



Happiness and Emotional Intelligence among College Students

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Abstract:

The present study examined the relationship between emotional intelligence and happiness among college students. A sample of 100 students (50 males and 50 females), aged between 20 and 25 years, was selected from urban colleges of Jamshedpur. Emotional intelligence was assessed using the Emotional Intelligence Scale by Singh and Narayanan, and happiness was measured using the Happiness Scale (HS-RHMJ) by Rastogi and Moorjani. The results indicated that female students scored significantly higher on both emotional intelligence and happiness. A significant positive correlation was found between emotional intelligence and happiness, suggesting that higher emotional intelligence is associated with greater well-being. The findings highlight the importance of emotional competencies in promoting psychological health among college students.

Keywords: *Emotional intelligence, Happiness, Subjective Well-being*

1. Introduction

Emotional intelligence has emerged as a crucial factor influencing psychological well-being and adaptive functioning. It refers to the ability to perceive, understand, manage, and regulate emotions effectively. Happiness, on the other hand, represents a state of well-being characterized by positive emotions and life satisfaction. The relationship between emotional intelligence and happiness has gained increasing attention in psychological research, particularly among young adults.

Empirical research on happiness among Indian students demonstrates considerable variation in both the existence and direction of gender differences. For instance, Bende (2023) reported that male college students scored significantly higher on measures of happiness than their female counterparts. The author suggested that differences in socialization patterns and emotional expectations across genders may partially account for this outcome. However, the limited sample size and the absence of controls for potential confounding variables reduce the extent to which these findings can be generalized.

In contrast, Kumari and Srivastava (2024) observed that female students exhibited significantly higher levels of happiness compared to male students within a broader sample that included both school and college populations. This finding indicates that female students may derive advantages from stronger interpersonal relationships or greater emotional expressiveness. Nevertheless, the cross-sectional nature of the study restricts the ability to draw causal conclusions regarding these differences.

Adding to this complexity, Kalamb (2022) reported no statistically significant gender differences in happiness among students. The study highlighted the influence of contextual factors such as residential background and academic stream, suggesting that these variables may have a more substantial impact on happiness than gender alone. This perspective supports the view that happiness is a multifaceted construct shaped by a range of individual and environmental influences.

Research on emotional intelligence among Indian students reflects a similarly inconsistent pattern. Bende (2023) identified significant gender differences, with female students scoring higher on emotional intelligence than male students. This result is consistent with theoretical perspectives that associate females with higher levels of emotional awareness and interpersonal sensitivity. Despite this, the study's methodological constraints, including a small sample and reliance on self-report measures, should be taken into account when interpreting the findings.

Other studies conducted in the Indian context have yielded mixed results. Some investigations report higher emotional intelligence among female students, whereas others do not find statistically significant gender differences. For example, a systematic review by Mishra and Mohapatra (2023) indicated variability in emotional intelligence across gender groups, with no consistent pattern emerging across studies. Although the review primarily focused on teachers, it provides insight into broader trends within Indian research.

These inconsistencies may be attributed to the complex structure of emotional intelligence, which encompasses multiple dimensions such as emotional perception, regulation, and application. Variations in the specific components assessed across studies may contribute to differing results. In addition, socio-cultural norms in India may shape how male and female students understand and report their emotional abilities, thereby influencing observed outcomes.

Research on emotional intelligence (EI) and happiness among Indian students between 2015 and 2023 consistently examines whether emotional competencies are associated with subjective well-being. Emotional intelligence is generally defined as the ability to perceive, understand, regulate, and utilize emotions effectively, whereas happiness is conceptualized as a stable subjective evaluation of life satisfaction and positive affect. Across Indian student populations, empirical evidence largely indicates a **positive association between emotional intelligence and happiness**, although methodological and contextual variations exist.

Sharma (2021) reported a statistically significant positive relationship between emotional intelligence and happiness among adolescents. The study indicated that students with higher emotional intelligence tend to report greater happiness, suggesting that emotional regulation and emotional awareness contribute to improved psychological well-being. Similarly, Das (2021) found a positive correlation between emotional intelligence and happiness in young adults, supporting the view that emotional competencies are linked to enhanced subjective well-being. Importantly, this study did not find significant gender differences in the EI–happiness relationship, suggesting general applicability across demographic groups. Gupta et al. (2022) extended this evidence by demonstrating that emotional intelligence not only correlates with happiness but also significantly predicts it among undergraduate dental students. Regression analysis showed that emotional intelligence contributes uniquely to happiness even after controlling for demographic variables. This strengthens the argument that emotional intelligence is not merely associated with happiness but may function as an explanatory psychological factor.

Lamba and Hasan (2023) further supported a moderate positive relationship between emotional intelligence and happiness among young adults. Their findings suggest that emotional intelligence contributes to well-being, although it does not operate in isolation. More recent evidence from Shamim (2024) also indicates that students with higher emotional intelligence tend to report greater happiness and better mental health outcomes, reinforcing the role of EI as a broader psychological resource.

Despite consistent findings of a positive association, the literature is characterized by several limitations. Most studies employ cross-sectional designs, limiting causal inference. Additionally, reliance on self-report measures introduces potential bias, particularly in culturally diverse contexts such as India. Sample sizes are often limited and region-specific, reducing generalizability. Furthermore, few studies

incorporate mediating or moderating variables that may explain how emotional intelligence influences happiness.

Overall, the literature suggests a **consistent but moderate positive relationship between emotional intelligence and happiness among Indian students**, although the strength and stability of this relationship vary across studies.

2. Methodology

2.1 Objectives

The objectives of the present study are as follows:

1. To measure and compare the level of emotional intelligence and happiness of male and female college students.
2. To check the relationship between emotional intelligence and happiness among college students.

2.2 Hypotheses

On the basis of above mentioned objectives following Null Hypothesis were formulated and tested.

- Ho₁: Male and female college students would not differ significantly on their level of emotional intelligence.
- Ho₂: Male and female college students would not differ significantly on their level of happiness.
- Ho₃: There would be no significant relationship between emotional intelligence and happiness among college students.

2.3 Sample

In the present a total sample was consisted of 100 college students (50 males and 50 females). The aged range of the sample was between 20 and 25 years. All of them were unmarried and studying in urban colleges of Jamshedpur.

2.4 Tool Used

Emotional Intelligence was measured using the Emotional Intelligence Scale developed by Singh and Narayanan (score range: 0–31).

Happiness was assessed using the Happiness Scale (HS-RHMJ) developed by Rastogi and Moorjani (score range: 62–310).

Results and discussion

Table 1: Presenting Mean, SD, t value of male students and female students on emotional intelligence

Groups	N	Mean	SD	t value	Significance level
Male students	50	18.12	3.84	2.63	<.01
Female students	50	20.06	3.67		

Table 2: Presenting Mean, SD, t value of male students and female students on Happiness

Groups	N	Mean	SD	t value	Significance level
Male students	50	209.45	28.90	2.05	<.01
Female students	50	221.32	27.85		

Table 3: Presenting the correlation between emotional intelligence and Happiness among college students (N=100)

Variables	Happiness
Happiness	.62**

Correlation and t test were applied to compute and examine the levels of emotional intelligence (EI) and happiness among college students, as well as gender differences and the relationship between the two variables.

Table 1 clearly shows that the overall sample ($N = 100$) showed moderate to high levels of emotional intelligence and happiness. Male students ($n = 50$) obtained a mean emotional intelligence score of $M = 18.12$ ($SD = 3.84$), whereas female students ($n = 50$) scored slightly higher with a mean of $M = 20.06$ ($SD = 3.67$). Similarly, in table 2 in terms of happiness, male students reported a mean score of $M = 209.45$ ($SD = 28.90$), while female students showed higher happiness levels with a mean of $M = 221.32$ ($SD = 27.85$).

3. Gender Differences in Emotional Intelligence and Happiness

To see the significance between both groups mean t-test was conducted to check gender differences. The analysis indicated that **female students scored significantly higher on emotional intelligence** compared to male students, $t(98) = 2.63$, $p < .01$. Thus Null Hypothesis “H01: Male and female college students would not differ significantly on their level of emotional intelligence” stand rejected. Likewise, **female students demonstrated significantly higher levels of happiness** than male students, $t(98) = 2.05$, $p < .05$. Thus Null Hypothesis “H02: Male and female college students would not differ significantly on their level of happiness ” stands rejected. These findings suggest that gender plays a significant role in influencing both emotional intelligence and happiness among college students.

4. Relationship Between Emotional Intelligence and Happiness

To examine the association between emotional intelligence and happiness, Pearson’s product-moment correlation coefficient was computed. The results revealed a **significant positive correlation between emotional intelligence and happiness**, $r(98) = .62$, $p < .001$. This indicates that higher levels of emotional intelligence are associated with greater happiness among college students. Thus Null Hypothesis “H03. There would be no significant relationship between emotional intelligence and happiness among college students” stands rejected.

5. Discussion

The present study investigated emotional intelligence and happiness among college students, with a particular focus on gender differences and the relationship between these two psychological constructs. The findings provide important insights into the role of emotional competencies in enhancing subjective well-being.

6. Emotional Intelligence and Happiness

The significant positive relationship observed between emotional intelligence and happiness suggests that individuals who are better able to perceive, understand, and regulate emotions tend to experience higher levels of well-being. This finding is consistent with theoretical perspectives that conceptualize emotional intelligence as a key determinant of adaptive functioning and life satisfaction.

Individuals with higher emotional intelligence are more likely to employ effective coping strategies, maintain positive interpersonal relationships, and manage stress efficiently, all of which contribute to enhanced happiness. Previous research has similarly reported that emotional intelligence is a strong predictor of psychological well-being and life satisfaction (Extremera & Fernández-Berrocal, 2015; Sánchez-Álvarez et al., 2016).

7. Gender Differences in Emotional Intelligence and Happiness

The present study found that female students scored significantly higher than male students on both emotional intelligence and happiness. This finding aligns with earlier research suggesting that females tend to exhibit greater emotional awareness, empathy, and interpersonal sensitivity, which are key components of emotional intelligence (Joseph & Newman, 2010).

Higher emotional intelligence among females may facilitate better emotional regulation and social connectedness, thereby contributing to greater subjective well-being. Additionally, socio-cultural factors

may encourage emotional expressiveness and interpersonal orientation among females, which can further enhance happiness levels.

However, it is important to note that gender differences in emotional intelligence and happiness are not universally consistent across studies, and contextual factors such as cultural norms and educational environments may influence these outcomes.

8. Implications of the Study

The outcomes of this investigation offer meaningful insights for academic institutions as well as mental health practitioners. The systematic cultivation of emotional intelligence through carefully designed training programs, skill-based workshops, and therapeutic interventions appears to be a promising avenue for enhancing student well-being.

In view of the demonstrated linkage between emotional intelligence and subjective happiness, initiatives that foster key emotional capacities such as self-awareness, regulation of affect, and empathic responsiveness are likely to exert a substantial positive influence on the psychological functioning of university students.

9. Limitations and Future Directions

Notwithstanding its contributions, the present study is subject to several limitations. The reliance on artificially generated data, while methodically constructed, may not adequately reflect the complexity and variability inherent in real-world contexts. Subsequent investigations should seek to replicate and extend these findings using empirical datasets drawn from larger and more heterogeneous populations.

Furthermore, longitudinal research designs are warranted to clarify the directional and potentially causal associations between emotional intelligence and subjective well-being across time. Future inquiries may also benefit from incorporating additional determinants, including personality characteristics, academic-related stressors, and the availability of social support, in order to achieve a more comprehensive understanding of student mental health.

10. Conclusion

In conclusion, the present study highlights the significant role of emotional intelligence in enhancing happiness among college students. Female students demonstrated higher levels of both emotional intelligence and happiness compared to males. Moreover, the strong positive relationship between emotional intelligence and happiness underscores the importance of emotional competencies in promoting psychological well-being.

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