

Impact of authentic happiness on emotional intelligence among Indians in late adolescence

Dr. Savita K Tiwari^{1*}, Shubham Sharma², Akshyata Ray³

ABSTRACT

In today's ever-changing world, there is a magnanimous shift in our philosophies, cognition and our social structure. With acculturation making a strong impact on Indian society, the current Indian society is a metamorphosed version of amalgamation of its authentic attributes and its Western counterparts' attributes. The shift in societal structure along with advancement in technology has a great influence on our life, our holistic well-being and happiness and our emotional intelligence (Baker, 2018). The study aims at establishing the correlation between authentic happiness and emotional intelligence.

Keywords: *Authentic Happiness, Emotional Intelligence, Adolescent, Indians.*

Every day, we encounter multitude of emotions, be it happiness, fear, sadness or surprise. There are multitude of emotions but according to certain emotional theories, there are either six basic emotion, namely anger, disgust, happiness, fear, surprise and fear (Ekman, 1992); or eight basic emotions, grouped into four opposite pair of emotions (Plutchik, 1980). There polar contrasting pairs were trust- distrust, surprise- anticipation, joy- sadness, anger- fear. These emotions have a discernible influence on various facets of life, out of which emotional intelligence is an area. This research aims at finding the impact of authentic happiness, one of the basic emotions, on emotional intelligence.

Authentic Happiness

In psychology, happiness has two denotation (Kaczmarek, 2017). The first reference of happiness deals with the concept of well-being and the second denotation refers to happiness as a basic emotion. Happiness is a pluralistic term, having various meaning and various theories pertaining to it. Broadly, there are seven notable theories of happiness, namely: objective happiness (Kahneman, 1999), psychological well-being (Ryff, 2013), the onion theory of happiness (Czapinski and Peeters, 1991), social-psychological prosperity/ flourishing (Diener et al., 2010), subjective well-being (Diener, 2000), eudaimonic well-being (Waterman et al., 2010) and authentic happiness (Seligman et al., 2005). The objective

¹Faculty, Doon University, Dehradun, Uttarakhand, India

²Student, Doon University, Dehradun, Uttarakhand, India

³Student, Doon University, Dehradun, Uttarakhand, India

**Responding Author*

Received: February 11, 2020; Revision Received: March 19, 2020; Accepted: March 29, 2020

happiness theory states that broad, holistic perspective of the well-being concept analysis is prejudiced and the assessment of the immediate moment or experience is a valid scale of well-being (Kahneman, 1999). The psychological well-being model states that a person's happiness is a combination of various positive psychological parameters, like personal growth, autonomy and environmental mastery (Ryff, 2013). The onion theory of happiness describes happiness as a three-layered onion, where the will to live or positive attractor forms the core, the general subjective well-being becomes the middle layer and the current effective experience and satisfaction, comprising of everyday or hedonistic happiness forms the outer layer (Czapinski and Peeters, 1991). Being engaged in daily activities, manifesting empathy and helping others and having fulfilling relationships constitute a person's happiness as per the social psychological prosperity theory, which draws an analogy between a person's social behaviour to the person's happiness (Diener et al., 2010). The argument of the subjective well-being theory is that a happy person experiences more of positive feelings and less of negative feelings, a procedure that balances the experiences and makes the life considerable as satisfactory (Diener et al., 2010, Kim-Prieto et al., 2005). The eudaimonic theory of happiness states that a person can experience happiness by indulging in self-discovery, self-expression and having a positive outlook while developing or utilizing their potential to the best (Waterman et al., 2010). The authentic happiness theory states that happiness is comprised of three elements- positive emotion, engagement and meaning. (Seligman, 2002). The first two elements are subjective whereas the third is objective in nature. Positive emotions include emotions like excitement, pleasure, comfort, ecstasy, etc. Engagement refers to the process of involvement in a task where in a person loses awareness about his own identity and experiences pleasure. The last factor refers to meaning, which is synonymous to finding meaning in life. Authentic Happiness is one of the variables used in the research.

Emotional Intelligence

We every day encounter mammoth of emotions be it fury, rage, envy, ecstasy or loathe. Emotions are defining as feeling states that involves physiological, cognitive and behavioural reactions to instances (Passer & Smith, 2011). The term emotional intelligence was coined by Salovey and Mayer in 1990 (Salovey & Mayer, 1990; Mayer & Salovey, 1993, 1995). Salovey and Mayer (1990) defined emotional intelligence as a version of social intelligence that inculcates the capability to access one's own and others' emotions, to differentiate among these emotions and to utilize these judgments to influence one's actions and thoughts. A study conducted by Guerra-Bustamante et al. (2019) aimed to analyze the link between various dimensions of emotional intelligence- attention, clarity and repair; and different level of perceived happiness in adolescents. The tools used comprised of the Spanish version of Trait Meta Mood Scale-24 Questionnaire, for EI and the Oxford Happiness Questionnaire for various levels of perceived happiness- low, medium and high. The results show that as adolescents' capacities of emotion regulation and comprehension is proportional to their subjective happiness.

As the paper deals in formulating a link between happiness and emotional intelligence in Indians falling in the late adolescence category, it is essential to get insight into Indian view of emotional intelligence. It is an interesting observation, that the concept of emotional intelligence finds its roots in ancient Indian texts like Bhagwad Gita, Upanishads and Vedas. Concepts like 'Vasudhaiv Kutumbakam'- treating everyone like a family, surpassing biases and prejudices; and 'Atma bodha', i.e. aligning oneself with the universe in order to partake social outcomes rather than materialistic goals, are reiterated by Indian ancient texts, instilling in Indians the concept of Emotional Intelligence and making them aware about the

social values (Gopraj & Sharma, 2011). Emotional Intelligence when viewed from Indian perspective includes traits like respecting elders, empathy for others, fulfilling one's duties along with morals of benevolence, kindness and Ahimsa (non-violence), which provide a framework for emotional responsibility and expression along with dealing with socio-cultural and emotional scenarios (Anand, 2017). The cultural practices in India induces the concept of emotional intelligence in Indians (Sibia, Srivastva and Mishra, 2005).

Late adolescence is an age where the individuals have a great potential and they have a sense of self-esteem. It has been found that for life success, 80% contribution is by emotional intelligence and the rest 20% is contributed by intelligence (Goleman, 1995). As research states the importance of EI, so the findings of the research may help in influencing or developing a methodology to train adolescents with hefty emotional intelligence.

METHODOLOGY

Sample

The subjects of this research are Indians in the late adolescence. State Adolescent Health Resource Center defines late adolescence or young adulthood as the period of frequent change and discovering various aspects ranging from home, family, school, resources, work and life. The age bracket is from 18 years to 24 years (Teipel). The sample size (n) is 50. These 50 subjects are Indians from the age group 18-24 years and gender is not a parameter.

Hypothesis

There is a positive correlation between authentic happiness and emotional intelligence among Indians in late adolescence.

Instruments

Two tools were used in this study,

1. **Authentic Happiness Inventory:** The tools used to evaluate authentic happiness is Authentic Happiness Inventory (AHI), invented by Christopher Peterson (2005). The inventory makes use of 5-point Likert scale. The score ranges from 24-120. The tool is a subjective assessment of happiness and has an important role in the field of positive psychology. The AHI has Cronbach's alpha equal to 0.86.
2. **Emotional Quotient Test:** The tool used to measure EI is Emotional Quotient Test developed by Dr Dalip Singh and Dr NK Chadha (2001) for Indian population. The test measures three psychological dimensions such as emotional maturity, emotional sensitivity and emotional competency. The test has 22 situations followed by 4 options, among which the participant has to choose. This EQ test has a validity of 0.89 and a test-retest and split-half reliability of 0.94 and 0.89 respectively.

Procedure

The present research was conducted to find the impact of authentic happiness on emotional intelligence among Indians in late adolescence. So the targeted age group was between 18 to 24 years having Indian nationality. First, a consent form was signed by the participants where after the participants were given two questionnaires to fill. The first was a questionnaire on evaluating authentic happiness and the second questionnaire is an Indian scale for measuring emotional intelligence.

Data Analysis

Once the data was collected, the correlation was evaluated using IBM SPSS Statistics v23x64. It was used to evaluate the effect of independent variable (authentic happiness) on dependent variable (emotional intelligence).

RESULTS*Table No. 1 Descriptive Statistics*

	Mean	Std. Deviation	N
Authentic Happiness	68.84	14.05	50
Emotional Intelligence	345.80	44.96438	50

Table No. 2 Correlations between authentic happiness and emotional intelligence

Model	R	R ²	Adjusted R ²	St. Error of the Estimate
1	0.616 ^a	0.380	0.367	38.83972

Note: Significant at $p < 0.005$

Based on the above data, it can be seen that there is a high correlation between authentic happiness and emotional intelligence of 0.616 (R). The R square tells the dependency of dependent variable on independent variable, which can be converted into a percentage. It states that the influence of authentic happiness on emotional intelligence is 0.380%, and the rest percentage is influenced by other factors, not included in the study.

DISCUSSION

The empirical data states that there is a positive high correlation between authentic happiness (independent variable) and emotional intelligence (dependent variable). A study titled 'Does Happiness Promote Emotional Intelligence', by Khosla and Dokania (2010) was conducted on 208 Delhi University graduate, between the age range of 18-24 years. The objective was to study the affective processes among unhappy and happy participants. The tool used for the study was Subjective Happiness Scale (SHS; Lyubomirsky & Lepper, 1999) and to establish the effect of gender and group on affect, emotional intelligence and emotion regulation. The results stated that there was a significant gender difference in males and females with respect to EI and also happy individuals had more EI as compared to unhappy EI. Happy men reported to have low EI and happy women reported to have higher EI.

A study titled "The Relationship between Emotional Intelligence and happiness in Medical students" concluded that in medical students, happiness was determined by emotional intelligence. It was found that students with higher EI felt healthier and happiness in extroverted students were more as compared to introverted students (Ghahramani, Jahromi, Sepehrpoor et al., 2019). The tools used for the study were Oxford Happiness and Shering's Emotional Intelligence Questionnaires.

A study aimed at establishing a positive relation between flourishing and happiness with emotional intelligence was conducted in the study titled "Are More Intelligent People Happier? Emotional Intelligence as Mediator Between Need for Relatedness, Happiness and Flourishing" (2019). The study showed that people with higher emotional intelligence had greater levels of happiness and flourishing.

Along with happiness, there are various other factors influencing emotional intelligence. A study titled "Factors Affecting Emotional Intelligence: An Empirical Study for Students of Secondary School and Professional Colleges" (Malekar, Mohanty, 2007) found various factors affecting EQ. They suggested that interpersonal ability, intrapersonal ability and adaptability have an influence on EQ. The interpersonal ability had a strong correlation with emotional quotient of 0.660. Similarly, intrapersonal activity has moderate correlation with EQ of value 0.593. the last factor, adaptability was found to have a very high correlation with

EQ of about 0.707. The research also suggested ways in which EQ of a student can be improvised by working on these 3 factors, along with an additional factor termed stress management.

CONCLUSION

The above study shows a high correlation between authentic happiness and emotional intelligence, i.e. a person experiencing higher authentic happiness would have greater emotional intelligence and vice versa. The research was conducted on 50 Indian adolescent subjects.

REFERENCES

- Anand. R, (2017), "Emotional Intelligence and job satisfaction among executives", *International Journal of Current research*, Volume 9, Issue 11, 61223-29.
- Bustamante J.G., et al., (2019), "Emotional Intelligence and Psychological Well-Being in Adolescents", *International Journal of Environmental Research and Public Health*, 16(10), doi: 10.3390/ijerph16101720.
- Callea A., Rosa D. De, Ferri G., Lipari F., & Costanzi M., (2019) " Are More Intelligent People Happier? Emotional Intelligence as Mediator Between Need for Relatedness, Happiness and Flourishing", *Sustainability* 2019.
- Czapiński, J., & Peeters, G. (1991), "The onion theory of happiness: Basic concepts and cross-cultural test In N. Bleichrodt & P. J. D. Drenth (Eds.)", *Contemporary issues in cross-cultural psychology* (pp. 196–206), Amsterdam: Swets & Zeitlinger.
- Diener, E. (2000). Subjective well-being: The science of happiness and a proposal for a national index, *American Psychologist*, 55, 34–43.
- Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D. W., Oishi, S., & Biswas-Diener, R. (2010), New well-being measures: Short scales to assess flourishing and positive and negative feelings, *Social Indicators Research*, 97, 143–156.
- Furnham A., & Petrides K. V., (2003) "Emotional Intelligence and Happiness", *Social Behaviour and Personality An International Journal*, 31(8), 815-824.
- Ghahramani S., Jahromi A. T. et al., (2019), " The relationship between emotional intelligence and happiness in medical students", *Korean Journal of Medical Education*, 31(1), 29–38.
- Goleman D. *Emotional Intelligence*. Bantam Books; New York, NY, USA: 1995.
- Gopraj H., & Sharma R. R., (2011), "Emotional intelligence: Vedic and Modern Perspective", :<https://www.researchgate.net/publication/261850600>.
- Kahneman, D. (1999). Objective Happiness. In: D. Kahneman, E. Diener & N. Schwartz (Eds.), *Well-being: The foundations of hedonic psychology*, New York: Russell Sage Foundation.
- Khosla M., & Dokania V., (2010), "Does Happiness Promote Emotional Intelligence?", *Journal of the Indian Academy of Applied Psychology*, Vol. 36, No. 1, 45-54.
- Mayer J.D., Salovey P. What is emotional intelligence. In: Salovey P., Sluyter D.J., editors. *Emotional Development and Emotional Intelligence: Educational Implications*. Harper Collins; New York, NY, USA: 1997. pp. 3–34.
- Passer M. W., & R. E. Smith, (2011), "Psychology", McGraw Hill Education; Fifth edition, ISBN-13: 978-1259097218.
- Ryff, C. D. (2013). Psychological well-being revisited: Advances in the science and practice of eudaimonia, *Psychotherapy and Psychosomatics*, 83, 10–28.
- Salovey P., Mayer J.D. Emotional intelligence, *Imagin. Cogn. Personal*, 1990;9:185–211, doi: 10.2190/DUGG-P24E-52WK-6CDG.

Impact of Authentic Happiness On Emotional Intelligence Among Indians in Late Adolescence

- Salovey P., Bedell B., Detweiler J.B., Mayer J.D. Coping intelligently: Emotional intelligence and the coping process. In: Snyder C.R., editor. *Coping: The Psychology of What Works*. Oxford University Press; New York, NY, USA: 1999. pp. 141–164.
- Seligman, M. E., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions, *American Psychologist*, 60, 410–421.
- Sibia, A., Srivastava, A.K. & Mishra, G. (2004). Towards understanding emotional intelligence in the Indian context. *Psychological Studies*, 49, (2-3), 68-77.
- Tatarkiewicz, W. (1976), *Analysis of happiness*, The Hague: Martinus Nijhoff. Teipel K., "Understanding Adolescence", <http://www.amchp.org/programsandtopics/AdolescentHealth/projects/Pages/AdolescentDevelopment.aspx>
- Waterman, A. S., Schwartz, S. J., Zamboanga, B. L., Ravert, R. D., Williams, M. K., Bede Agocha, V., ..., Brent Donnellan, M. (2010), The questionnaire for Eudaimonic well-being: Psychometric properties, demographic comparisons, and evidence of validity, *The Journal of Positive Psychology*, 5, 41–61.

Acknowledgements

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author declared no conflict of interest.

How to cite this article: S K Tiwari, S Sharma & A Ray (2020). Impact of authentic happiness on emotional intelligence among Indians in late adolescence. *International Journal of Indian Psychology*, 8(1), 629-634. DIP:18.01.078/20200801, DOI:10.25215/0801.078