

Emotional Intelligence And Happiness Among Under Graduate Students In Kolkata

Sourav Biswas, Raju Das

Research Scholar, Department Of Education, Jadavpur University, West Bengal
Research Scholar, Department Of Education, Jadavpur University, West Bengal

Abstract:

The present study aims to examine the emotional intelligence and happiness among under graduates' students on the basis of their gender and religion. Researcher wanted to see what kind of relationship is there between emotional intelligence and happiness. The sample of the study was 100 (M=52, F=48) under graduate students from different district of West Bengal. Descriptive method of study was used for the study. Assessment instruments used were the SSEIT (the Schutte self-reported emotional intelligence test) for emotional intelligence and Oxford Happiness Questionnaire for happiness. The result indicates that there is a positive significant correlation between emotional intelligence and happiness.

Keywords: emotional intelligence, happiness and under graduate students.

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I. Introduction:

Over the years, psychologists have discovered various forms of intelligence. Most of these can be grouped into one of three cluster, "abstract", "concrete", or "social" intelligence (Thorndike, 1920). The capacity to comprehend oneself and others is known as social intelligence. Social intelligence is the foundation of emotional intelligence. (Young, 1985). In his PhD theses, "A study of emotion: Developing emotional intelligence," Wayne Payne first used the phrase "emotional intelligence" in 1985. Later, in his seminal book Emotional Intelligence (1995), psychologist and behavioral science writer Golman popularized the term and principles connected to growth. EI is sometimes defined as the capacity, ability, or talent to recognize, evaluate, and control one's own, other people's, and groups' emotions. Mayer and Cobb define it as "the ability to process emotional information, particularly as it involves the perception, assimilation, understanding, and management of emotion." According to Hein, "emotional intelligence is the innate potential to feel, use, communication, recognize, remember, learn from, manage and understand emotions." Our emotional sensitivity and capacity to acquire constructive coping mechanisms are innate abilities. Salovey & Mayer define emotional intelligence as "a type of social intelligence, which involve to use this information to guide one's thinking and action." Mayer and Salovey describe the "four branch model" of emotional intelligence. The four branches and the corresponding abilities are outlined below:

1. Appraisal and expression of perception emotion.
2. Emotional facilitation of thinking.
3. Understanding and analyzing emotions.
4. Reflective regulation of emotions to promote emotional and intellectual growth.

A person's social efficacy is generally enhanced by emotional intelligence. One's social relationships improve with increased emotional intelligence. Positive social connections and avoiding conflicts, fights, and other social squabbles are two areas in which emotionally intelligent people excel. They are excellent at comprehending, leading psychologically sound lives, and avoiding problems like substance abuse. It seems likely that these individuals assist other individuals and groups of people in coexisting in greater harmony, fulfillment, and enjoyment by offering coaching guidance to others and actively participating in specific situations. Lastly, problem resolution and emotion control are two areas in which emotional intelligence can be applied.

Happiness:

According to psychology, happiness is a state of emotional well-being that an individual perceives either narrowly—when nice things happen in a particular moment—or more broadly—as a favourable assessment of one's life and accomplishments in general. Happiness can be differentiated from other positive feelings like attachment, excitement, and interest as well as from negative emotions like sadness, fear, and rage. According to Aristotle, "experiencing the right emotions is happiness." For some people as well as for certain situations, right emotions can be pleasure, fear, anger etc. thus, depending on situation, cultures and individuals, desirable emotions (Maya Tamir, Shalom H. Schwartz, Shige Oishi and Min Y. Kim, 2017).

There are three domains of happiness: meaningful life, active life, and excellent life or happy mood. A good life is surrounded by nice things like love, joy, pleasure, etc.; an engaged life is a state of "flow, a major part of the engaged life, consists in a loss of self-consciousness, time stopping for you, being 'one with music' (Csikszentmihalyi, 1990).

The terms "contentment" and "hedonic level of affect" are used to describe the elements of happiness. People frequently experience a variety of impacts, such as emotions, feelings, moods, etc., which can be either pleasant or unpleasant and active or inert. Therefore, the hedonic level of affect refers to how pleasurable these affects are for the individual. Contentment is the extent to which individuals believe their goals are fulfilled (Ruut Veenhoven, 2012).

The components of happiness are: flourishing, which is a state in which people develop positive assessments of important aspects of life like work, relationships, health, etc.; emotion, where the positive emotions that range from joy to affection and gratitude are included in Subjective Well-Being; and life-satisfaction, which is the perception of how people are doing in their lives. (Farrah Lyana Zulkifli and Yusfida Ayu Abdullah, 2018).

The hedonism theory psychologically means seeking for pleasure (Yusfida Ayu Abdullah and Farrah Lyana Zulkifli, 2018) and maximizing the feelings of pleasure and minimizing pain is a happy life (Martin E. P. Seligman and Ed Royzman, 2003).

According to Yusfida Ayu Abdullah and Farrah Lyana Zulkifli (2018), the Theory of Desire illustrates a typical behavior that most individuals experience. It exhibits the desire to want something and also illustrates how the desire may result in either satisfaction or dissatisfaction.

According to the Objective Theory, achieving specific things—such as friendship, beauty, knowledge, education, freedom from pain, love, material comfort, good conscience, etc.—is what makes one happy. (Ed Royzman and Martin E. P. Seligman, 2003).

Now, the Theory of Authentic Happiness is the theory that accepts and fulfills all three of the conventional ideas listed above. The "Full Life" is referred to be genuine happiness (Yusfida Ayu Abdullah and Farrah Lyana Zulkifli, 2018).

Objective of the study:

1. To investigate emotional intelligence of under graduate students on the basis of their gender and religion.
2. To measure the level of happiness among under graduate students on the basis of their gender and religion.
3. To find out the relationship between emotional intelligence and happiness among under graduate student.

Hypotheses:

H₀₁: There is no significant mean difference in the level of emotional intelligence among under graduate students on the basis of their gender.

H₀₂: There is no significant mean difference in the level of emotional intelligence among under graduate students on the basis of their religion.

H₀₃: There is no significant mean difference in the level of happiness among under graduate students on the basis of their gender.

H₀₄: There is no significant mean difference in the level of emotional intelligence among under graduate students on the basis of their religion.

H₀₅: There is no significant correlation between under graduate students' emotional intelligence and their happiness.

Population: Population of the study was all under graduate students of Kolkata District

Sample: In this study the investigator collected relevant data from 100 samples. Thus, a total of 100 sample were selected with 51 girls and 49 boys. All samples were under graduate students from the different district of Kolkata District. For sample selection the investigator adopted purposive sampling technique.

Variables:

(a)Dependent Variable: Emotional intelligence and happiness.

(b)Independent Variable: Gender and religion.

Research design: This study uses The Oxford Happiness Questionnaire (OHQ) for Happiness and The Schutte Self Report Emotional Intelligence Test (SSEIT) developed by Schutte et al. (1998) was used for Emotional Intelligence to collect the relevant data from 100 UG students and follows a descriptive research approach. For this study investigator use survey method. Google forms and off-line mode booth were used for the data collection. Participants in the study came from Kolkata district.

Tool: Measures for assessing happiness, The Oxford Happiness Questionnaire (OHQ) was used. Originally published in the Journal of Personality and Individual Differences, 2002, the Oxford Happiness Questionnaire was developed by psychologists Peter Hills and Michael Argyle of Oxford Brookes University. It is a 29-items questionnaire used for assessing personal happiness. Here the items are responded on the basis of a 7-point rating scale.

For assessing Emotional Intelligence, The Schutte Self Report Emotional Intelligence Test (SSEIT) developed by Schutte et al. (1998) was used. The SSEIT is a 33-item self-report inventory that focuses on typical emotional intelligence. The range of the scores can be from 33 to 165 indicating more characteristic emotional intelligence.

Collection of data:

Data was collected from UG students of various degree colleges in Kolkata. The investigator personally supplied and google form questionnaire also supplied to collected filled up response sheet as much as possible and tabulated systematically for its further analysis and interpretation.

Analysis and interpretation of data:

H₀₁: There is no significant mean difference in the level of emotional intelligence among under graduate students on the basis of their gender.

Variables		Total no.	Total score	Mean	SD	df	't' value	0.05 level	Remark
Gender	Girl	51	6567	128.77	8.70	98	0.72	1.96	N.S.
	Boy	49	6345	129.49	8.60				

Table 1 Showing UG students Emotional Intelligence on the basis of their gender.

Interpretation:

From the above table it was noticed that under graduate boy students' emotional intelligence is more favourable than the under graduate girl students, though the result is not significant at 0.05 levels. so null hypothesis is accepted.

H₀₂: There is no significant mean difference in the level of emotional intelligence among under graduate students on the basis of their religion.

Variables		Total no.	Total score	Mean	SD	df	't' value	0.05 level	Remark
Religion	Hindu	65	8287	127.35	7.86	98	1.16	1.96	N.S.
	Muslim	35	4534	129.54	8.94				

Table 2 Showing UG students Emotional Intelligence on the basis of their gender.

Interpretation:

From the above table it was noticed that under graduate Muslim students' emotional intelligence is more favourable than the under graduate Hindu students, though the result is not significant at 0.05 levels. so null hypothesis is accepted.

H₀₃: There is no significant mean difference in the level of happiness among under graduate students on the basis of their gender.

Variables		Total no.	Total score	Mean	SD	Df	't' value	0.05 level	Remark
Gender	Girl	51	5993	117.51	8.34	98	1.96	1.96	N.S.
	Boy	49	5858	119.55	8.06				

Table 3 Showing UG students Happiness on the basis of their gender.

Interpretation:

From the above table it was noticed that under graduate boy students' happiness is more favourable than the under graduate girl students, though the result is not significant at 0.05 levels. so null hypothesis is accepted.

H₀₄: There is no significant mean difference in the level of happiness among under graduate students on the basis of their religion.

Variables		Total no.	Total score	Mean	SD	Df	't' value	0.05 level	Remark
Religion	Hindu	65	7650	117.69	8.69	98	0.003	1.96	N.S.
	Muslim	35	4101	117.17	7.86				

Table 4 Showing UG students Emotional Intelligence on the basis of their religion.

Interpretation:

From the above table it was noticed that under graduate Hindu students' happiness is more favourable than the under graduate Muslim students, though the result is not significant at 0.05 levels. so null hypothesis is accepted.

H₀5: There is no significant correlation between under graduate students' emotional intelligence and their happiness.

	Mean	SD	N
Total Score of emotional intelligence	129.12	14.26	100
Total Score of Happiness	118.51	8.33	100

Table 5 Table showing descriptive result of correlation study between emotional intelligence and happiness of under graduate students.

		Emotional intelligence	happiness
Emotional intelligence	Pearson correlation	1	.284
	Sig. (2-tailed)		.004
	N	100	100
Happiness	Pearson correlation	.284	1
	Sig. (2-tailed)	.004	
	N	100	100

** Correlation is significant at the 0.05 level (2 tailed).

Table 6 Table showing Karl Pearson Correlation result for emotional intelligence and happiness.

Interpretation:

Table 5 and 6 shows that to test the hypothesis that investigator Karl Pearson Correlation was conduct. The associated between emotional intelligence and happiness was shown to be statistically significant although with a positive correlation ($r = .284$, $p = .004$) at the 0.05 level of significance, there is a significance correlation.

As a result, the null hypothesis that there is no substantial relationship between emotional intelligence and happiness among under graduate students are rejected. It indicates that among under graduate student's emotional intelligence and happiness have a substantial positive relationship. In other wards it means that better emotional intelligence students have better happiness.

II. Discussion:

The present study result has shown that no statistically significant difference exists between under graduate girl and boy students' emotional intelligence and happiness. M. Kumar (2020) in his research found that there are no differences in emotional intelligence between boys and girls. But compared to a study conducted by Dr Are Malik Roshan (2023) found females to possess more emotional intelligence than male. Ravi Kant (2019) in his study he noticed that there is a significant difference between male and female students on emotional intelligence.

Hear researcher found that there is no significant difference in happiness between boys and girls. Dr Harpal Kaur (2022) in his research he found that boys and girls have same level of happiness.

The present study shows that there is a significant relationship between emotional intelligence and happiness, similarly a study conducted by Abbas Abdollahi, Mansor Abu Talib & Seyedeh Motalebi (2015) It was also discovered that there is a link between emotional intelligence and happiness, and that lower emotional intelligence is related with sadness. It is also supported by similar study carried out by Adrian Furnham & K. V. Petrides (2003) on trait emotional intelligence and happiness discovered that trait emotional intelligence has the strongest association to happiness and is also the best predictor of happiness.

Educational implication:

The results of the present investigation reveal that the emotional intelligence and happiness of under graduate students are independent of their gender and religion. In Indian society, it is generally perceived that boys are more emotional intelligence than girls as boys get more freedom than girls, but the study shows that girls are equally emotional intelligence, happy and enjoy life. Hence, different experiences should not be planned for the girls and boys on the basis of their gender rather their school, college and home experiences should be decided on the basis of their individual choices and hobbies. Researcher have found a positive corelation between emotional intelligence and happiness. Therefore, all people or institutions associated with education will look at how to increase the emotional intelligence of students.

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