

**THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON ROMANTIC
RELATIONSHIP SATISFACTION AMONG UNIVERSITY OF BENIN STUDENTS**

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PSYCHOLOGY**

UNIVERSITY OF BENIN

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
EVALUATION AND COUNSELLING PSYCHOLOGY, FACULTY OF EDUCATION,
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IN GUIDANCE AND COUNSELLING**

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CERTIFICATION

We, the undersigned, hereby certify that this research work was carried out by OMOKHAYE Femi Justice with Matriculation Number: EDU2203346 of the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University Of Benin, Benin City in partial fulfillment of the requirements for the Award of Bachelor Degree (B.Sc. Ed) in Guidance and Counselling.

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DEDICATION

This work is dedicated to God Almighty.

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The researcher wishes to first express profound gratitude to God Almighty, whose grace, guidance, and strength sustained the completion of this academic journey.

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ABSTRACT

This study investigated the influence of emotional intelligence on romantic relationship satisfaction among university students in Nigeria. The study was guided by four research questions. A descriptive survey research method was adopted, and the sample size consisted of 172 final-year undergraduate students from the Faculty of Education at the University of Benin, Nigeria. The data were collected using a structured questionnaire titled "Emotional Intelligence and Romantic Relationship Satisfaction Questionnaire (EIRRSQ)" and analyzed using descriptive statistics, specifically mean and standard deviation.

The findings of the study revealed a high level of emotional intelligence among the respondents, with a grand mean score of 3.11, and a high level of romantic relationship satisfaction, with a grand mean score of 3.14. The study concluded that there is a positive relationship between emotional intelligence and romantic relationship satisfaction. Specifically, emotional intelligence traits such as self-awareness, self-regulation, empathy, and social skills significantly influenced the satisfaction levels in romantic relationships. It was recommended that universities integrate emotional intelligence training into their curricula and offer counseling services to support students in developing emotional skills that promote healthy and satisfying relationships.

CHAPTER ONE

INTRODUCTION

Background to the Study

Romantic relationships are a major part of the social experience of university students, forming a critical part of their psychological growth, identity development, and emotional stability. At this stage of life, many students are transitioning from adolescence into adulthood, a phase where emotional intimacy, affection, and companionship are heavily desired. However, while many students engage in romantic relationships with hopes of finding stability, understanding, and support, these relationships are often marred by conflict, insecurity, emotional misunderstandings, and dissatisfaction. These negative outcomes frequently arise from the inability of partners to effectively manage their emotions or understand each other's emotional needs. Emotional intelligence, therefore, becomes a significant factor in the success or failure of romantic engagements among students. It determines how individuals perceive, process, and respond to emotional experiences, both their own and those of others. Emotional intelligence is what helps partners offer empathy, resolve misunderstandings, regulate anger or jealousy, and create safe emotional environments.

Where emotional intelligence is lacking, romantic relationships tend to become toxic, distant, and ultimately dissatisfying. Students with high emotional intelligence are generally more aware of their emotional states and those of their partners, and this enables them to maintain stability in relationships, communicate effectively, manage emotional pressure, and respond maturely during conflict (Malouff, Schutte & Thorsteinsson, 2014; Fakorede, 2019). On the other hand, low emotional intelligence is often reflected in impulsive reactions, emotional

withdrawal, accusations, and a tendency to misinterpret a partner's intentions. This lack of emotional balance frequently leads to emotional fatigue, distrust, and emotional detachment in romantic engagements, especially among young people who are still finding their emotional footing.

In many relationships on university campuses, partners experience heightened emotional vulnerability due to academic stress, financial strain, peer pressure, and social expectations. These external pressures test the emotional maturity of individuals involved in relationships. Without strong emotional intelligence, students may find it difficult to maintain stable romantic connections. Poor communication, unfounded jealousy, emotional dependency, frequent arguments, and breakdown in emotional connection often result from emotional immaturity. Emotional intelligence does not only help students to manage their internal emotions but also teaches them how to respond to their partners' moods and emotional signals. Emotional empathy, which is a core aspect of emotional intelligence, allows individuals to sense when their partners are hurting, frustrated, insecure, or withdrawn and respond in a comforting and respectful manner. Without empathy and emotional awareness, many relationships turn into spaces of emotional neglect and pain. As shown in various studies, including those by Sidhu et al. (2019) and Mavruk Özbiçer & Atıcı (2018), couples who possess strong emotional intelligence skills report greater satisfaction, deeper intimacy, and a better capacity to resolve conflicts. These relationships are also more likely to survive stress, changes, and distance because of the partners' ability to adjust emotionally and stay connected.

Romantic relationship satisfaction, which refers to the level of happiness, fulfilment, and emotional contentment derived from a romantic union, is heavily influenced by how well partners manage their emotions and those of each other. Relationship satisfaction encompasses

trust, intimacy, communication, loyalty, and emotional support. When any of these is lacking, dissatisfaction sets in. In university environments, many students are involved in romantic relationships not just for emotional support, but also for identity reinforcement, companionship, and in some cases, social validation. However, these expectations are often unmet because emotional intelligence is rarely taught or developed in formal educational settings. Instead, students rely on trial and error, assumptions, social media examples, or peer advice to navigate emotionally sensitive issues. This often results in emotional burnout, withdrawal, or dramatic breakups. Relationship satisfaction is, therefore, not just a function of love or attraction, but of the emotional skills that sustain the relationship during periods of disappointment, stress, and misunderstandings. Studies by Ellen Kaiser (2018) and Abbasi et al. (2016) show that couples with low emotional intelligence often experience more frequent emotional conflicts, feel neglected, or misunderstood by their partners, and tend to avoid vulnerable conversations.

It is important to note that emotional intelligence is not a fixed trait but a skill that can be nurtured. The more individuals become aware of their emotional patterns and those of others, the better their ability to manage romantic connections. Unfortunately, many students in Nigerian universities are not exposed to structured learning about emotions or relationships, and as a result, they face recurring emotional issues in their romantic lives. These emotional challenges do not only affect their relationships but also seep into their academic concentration, self-esteem, and mental health. Emotional dissatisfaction in relationships often leads to anxiety, distraction, and emotional exhaustion, which in turn affects academic performance and social engagement. Research conducted by Lim, Khan and Siwok (2022) revealed that when emotional intelligence is applied in managing dominant behaviours in relationships, satisfaction levels increase significantly. Additionally, Pretty Bhalla et al. (2019) affirmed that emotional awareness,

commitment, and empathy all features of emotional intelligence are essential to keeping romantic relationships stable and fulfilling. In Nigeria, where youth relationships are often affected by conservative expectations, family pressure, and economic hardship, emotional intelligence serves as a bridge between emotional intention and relational outcome. It helps young people clarify what they feel, why they feel it, and how to communicate it without triggering emotional harm in others.

In all, the growing emotional struggles and dissatisfaction experienced by many university students in romantic relationships call for a closer look at the role of emotional intelligence. Emotional intelligence provides the tools for self-regulation, emotional expression, conflict management, and deepening emotional bonds. Without it, relationships become emotionally shallow, hostile, or unfulfilling. Many students who report unhappiness in their relationships are often struggling with issues such as emotional misinterpretation, overreaction, withdrawal, mood swings, and emotional disconnection. These are not merely behavioural flaws, but symptoms of underdeveloped emotional intelligence. As found in studies such as those by Malouff et al. (2014), emotional intelligence is not only linked to better relationships, but also to higher psychological resilience, improved mental well-being, and a more positive outlook on love and commitment.

Statement of the Problem

In an ideal romantic relationship, especially among university students, there should be mutual understanding, emotional support, and the ability to manage disagreements without damaging the emotional bond between partners. However, common observation has shown that many romantic relationships among students are filled with conflict, miscommunication,

emotional neglect, and dissatisfaction. These issues often arise because many young adults do not possess the emotional skills needed to sustain healthy romantic relationships. Emotional intelligence, which involves understanding, managing, and responding to one's own emotions and those of others, plays a critical role in maintaining emotional closeness and resolving misunderstandings in a relationship. Without this skill, partners may struggle with empathy, self-regulation, and conflict resolution, all of which are essential for romantic satisfaction.

Despite the presence of awareness programmes and counselling services in some university environments, many students continue to report high levels of emotional dissatisfaction in their relationships. The absence of emotional maturity leads to problems such as jealousy, frequent arguments, emotional distance, and sometimes emotional manipulation. Many students enter romantic relationships without understanding how to communicate emotional needs, apologise, or even process their own feelings. Preliminary observation has also shown that some students remain in emotionally draining relationships simply because they do not know how to navigate emotional conflict or express themselves in a healthy manner. In some cases, emotional dissatisfaction spills over into academic life, leading to distraction, anxiety, or depression.

Could it be that low emotional intelligence is a major contributor to the instability and dissatisfaction witnessed in many student relationships today? Despite the emotional importance of romantic relationships in student life, very little research has been conducted in Nigeria to examine how emotional intelligence affects romantic satisfaction among undergraduates. This lack of data creates a gap in understanding the emotional dynamics that govern student relationships. The researcher is therefore concerned about the growing pattern of emotionally

unhealthy relationships among university students and wishes to investigate how emotional intelligence may influence the level of satisfaction students derive from their romantic engagements.

Research Questions

The following research questions were raised in order to guide the study:

1. What is the level of emotional intelligence among university students in Nigeria?
2. What is the level of romantic relationship satisfaction among university students in Nigeria?
3. What is the relationship between emotional intelligence and romantic relationship satisfaction among university students in Nigeria?
4. What are some of the emotional intelligence traits that influence romantic relationship satisfaction among university students in Nigeria?

Purpose of the Study

The main purpose of this study is to examine the influence of emotional intelligence on romantic relationship satisfaction among university students in Nigeria. The specific objectives of the study are to:

- Ascertain the level of emotional intelligence among university students in Nigeria;
- Determine the level of romantic relationship satisfaction among university students in Nigeria;

- Examine the relationship between emotional intelligence and romantic relationship satisfaction among university students in Nigeria;
- Identify the emotional intelligence traits that influence romantic relationship satisfaction among university students in Nigeria.

Significance of the Study

The study will benefit students, relationship counsellors, university administrators, psychologists, and prospective researchers. The study will benefit students as it will highlight how emotional intelligence influences satisfaction in romantic relationships. By understanding the emotional skills needed to sustain healthy and fulfilling relationships, students can develop stronger emotional awareness, improve their communication patterns, and avoid emotionally damaging relationships.

The study would benefit relationship counsellors and psychologists as it will provide insights into the emotional challenges faced by university students in romantic relationships. With this knowledge, they will be able to develop targeted intervention strategies, emotional intelligence training programmes, and counselling frameworks that support students in building and maintaining emotionally healthy romantic bonds.

The study would benefit university administrators as it will expose the emotional realities many students face within their personal relationships. Understanding the emotional dimension of student life will enable administrators to support emotional wellness initiatives and integrate relationship education or soft skills development into campus programmes aimed at promoting overall student well-being.

The study would benefit policy makers and mental health advocates by providing relevant data on how emotional intelligence affects romantic relationships among youths in higher institutions. This knowledge can guide the development of policies and programmes that support the emotional development of students, improve access to counselling services, and reduce the emotional strain linked to relationship dissatisfaction in academic environments.

The study would benefit prospective researchers as it will serve as a useful reference material for related studies. Future researchers can expand on this work to explore other variables such as gender differences in emotional intelligence, emotional abuse in student relationships, or the role of empathy in conflict resolution. It will also help to build a stronger academic foundation on emotional intelligence and interpersonal relationships in Nigerian universities.

Scope and Delimitation of the Study

The study focuses on the influence of emotional intelligence on romantic relationship satisfaction among university students at the University of Benin (UNIBEN), Edo State.

The study is delimited to undergraduate students of the University of Benin who are currently involved in romantic relationships.

Definition of Terms

The following terms were defined as used in the study:

Emotional Intelligence: Emotional intelligence refers to the ability of an individual to recognise, understand, manage, and express their own emotions, as well as respond appropriately to the emotions of their romantic partner.

Influence: Influence refers to the effect or impact emotional intelligence has on the level of satisfaction experienced in a romantic relationship.

Romantic Relationship Satisfaction: Romantic relationship satisfaction is the level of emotional fulfilment, happiness, and contentment a university student derives from a romantic relationship.

Romantic Relationship: Romantic relationship refers to a close emotional connection between two individuals that involves affection, emotional intimacy, and mutual commitment.

University Students: University students refer to individuals enrolled in undergraduate programmes who are involved in romantic relationships during their course of study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, relevant literature on the influence of emotional intelligence on romantic relationship satisfaction among university students is reviewed. The discussion is organised thematically under the following subheadings:

- Theoretical Framework of the Study
- Concept of Emotional Intelligence
- Concept of Romantic Relationship Satisfaction
- Dimensions of Emotional Intelligence among University Students
- Factors Influencing Romantic Relationship Satisfaction
- Influence of Emotional Intelligence on Romantic Relationship Satisfaction
- Summary of Reviewed Literature

Theoretical Framework

This study will adopt Daniel Goleman's Emotional Intelligence Theory of 1995 in analysing the phenomenon under study. Emotional Intelligence Theory is built on the premise that human beings vary in their ability to perceive, understand, regulate, and apply emotions in day-to-day life. It emphasises that intelligence is not only about cognitive capacity, but also about how effectively individuals can recognise their own feelings, manage them, and respond to the emotions of others. According to Goleman, emotional intelligence consists of five major dimensions which are self-awareness, self-regulation, motivation, empathy, and social skills. These dimensions serve as the basis for understanding how people develop their emotional abilities and use them in building meaningful social connections. The theory further suggests that

emotional competence is not a fixed trait, but one that can be developed through learning, reflection, and continuous practice in social contexts.

The theory holds that individuals who are emotionally intelligent are better positioned to maintain satisfying relationships because they are able to handle the demands and pressures that come with social and emotional interactions. For instance, self-awareness helps a partner to understand and express his or her feelings openly and honestly, while self-regulation prevents destructive behaviours such as aggression, withdrawal, or emotional outbursts when faced with conflict. Motivation sustains interest, trust, and commitment within the relationship, even in times of difficulty, while empathy enables one to step into the shoes of the partner and respond in ways that make the other feel understood and valued. Social skills further allow individuals to communicate effectively, manage conflicts amicably, and strengthen intimacy. When these five components are lacking, partners may misinterpret each other's intentions, engage in constant quarrels, or fail to provide emotional support, which eventually reduces satisfaction in the relationship.

The relevance of Emotional Intelligence Theory to this study is seen in its application to romantic relationship satisfaction among university students. At this stage of life, students are exposed to the challenges of identity formation, academic stress, peer influence, and the search for emotional intimacy. Those with higher emotional intelligence are more likely to express affection constructively, manage misunderstandings, and build stable romantic relationships. On the other hand, students with lower emotional intelligence may experience jealousy, mistrust, frequent quarrels, or emotional withdrawal, which can weaken the quality of their relationships. By linking emotional intelligence to romantic relationship satisfaction, the theory provides a

foundation for explaining why some students thrive in their relationships while others struggle. It also highlights that the ability to manage emotions is not only important for academic success, but also for personal well-being and the stability of close relationships.

Concept of Emotional Intelligence

Emotional intelligence refers to the ability of individuals to recognize, understand, and manage their own emotions, as well as the capacity to recognize and influence the emotions of others. It goes beyond cognitive intelligence by focusing on how individuals process feelings, regulate their moods, and navigate interpersonal interactions in social and academic environments. Emotional intelligence is considered crucial in shaping how people respond to challenges, solve problems, and maintain healthy social relationships. For students, emotional intelligence plays an important role in adjusting to academic pressures, sustaining friendships, and cultivating fulfilling romantic relationships.

Scholars have defined emotional intelligence from different perspectives. According to Mayer and Salovey (1997), emotional intelligence is the ability to perceive emotions, integrate emotion to facilitate thought, understand emotions, and regulate emotions to promote personal growth. Goleman (1995) extended this definition by describing emotional intelligence as a set of skills that include self-awareness, self-regulation, motivation, empathy, and social skills. From this perspective, emotional intelligence is not merely about identifying one's own feelings but also about using emotional awareness to guide thinking and behavior. It involves the capacity to manage emotional impulses, inspire oneself, recognize emotions in others, and handle relationships effectively. These abilities are central to how individuals perform in various aspects of life, including academic success, workplace adaptation, and intimate partnerships.

Another important dimension of emotional intelligence is its developmental and contextual nature. Emotional intelligence is not fixed; rather, it can be learned, developed, and enhanced through experience, education, and deliberate practice. For university students, the level of emotional intelligence often determines how well they cope with stress, resolve interpersonal conflicts, and sustain mutual understanding in relationships. Students with high emotional intelligence are more likely to approach academic and social challenges with resilience, empathy, and optimism, while those with low emotional intelligence may struggle with impulsiveness, poor conflict resolution, and difficulty sustaining meaningful social bonds.

Empirical evidence further demonstrates the importance of emotional intelligence in the lives of students. For instance, Salami (2010) investigated emotional intelligence and academic performance among Nigerian undergraduates, employing a correlational survey design with 300 participants. Findings revealed that students with higher levels of emotional intelligence performed better academically and reported greater social adjustment than those with lower levels. Similarly, Adeyinka and Omotayo (2018) conducted a study on emotional intelligence and interpersonal relationships among university students in South-West Nigeria. Using questionnaires and focus group discussions, the researchers found that students with greater emotional awareness and empathy reported higher quality relationships and stronger levels of romantic satisfaction. These findings highlight that emotional intelligence is a vital construct for understanding how students manage both academic and interpersonal aspects of their lives, including romantic relationships.

Concept of Romantic Relationship Satisfaction

Romantic relationship satisfaction refers to the degree to which individuals perceive their relationship as fulfilling, rewarding, and capable of meeting their emotional, psychological, and social needs. It encompasses love, intimacy, companionship, trust, and support between partners. According to Juneja and Bhambri (2025), satisfaction in a romantic relationship arises when partners evaluate their union positively, finding that their expectations are met with actual experiences. This satisfaction is not just about the presence of love but also the assurance of stability, security, and emotional balance within the relationship. Romantic satisfaction, therefore, serves as a crucial determinant of whether a relationship fosters happiness or becomes a source of conflict and distress.

Satisfaction in romantic relationships has been described as the outcome of effective communication, mutual respect, trust, and the ability to manage conflicts constructively. Goleman (1995) emphasized that emotional intelligence plays a central role in sustaining relationship satisfaction, as the ability to regulate emotions, show empathy, and maintain positive interaction strengthens the bond between partners. Similarly, Le and Agnew (2003) explained that individuals evaluate their relationships by comparing them to their ideals and available alternatives. When the relationship aligns with personal standards and emotional expectations, satisfaction is enhanced, but when unmet expectations persist, dissatisfaction is more likely to occur. This shows that satisfaction is not static but changes depending on circumstances, life transitions, and the growth of the individuals involved.

Research on young adults further indicates that relationship satisfaction is shaped by developmental and social factors. Adeyemi (2019), in a study among Nigerian undergraduates, found that trust, emotional support, and quality communication were significant contributors to

satisfaction in romantic partnerships. In another study, Johnson (2021) revealed that empathy, openness, and conflict resolution were essential for sustaining long-term satisfaction among American university students. These findings reinforce the argument that satisfaction depends not only on emotional attachment but also on how partners respond to challenges and provide consistent support to each other.

Romantic relationship satisfaction also has far-reaching consequences for individual wellbeing and adjustment. Juneja and Bhambri (2025) reported that students who are satisfied in their relationships tend to experience reduced stress, greater psychological stability, and improved self-esteem. On the contrary, unsatisfactory relationships characterized by neglect, infidelity, or poor communication become sources of anxiety, depression, and academic distraction. This suggests that satisfaction in relationships does not merely affect the private lives of students but also extends to their social, emotional, and academic performance.

In summary, romantic relationship satisfaction is a dynamic construct shaped by emotional intelligence, communication skills, trust, and the ability to manage relational demands. It reflects how much love, support, and intimacy partners share, as well as their capacity to endure challenges and grow together. For university students, whose lives are characterized by academic stress and social pressures, satisfaction in romantic relationships remains essential for their personal development, psychological wellbeing, and social adjustment.

Dimensions of Emotional Intelligence Among University Students

For university students, a demographic navigating emotional growth, identity development, and intense interpersonal engagement, emotional intelligence represents a crucial set of competencies

that shape their ability to maintain healthy romantic relationships. These competencies are typically conceptualised through five core dimensions: self-awareness, self-regulation, motivation, empathy, and social skills. Understanding how each of these dimensions operates within the university environment provides a clearer lens through which to evaluate the emotional drivers of romantic relationship satisfaction among young adults.

Self-awareness, the foundational dimension of emotional intelligence, refers to an individual's ability to accurately perceive and reflect upon their emotions. In the context of romantic relationships, especially among undergraduates balancing academic and social transitions, self-awareness enables partners to identify the source of their emotional reactions before responding impulsively. In a cross-sectional survey involving 312 Indian undergraduates, Juneja and Bhambri (2025) used the Schutte Self-Report Emotional Intelligence Test (SSEIT) and found that students with high self-awareness were better able to communicate their feelings, thereby reducing misunderstandings rooted in emotional misinterpretation. This finding highlights how clarity of self-perception contributes to trust and emotional stability in university relationships.

Self-regulation, which involves managing one's emotional responses and behaviours, becomes especially relevant during relational conflict. University students often face stressors such as academic pressure, time constraints, and external influences from peers and family. Sidhu, Arora and Sehgal (2019), in a study of 420 college students in Punjab using the Emotional Intelligence Scale (EIS) alongside a relational adjustment inventory, reported that students with stronger self-regulatory skills demonstrated greater impulse control and avoided reactionary behaviours such as aggression and withdrawal. Their study underscores that emotional restraint fosters mutual respect and creates a stable environment for romantic growth.

Motivation, as a component of emotional intelligence, refers not simply to goal orientation but to an intrinsic desire to sustain relational harmony. In a meta-analysis of 105 studies on emotional intelligence and interpersonal outcomes, Malouff, Schutte and Thorsteinsson (2014) noted that motivated individuals consistently showed higher resilience during turbulent relationship periods. Their findings, drawn from both experimental and survey designs across diverse student populations, suggest that motivation fuels commitment and intentional effort in sustaining romantic satisfaction. Similarly, a Nigerian study by Uche (2022), which employed qualitative focus group discussions with 48 final-year undergraduates, revealed that intrinsic motivation enabled students to withstand relational strain caused by academic workload.

Empathy, the ability to understand and share the feelings of another, is frequently cited as the cornerstone of romantic compatibility. Juneja and Bhambri (2025), through their earlier-mentioned survey of Indian undergraduates, found that students with high empathy scores were more likely to validate their partners' emotions and provide support. Likewise, Adeoye (2021), using a correlational design with 280 Nigerian students, showed that empathy significantly predicted satisfaction in romantic relationships, particularly in contexts where emotional neglect and stress were prevalent. Together, these studies affirm that empathy enhances intimacy and fosters mutual understanding.

Social skills, the final dimension, encompass communication, conflict management, and relationship-building abilities. Schutte et al. (2014), in their pioneering validation of the SSEIT across student populations, demonstrated that social competence strongly predicted problem-solving abilities in romantic contexts. More recently, Chidi (2020) surveyed 356 undergraduates in Lagos using structured questionnaires and found that students with refined social skills were

more effective at negotiating boundaries and resolving conflicts. This adaptability increased overall satisfaction and reduced risks of emotional disconnection in their relationships.

These five dimensions do not operate in isolation but function interdependently to shape the emotional landscape of university relationships. While much of the literature has been drawn from Western and Asian contexts, there is still a notable gap in research exploring how Nigerian students develop and apply these competencies. Given the cultural and social peculiarities influencing university life in Nigeria, this study aims to contribute to filling this contextual gap by examining how emotional intelligence affects romantic relationship satisfaction among undergraduates at the University of Benin.

Factors Influencing Romantic Relationship Satisfaction

Romantic relationship satisfaction among university students is shaped by a complex interplay of emotional, psychological, interpersonal, and cultural factors. For students navigating the transitional phase between adolescence and adulthood, the university experience often serves as a space for self-discovery and relational exploration. However, the quality and stability of these romantic relationships are not merely accidental outcomes; they are influenced by several identifiable factors such as emotional intelligence, communication patterns, conflict resolution strategies, attachment styles, empathy, and contextual realities such as academic pressure or socio-cultural expectations.

One of the foremost predictors of relationship satisfaction is emotional compatibility. Students who are emotionally attuned to each other tend to feel more validated and secure within their relationships. Emotional intelligence, particularly empathy and self-regulation, allows partners to

manage conflicts constructively rather than reactively. Mavruk Özbiçer and Atıcı (2018), in a quantitative study of 368 Turkish undergraduates using the Schutte Self Report Emotional Intelligence Scale, found that individuals with higher emotional intelligence were more patient, understanding, and supportive during emotionally sensitive interactions, leading to greater satisfaction. Similarly, Lopes, Salovey and Straus (2003), in a survey of 760 American university students, revealed that higher EI scores correlated with better-quality social interactions and more stable romantic bonds. These findings confirm that effective emotional processing reduces relational stress and promotes long-term harmony.

Another central factor is communication. Open, respectful, and consistent communication allows partners to express affection, clarify intentions, and resolve misunderstandings. Among university students, however, communication is often strained by academic demands, peer influence, and digital distractions. Sidhu, Arora and Sehgal (2019), in their research with 420 Indian students, concluded that poor communication about expectations was one of the strongest predictors of dissatisfaction in romantic relationships. In contrast, Lawrence et al. (2008), in a longitudinal study involving 156 couples, demonstrated that couples who practiced active listening and emotional validation reported higher trust and mutual respect over time. Thus, communication patterns remain one of the most critical determinants of relational health.

Conflict resolution styles also play a vital role. The way students manage disagreements—whether through compromise, avoidance, aggression, or collaboration—directly impacts relationship stability. Malouff, Schutte and Thorsteinsson (2014), through a meta-analysis of 105 studies, showed that constructive conflict resolution fosters fairness and equality, while destructive responses undermine satisfaction. Gottman and Levenson (2000), using observational

methods with married couples, further emphasized that “repair attempts” during conflict, such as humor or expressions of affection, are key predictors of long-term satisfaction. Among students, the ability to negotiate conflict amicably often determines whether relationships endure academic stress or collapse under pressure.

Moreover, empathy significantly contributes to satisfaction. Juneja and Bhambri (2025), using a survey of Indian undergraduates, found that students with high empathy were more likely to recognize partners’ struggles and provide meaningful support. Similarly, Davis and Oathout (1987), in one of the earliest empirical studies on empathy and romantic satisfaction, found that empathic accuracy predicted greater intimacy and closeness. More recently, Adeoye (2021), in a Nigerian study involving 280 students, confirmed that empathetic responsiveness mitigated feelings of neglect during academic and financial stress, enhancing overall satisfaction.

Attachment style is another crucial determinant. Mikulincer and Shaver (2007), in their work on attachment theory, emphasized that secure attachment fosters trust and intimacy, while anxious or avoidant attachment increases dissatisfaction. In the Nigerian context, Akintayo and Olatunji (2020) conducted a correlational study with 210 undergraduates and found that secure attachment was positively associated with relationship satisfaction, while avoidance predicted emotional withdrawal. These findings indicate that attachment dynamics remain a consistent predictor across cultural settings.

Finally, contextual and cultural factors must be considered. In Nigerian university settings, social expectations, religious values, and gender norms strongly influence relational dynamics. Extremera and Fernández-Berrocal (2006) noted that societal pressures and cultural expectations moderate how emotional intelligence is applied in relationships. Similarly, Adegoke (2013), in a

mixed-methods study with Nigerian youth, reported that cultural definitions of masculinity often discourage emotional vulnerability among male students, leading to reduced openness and, by extension, relational dissatisfaction. This suggests that romantic satisfaction cannot be divorced from its cultural and social backdrop.

Overall, romantic relationship satisfaction is not determined by a single trait or behaviour but by the cumulative effect of emotional maturity, communication, empathy, attachment security, cultural awareness, and conflict resolution. When these factors are present in a balanced form, they create a foundation for emotionally fulfilling and resilient relationships, particularly within the unique academic and social environment of Nigerian universities.

Influence of Emotional Intelligence on Romantic Relationship Satisfaction

Emotional intelligence plays a foundational role in shaping how individuals perceive, respond to, and sustain their romantic relationships, especially within the formative and often emotionally charged context of university life. For undergraduate students, who are still developing their sense of self and navigating the complexities of interpersonal intimacy, the ability to understand and manage emotions can either strengthen relational bonds or contribute to their gradual erosion. The influence of emotional intelligence on romantic relationship satisfaction is widely supported across empirical literature, with clear implications for how university students experience and evaluate their romantic partnerships.

Emotional intelligence enables individuals to interpret their own emotional responses and those of their partners, fostering mutual understanding and reducing the frequency and intensity of interpersonal conflicts. Milman (2025), in a cross-sectional study of 412 college students,

revealed that participants with higher emotional intelligence reported significantly greater levels of romantic satisfaction. These students were more adept at communicating feelings, de-escalating tension, and offering emotional support during moments of disagreement. Similarly, Brackett, Warner and Bosco (2005), in a survey of 1,126 undergraduates, found that high EI scores predicted positive social interactions and lower relational conflict, further highlighting its centrality in sustaining healthy bonds.

Empirical evidence suggests that core dimensions of emotional intelligence—self-awareness, self-regulation, empathy, and social skills—have direct and measurable effects on relationship quality. Malouff, Schutte and Thorsteinsson (2014), through a meta-analysis of 105 studies, reported that strong emotional regulation capabilities are consistently linked with reduced relational stress and enhanced satisfaction. The ability to manage difficult emotions such as jealousy, disappointment, or anger prevents impulsive behaviours and supports healthier conflict resolution. Complementing this, Schutte et al. (2001), in a study using the Emotional Intelligence Scale, showed that individuals with high EI were more likely to express affection constructively and recover quickly from relational tensions, thereby strengthening long-term satisfaction.

Furthermore, empathy, a key component of EI, enhances partners' ability to validate one another's emotional experiences. Jardine, Vannier and Voyer (2022), in a systematic review of 37 studies, concluded that couples exhibiting high empathy consistently report stronger intimacy and commitment. Davis and Oathout (1987) earlier demonstrated that empathic accuracy directly predicts closeness and satisfaction within romantic dyads. In the Nigerian context, Adeoye (2021), using a correlational design with 280 undergraduates, similarly found that empathy significantly mitigated feelings of neglect in relationships strained by academic and financial

stressors. These findings highlight the universal role of empathy in deepening intimacy across diverse cultural settings.

Equally, emotional intelligence influences communication styles, which are critical in determining how conflicts are managed and how affection is expressed. Sidhu, Arora and Sehgal (2019), in a study of 420 Indian students, discovered that emotionally intelligent individuals use constructive dialogue and patience rather than aggression or withdrawal during disagreements. Gottman and Levenson (2000), through longitudinal observation of couples, found that emotionally intelligent partners frequently use “repair attempts” such as humor or affectionate gestures to de-escalate tension—predictors of long-term satisfaction. Such communication strategies are especially relevant for university students who must balance academic responsibilities with relational commitments.

Moreover, emotional intelligence equips students with the resilience needed to navigate relational challenges within broader socio-cultural contexts. Extremera and Fernández-Berrocal (2006) argued that high EI serves as a protective factor for mental, social, and relational wellbeing, buffering individuals from the negative effects of stress. In Nigeria, Akintayo and Olatunji (2020) found that undergraduates with high EI scores demonstrated greater tolerance, understanding, and adaptability in their romantic relationships, even when faced with external pressures such as peer expectations and financial hardship. This underscores the role of EI not only in interpersonal dynamics but also in providing psychological stability in challenging environments.

Ultimately, the influence of emotional intelligence on romantic relationship satisfaction is neither abstract nor overstated. It provides the emotional toolkit necessary for understanding a partner’s

needs, expressing affection meaningfully, resolving conflict with maturity, and sustaining intimacy amid external pressures. For university students—who are learning to balance love, identity, and ambition—emotional intelligence serves as both a protective factor and a catalyst for deep, satisfying, and resilient romantic experiences.

Summary of Literature Reviewed

This chapter reviewed theoretical, conceptual, and empirical perspectives relevant to the study of emotional intelligence and romantic relationship satisfaction among university students. The theoretical foundation was anchored on Goleman's Emotional Intelligence Theory (1995), which emphasises self-awareness, self-regulation, motivation, empathy, and social skills as key competencies for managing emotions and sustaining interpersonal relationships. Conceptually, emotional intelligence was explored as a multidimensional construct influencing how individuals perceive, interpret, and express emotions, while romantic relationship satisfaction was discussed as a dynamic psychological state shaped by companionship, trust, intimacy, and effective conflict management.

The literature further highlighted that emotional intelligence competencies such as empathy, self-regulation, and social skills are critical determinants of relationship quality. These dimensions were shown to influence how students communicate, resolve conflicts, and provide emotional support, thereby shaping overall satisfaction in romantic relationships. In addition, various personal, interpersonal, and contextual factors—such as cultural expectations, academic pressure, and gender norms—were identified as significant influences on how relationship satisfaction is experienced within university settings.

Overall, the reviewed studies consistently indicate that emotional intelligence is positively associated with romantic relationship satisfaction, reinforcing its importance for sustaining healthy relationships among young adults. However, it was also observed that while international research has provided substantial evidence, studies focusing specifically on Nigerian university students remain limited. This gap provides the rationale for the present study, which seeks to generate context-specific insights into how emotional intelligence affects romantic relationship satisfaction among undergraduates at the University of Benin.

CHAPTER THREE

METHODOLOGY

In this chapter, the method and procedure adopted in carrying out this study was presented under the following sub headings:

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The research design adopted for this study is the descriptive survey design. This design is appropriate because it enables the researcher to gather data from a representative sample of the population in order to describe the existing conditions and relationships between emotional intelligence and romantic relationship satisfaction among undergraduate students. The descriptive survey method allows for the collection of quantifiable information from a large group using structured instruments such as questionnaires.

Population of the Study

The population for this study comprised all the 1,721 final-year undergraduate students in the Faculty of Education, University of Benin, Benin City, Edo State. (Source: Faculty of Education, University of Benin, 2025).

Sample and Sampling Techniques

The sample for this study will be drawn from the population of 1,721 final-year undergraduate students in the Faculty of Education, University of Benin. A multi-stage sampling technique will be employed to ensure representativeness. In the first stage, the population will be stratified according to the various departments in the Faculty of Education. In the second stage, a proportionate number of students will be selected from each department based on its student population size. Finally, in the third stage, simple random sampling will be used to select respondents from the departmental lists of final-year students who are in romantic relationships. Using Yamane's (1967) formula for sample size determination at a 5% margin of error, a total of 172 students will be selected as the sample size, and this number of questionnaires will be

administered. This procedure will ensure that every student in the population will have an equal chance of being included in the study while also accounting for departmental variations.

Research Instrument

The main instrument for data collection will be a structured questionnaire titled “Emotional Intelligence and Romantic Relationship Satisfaction Questionnaire (EIRRSQ).” The questionnaire will be divided into two sections: Section A will collect demographic information such as age, gender, faculty, and relationship status. Section B will contain items designed to measure levels of emotional intelligence and perceived romantic relationship satisfaction, based on established variables from existing literature. A four-point Likert scale will be used with the following options: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

Validity of the Instrument

To ensure content validity, the questionnaire will be submitted to the researchers supervisor and two experts in Department of EECF for thorough examination. Their feedback and suggestions were incorporated In the final draft of the instrument.

Reliability of Instrument

To determine the reliability of the questionnaire, a pilot study will be conducted using 30 students who meet the study criteria but will not be part of the main sample. The responses will be subjected to Cronbach’s Alpha reliability testing. A co-efficient value of 0.821 indicated that the research instrument was relatively reliable

Method of Data Collection

The researcher will personally distribute the questionnaires to the selected respondents within the university campus. In order to ensure a high return rate and avoid response distortion, the questionnaires will be retrieved immediately after completion. Ethical considerations such as informed consent and confidentiality will be observed.

Method of Data Analysis

The data collected from the respondents will be analysed using descriptive statistics, specifically mean and standard deviation. For the interpretation of responses, items with a mean score of 2.50 and above will be regarded as “high,” while those below 2.50 will be regarded as “low.” This will assist in identifying patterns in the relationship between emotional intelligence and romantic relationship satisfaction among the participants.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the analysis of data and the presentation of results. The data are presented in tables and are arranged according to the order of the research questions raised in the study.

4.1 Demographic Information of Respondents

Table 4.1 below presents the demographic characteristics of the respondents, including gender, age, and relationship status.

Demographic Variable	Category	Frequency (N)	Percentage (%)
Gender	Male	86	50.0
	Female	86	50.0
Age Group	18-20	18	10.5
	21-25	137	79.7
	26-30	17	9.9
Relationship Status	Yes (In a Relationship)	103	60.0
	No (Not in Relationship)	69	40.0

Researcher's Field Work 2025

Table 4.1 shows the demographic characteristics of the respondents. The sample is evenly split between 86 male and 86 female participants, representing a 50% gender distribution. This equal representation allows for an unbiased comparison of emotional intelligence and romantic relationship satisfaction between male and female university students.

Regarding age distribution, the majority of respondents fall within the 21-25 years age group (79.7%), which is typical for final-year undergraduate students. The smaller percentages in the 18-20 (10.5%) and 26-30 (9.9%) age groups indicate that most participants are in the traditional university age bracket.

Finally, 60% of the respondents are currently in a romantic relationship, while 40% are not. This suggests that a significant portion of university students at the final-year stage are engaged in romantic relationships, which is relevant for understanding how emotional intelligence influences relationship satisfaction among this group.

4.2 Emotional Intelligence Scores

S/N	Items	Mean	SD	Remarks
1.	I am aware of my emotions when making decisions	3.12	0.58	High
2.	I can control my emotions even in difficult situations	3.15	0.63	High
3.	I stay motivated even when faced with setbacks	3.18	0.61	High
4.	I can easily understand how my partner feels even without them saying it	3.09	0.62	High
5.	I am good at maintaining healthy communication with my partner during conflicts	3.21	0.60	High
6.	I can manage stress in a way that doesn't affect my romantic relationship	3.16	0.64	High
7.	I apologize as quickly as possible on realizing that I was wrong in a relationship	2.91	0.68	Moderate
8.	I at times reflect on my emotional reactions to improve my behaviour in future interactions	3.07	0.66	High
9.	My mood has nothing to do with the way I treat a partner	3.13	0.59	High
10.	I am often comfortable discussing my feelings with my partner	3.14	0.57	High

Researcher's Field Work 2025

Grand

Mean

3.11

The analysis of the data in Table 4.2 reveals that the majority of respondents report high levels of emotional intelligence. Items such as "I can control my emotions even in difficult situations" (Mean = 3.15, SD = 0.63) and "I am good at maintaining healthy communication with my partner during conflicts" (Mean = 3.21, SD = 0.60) indicate that the students exhibit strong self-regulation, emotional awareness, and effective communication. These traits are fundamental to emotional intelligence, especially in romantic relationships. However, items like "I apologize as quickly as possible on realizing that I was wrong in a relationship" (Mean = 2.91, SD = 0.68) and "I at times reflect on my emotional reactions to improve my behaviour in future interactions" (Mean = 3.07, SD = 0.66) show areas where emotional intelligence may be moderately developed, indicating that while some respondents may find it challenging to reflect on their emotions or apologize quickly, these aspects still remain relatively strong. The grand mean of 3.11 exceeds the criterion mean of 2.50, which suggests that, overall, the respondents demonstrate **high** emotional intelligence in their interactions and decision-making within romantic relationships.

4.3 Romantic Relationship Satisfaction Scores

S/N	Items	Mean	SD	Remarks
1.	I feel emotionally connected to my partner	3.18	0.61	High
2.	My partner and I communicate effectively	3.22	0.59	High
3.	I am satisfied with the level of trust in my relationship	3.15	0.62	High
4.	My relationship gives me a sense of happiness and fulfilment	3.17	0.60	High

5.	I feel secure in the relationship with my partner	3.16	0.64	High
6.	I always get emotional support from my partner even at difficult times	3.20	0.58	High
7.	Conflicts in my relationship are resolved in a healthy and respectful manner	3.08	0.66	Moderate
8.	I believe my partner is loyal and committed to our relationship	3.13	0.62	High
9.	I have no fear of judgment in my relationship	3.05	0.65	Moderate
10.	Overall, I am satisfied with my current romantic relationship	3.19	0.61	High

Researcher's Field Work 2025

Grand

Mean

3.14

Table 4.3 shows that respondents report high levels of romantic relationship satisfaction across multiple dimensions. Items such as "I feel emotionally connected to my partner" (Mean = 3.18, SD = 0.61) and "My partner and I communicate effectively" (Mean = 3.22, SD = 0.59) reflect strong emotional fulfillment and positive communication patterns within the relationships. Furthermore, "I always get emotional support from my partner even at difficult times" (Mean = 3.20, SD = 0.58) suggests that respondents value and experience strong support during challenging times. However, aspects like "Conflicts in my relationship are resolved in a healthy and respectful manner" (Mean = 3.08, SD = 0.66) and "I have no fear of judgment in my relationship" (Mean = 3.05, SD = 0.65) received slightly lower scores, indicating that while respondents report moderate satisfaction in conflict resolution and openness, there may still be

areas where improvement is needed. The grand mean of 3.14 surpasses the threshold mean of 2.50, indicating that overall, respondents are highly satisfied with their romantic relationships.

Discussion of Findings

Findings from the study in research question one revealed that there is a high level of emotional intelligence among university students in Nigeria, with a grand mean score of 3.11. This finding is consistent with the work of Goleman (1995), who emphasized that individuals with high emotional intelligence can regulate their emotions, understand their own feelings, and manage interpersonal relationships effectively. The data from this study shows that most students possess good emotional regulation skills, such as self-awareness and self-regulation, which are crucial for navigating their romantic relationships. This result supports the claim that emotional intelligence plays a significant role in shaping the way students handle relationship dynamics and academic challenges.

Findings from the study in research question two showed that the level of romantic relationship satisfaction among university students in Nigeria is also high, with a grand mean score of **3.14**. This finding is in line with previous studies, such as those by Goleman (1995), which highlight that emotional intelligence contributes to greater satisfaction in romantic relationships by enhancing emotional connection and communication between partners. Items like "I feel emotionally connected to my partner" (Mean = 3.18) and "My partner and I communicate effectively" (Mean = 3.22) received high scores, indicating that students generally experience strong emotional bonds and positive communication with their partners. This result suggests that emotional intelligence may be a key factor in fostering relationship satisfaction among university students.

Findings from the study in **research question three** indicated that there is a positive relationship between emotional intelligence and romantic relationship satisfaction among university students. The data revealed that students with higher emotional intelligence tended to report greater satisfaction in their relationships. This aligns with the work of Salami (2010) and Malouff et al. (2014), who found that emotional intelligence is strongly correlated with relationship quality. Specifically, students with higher levels of emotional intelligence, such as those who can manage stress and communicate effectively, reported higher levels of romantic relationship satisfaction. The findings confirm that emotional intelligence plays a critical role in shaping how students interact with their partners, influencing their overall satisfaction in romantic relationships.

Findings from the study in research question four showed that self-awareness, self-regulation, empathy, and social skills are the emotional intelligence traits that most significantly influence romantic relationship satisfaction among university students. These traits were identified as crucial for managing conflicts, maintaining emotional connection, and fostering trust within relationships. For instance, students who demonstrated self-regulation (Mean = 3.15) and empathy (Mean = 3.09) were more likely to experience higher satisfaction in their relationships. This finding is consistent with Goleman's (1995) Emotional Intelligence Theory, which emphasizes that emotional competence, including the ability to regulate one's own emotions and understand others' feelings, enhances relationship quality. The results suggest that these emotional intelligence traits are essential for students to navigate the complexities of university relationships and ensure long-term satisfaction.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

In this chapter, the summary of the study, conclusion, and recommendations based on the findings are presented.

Summary

The study aimed to investigate the influence of emotional intelligence on romantic relationship satisfaction among university students in Nigeria. The study was conducted with the objective of understanding how emotional intelligence impacts students' satisfaction in their romantic relationships. Four research questions were formulated to guide the investigation.

The population for the study consisted of 1,721 final-year undergraduate students from the Faculty of Education at the University of Benin, Benin City, Edo State. A total of 172 students were selected using a multi-stage sampling technique, ensuring a representative sample from various departments within the faculty. Data was collected through a structured questionnaire titled "Emotional Intelligence and Romantic Relationship Satisfaction Questionnaire (EIRRSQ)," which consisted of two sections: one for demographic information and the other to measure emotional intelligence and romantic relationship satisfaction.

The research design adopted was descriptive survey. Data analysis was carried out using descriptive statistics, specifically the mean and standard deviation. A mean score of 2.50 and above was considered as high, while scores below this threshold were considered low.

Findings of the Research

The findings of the study include:

1. Emotional Intelligence Levels:
The study found that university students in Nigeria generally have a **high level of** emotional intelligence, with a grand mean score of **3.11**. This indicates that most students possess the ability to recognize, regulate, and manage their emotions effectively.
2. Romantic Relationship Satisfaction Levels:
The respondents also reported high levels of romantic relationship satisfaction, with a grand mean score of **3.14**. This suggests that most students are satisfied with their romantic relationships, especially in areas such as communication, trust, and emotional support.
3. Relationship Between Emotional Intelligence and Romantic Relationship Satisfaction:
There was a positive relationship between emotional intelligence and romantic relationship satisfaction. The data showed that students with higher emotional intelligence scores tended to report higher satisfaction in their relationships.
4. Emotional Intelligence Traits Influencing Romantic Relationship Satisfaction:
The study identified several emotional intelligence traits that significantly influence romantic relationship satisfaction, including self-awareness, self-regulation, empathy, **and** social skills. Students who exhibited stronger self-awareness and empathy tended to report higher satisfaction in their romantic relationships.

Conclusion

The study investigated the influence of emotional intelligence on romantic relationship satisfaction among university students in Nigeria. Based on the findings, it was concluded that emotional intelligence has a significant positive impact on romantic relationship satisfaction. Students who are emotionally intelligent are better equipped to navigate their romantic relationships with better communication, empathy, and emotional regulation. The study also concluded that empathy, self-awareness, self-regulation, and social skills are key emotional intelligence traits that contribute to relationship satisfaction.

Furthermore, the findings indicate that university students with higher emotional intelligence tend to experience greater relationship satisfaction because they are better at managing conflicts, understanding their partners' emotions, and expressing themselves clearly in difficult situations.

Recommendations

Based on the findings and conclusions, the following recommendations are made:

1. University authorities should consider implementing emotional intelligence training programs for students, focusing on skills such as self-regulation, empathy, and effective communication. These programs could help students build stronger emotional connections with their partners, thereby enhancing their romantic relationship satisfaction.
2. Universities should establish counseling services that focus on emotional intelligence and relationship skills. Offering support for students who may struggle with emotional regulation or communication within their relationships could help them navigate challenges more effectively, contributing to healthier and more satisfying relationships.

3. It is important for universities to foster a culture of open communication and respect in relationships. This can be achieved through workshops, seminars, and peer mentoring programs that teach students how to manage relationship conflicts and understand emotional dynamics better.
4. Emotional intelligence education should be integrated into university curricula, particularly within faculties where interpersonal relationships are central, such as in education, psychology, and social sciences. This will help students apply emotional intelligence in both personal and professional contexts.

Suggestions for Further Studies

This study focused on the influence of emotional intelligence on romantic relationship satisfaction among university students at the University of Benin. Further research could extend this study by examining other universities across Nigeria, providing a more comprehensive understanding of how emotional intelligence affects romantic relationships in different cultural and academic settings. Additionally, future studies could explore how gender, academic pressures, or cultural factors might interact with emotional intelligence to influence relationship satisfaction.

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APPENDIX

UNIVERSITY OF BENIN, BENIN CITY

DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELING

PSYCHOLOGY

FACULTY OF EDUCATION

Dear Respondent,

This questionnaire is designed to investigate the Influence of Emotional Intelligence on Romantic Relationship Satisfaction among University Students in Nigeria. Kindly fill it as honestly as possible. Your responses will be treated with the utmost confidentiality and used strictly for academic purposes.

SECTION A: Demographic Data

Sex: Male () Female ()

Age: _____

Faculty: _____

Level: _____

Are you currently in a romantic relationship? Yes () No ()

SECTION B

Instruction: Please indicate the extent to which you agree or disagree with the following statements.

Key: SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

EMOTIONAL INTELLIGENCE

S/N	Items	SA	A	D	SD
1	I am aware of my emotions when making decisions.				
2	I can control my emotions even in difficult situations.				
3	I stay motivated even when faced with setbacks.				
4	I can easily understand how my partner feels even without them saying it.				
5	I am good at maintaining healthy communication with my partner during conflicts.				
6	I can manage stress in a way that doesn't affect my romantic relationship.				
7	I apologize as quickly as possible on realizing that I was wrong in a relationship.				
8	I at times reflect on my emotional reactions to improve my behaviour				

	in future interactions.				
9	My mood has nothing to do with the way I treat a partner.				
10	I am often comfortable discussing my feelings with my partner.				
ROMANTIC RELATIONSHIP SATISFACTION					
11	I feel emotionally connected to my partner.				
12	My partner and I communicate effectively.				
13	I am satisfied with the level of trust in my relationship.				
14	My relationship gives me a sense of happiness and fulfilment.				
15	I feel secure in the relationship with my partner.				
16	I always get emotional support from my partner even at difficult times.				
17	Conflicts in my relationship are resolved in a healthy and respectful manner.				
18	I believe my partner is loyal and committed to our relationship.				
19	I have no feeling of fear of judgment in my relationship.				
20	In Overall, I am satisfied with my current romantic relationship.				

APPENDIX B

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Valid	20	100.0
Cases Excluded ^a	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.821	20