performance, teaching quality, and student outcomes.
5. For faculty, this study provides a reflective opportunity to understand how enhancing self-belief and emotional skills can improve both professional effectiveness and personal life satisfaction.
6. Overall, the research serves as a valuable reference for institutions aiming to cultivate a balanced, motivated, and emotionally competent faculty community essential for achieving long-term academic excellence.

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