

Unraveling the Bond between Emotional Intelligence, Happiness and Mindfulness in Adolescents

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ABSTRACT

Adolescence is the developmental period between childhood and adulthood and is a time of significant physical, social, and emotional development (Ernst et. Al. 2006; Garcia, 2010). One such strategy has been suggested to be mindfulness, which has shown encouraging outcomes in adult research. Higher mindfulness levels have been linked to increased psychological wellness and reduced anxiety and despair and increased level of happiness, increased mindfulness will have a favourable impact on Emotional intelligence (Shapiro et al., 1998; Brown and Ryan, 2003; Kabat-Zinn, 1994; Khoury et al., 2013). The objective of the present research was to find a correlation between the emotional intelligence and Mindfulness, happiness of adolescence and to assess gender differences in the context of Emotional Intelligence and mindfulness, happiness. EI is measured by the Emotional Intelligence Scale by Dhar, Hyde, and Pethe while Happiness is measured by using the Oxford Happiness questionnaire developed by Hills and Argyle in 2002 and mindfulness attention awareness scale developed by Kirk Warren brown & Richard M. Ryan (2003). The sample group and size for the present study were 100 males and 100 females studying in school. The data was collected using a non-probabilistic purposive sampling technique. Results were analyzed using SPSS version 29. Pearson product-moment correlation shows a positive significant correlation between EI and mindfulness. T-test analysis shows a significant gender difference for emotional intelligence as females have high EI than males and the difference was also found for mindfulness females have high mindfulness as compared to males. This study will further enrich the research literature on the relationship between Emotional Intelligence, Mindfulness, Happiness.

Keywords: *Emotional intelligence, Mindfulness, Happiness, Adolescence*

Mindfulness

Being mindful involves paying deliberate attention to this particular moment without passing judgement on it. Engaging in mindfulness practice cultivates universal human qualities without requiring individuals to modify their beliefs. Everyone can benefit from it, and learning it is simple. It denotes an awareness of one's thoughts and feelings without passing judgement. The practice of mindfulness involves purposefully and nonjudgmentally focusing attention on a certain goal right now. (Jon Kabat Zinn). According

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Unraveling the Bond between Emotional Intelligence, Happiness and Mindfulness in Adolescents

to Brown and Ryan (2003), mindfulness is "an open thoughtfulness regarding present occasions and experience." "Awareness about the reality of the moment with approval" (Germer 2005). The components of mindfulness, which include awareness and accepting oneself without passing judgement on the present moment, are seen to be potentially useful remedies for typical psychological distress symptoms, such as - rumination, anxiety, worry, fear, anger, and so on—many of which involve the maladaptive tendencies to avoid, suppress, or over-engage with one's distressing thoughts and emotions (Hayes & Feldman, 2004; Kabat-Zinn, 1990). According to Germer, Siegel, and Fulton (2005), the term mindfulness can refer to a psychological feature, a method or state of awareness, an activity that cultivates mindfulness, such as mindfulness meditation, or a psychological process. We make clear which meaning is intended in each of the contexts we describe in order to reduce any potential confusion (Chambers, Gullone, & Allen, 2009). The awareness that results from "paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally" is one of the definitions of mindfulness that is most frequently used (Kabat-Zinn, 1994). Most other researchers have described mindfulness in a similar way. One definition of mindfulness is "the nonjudgmental observation of the ongoing stream of internal and external stimuli as they arise," according to Baer (2003). While some researchers (e.g., Brown & Ryan, 2003) concentrate almost entirely on the attentional aspects of mindfulness, the majority of researchers adhere to the model of Bishop et al. (2004), which suggests that mindfulness consists of two parts: adopting a specific orientation towards one's experiences and self-regulating attention. Non-elaborative observation and moment-to-moment awareness of sensations, thoughts, or feelings is referred to as self-regulation of attention. It calls for the capacity to deliberately shift attention from one component of the experience to another while also being able to anchor one's focus on what is happening.

Emotional intelligence

The ability to express and regulate one's emotions is a crucial and difficult skill. Emotional intelligence has an impact on a variety of daily activities, including how you engage with people, how you comprehend their feelings, how you recognise them appropriately, and how you behave. "The capacity to recognise when to let go of harmful behaviours, tasks, or emotions and to modify behaviour in a constructive manner."(Hein, 2008) "The mental ability to develop ideal results in your relationships related to yourself and others" is what Six Seconds Team (1997) claims. According to Goleman (1995)."The boundary in terms of interpreting one's own feelings and those of others in order to support ourselves, control our emotions, and maintain our well-being."

Emotional intelligence is defined by Mayer and Salovey (1997) as the capacity to accurately and adaptively perceive, assess, and express emotion; comprehend emotion and emotional knowledge; access or create feelings when supporting cognitive activities (such as problem solving) and adaptive action; and regulate emotions in oneself and others. Emotional intelligence, according to Daniel Goleman (1998), is the capacity needed to identify our own and other people's feelings, which can aid in self-motivation and help us manage our emotions in a way that is optimal for our relationships and ourselves. He said that managers have to be emotionally intelligent in addition to having a high IQ and technical proficiency in order to maintain positive working relationships with their team. According to Goleman (1995), emotional intelligence accounts for 80% of life achievement.

Daniel Goleman's Mixed Model (1995):

1. Self-awareness- It is the capacity to read, comprehend, and identify one's own feelings as well as those of others (Goleman, 2002). Its holders are self-aware, have a

Unraveling the Bond between Emotional Intelligence, Happiness and Mindfulness in Adolescents

great sense of humour, and are confident in their abilities. It is made up of correct self-evaluation, self-confidence, and emotional self-awareness.

2. **Self-regulation/management:** This is the capacity to exercise flexible control over one's thoughts, feelings, and behaviour. It describes controlling unpleasant emotions like rage and anxiety, controlling emotional impulsivity, and achieving desirable outcomes. It consists of emotional restraint, diligence, optimism, dependability, flexibility, initiative, and a drive for success. The goal is to identify amygdala hijack, or hyperactivity in the amygdala that leads to an obsession with upsetting thoughts, and then regain mental clarity and concentration to the current task (Goleman, 1995) through the development of effective strategies and social skills.
3. **Motivation-** People with emotional intelligence are driven by factors other than material gain. They tend to be action-oriented, have a strong drive for success, stay dedicated, and want to take the lead.
4. **Empathy:** The capacity to comprehend the emotions of others. According to Goleman, understanding oneself well is a prerequisite for understanding others. Characteristics of emotionally mature and empathetic people include their ability to perceive other people, predict how they will feel about a situation, show interest in and concern for the needs and worries of others, comprehend social norms, and understand the motivations behind other people's actions.
5. **Social skills:** People with strong emotional intelligence are able to communicate well with others. They demonstrate strong leadership, effective time management, and strong communication abilities **to resolve difficult situations by using negotiation or persuasion.**

Ability Model by Salovey and Mayer (1997): Salovey and Mayer identified four different levels or branches of emotional intelligence-

1. **Perceiving emotions-** Accurate understanding of emotions is a prerequisite for understanding them. It entails interpreting nonverbal cues like body language and facial expressions.
2. **Reasoning with emotions-** Emotions are involved in the encouragement of cognitive and mental processes. Our emotional responses to the objects or events that capture our attention help us prioritise what we pay attention to and how we react to it.
3. **Understanding emotions -** Perceived emotions can have a great deal of different meanings. If someone is displaying anger, the onlooker ought to make an effort to comprehend the motivation and significance of these feelings and behaviours.
4. **Managing emotions-** Important components of emotional management include controlling one's emotions, reacting appropriately, and addressing the emotions of others.

Emotional intelligence and Mindfulness -

A number of studies have explored the relationship of mindfulness to emotional intelligence, and a valuable review of the literature has been undertaken by Charoensukmongkol (2014). He concludes: "scholars have reported a positive relationship between mindfulness and EQ and express the exactness of view of claim mental, emotional passionate state addressed preparing in mindfulness procedure (Baer et al., 2006; Brown & Ryan, 2003). Other than it is understood that an immediate relationship exists among preparing with mindfulness procedure and consideration and clarity, and passionate fix measurements. (De la Fuente et al., 2010) "Halon and Halvor (2007), might be the continuing rehearsals of awareness would set up opposed difficulty, while diminishing strain, fears, stress and stresses through the

dynamic disengagement of activity and feelings. This world hence be a valuable and successful passionate self-guideline Mechanism.”

Happiness

Happiness is believing that comes over you when you understand life is extraordinary and you can't fight the temptation to smile. It's something opposition to sharpness. Happiness is an inclination of flourishing, elation and fulfillment. Exactly when people are productive or sheltered or blessed, they feel bliss. Happiness regularly characterize an happy person as someone who experiences visit positive feelings, sentiments for instance, satisfaction, fulfillment, interest, and pride and rare negative feelings, for example, trouble, inconvenience uneasiness disquiet, shock and outrage (Lyubomirsky et al., 2005). Happiness is not something ready made. It's come from your action. (Dalai lama). Happiness is perception that your life is going well. Happiness is the joy, satisfaction, contentment we feel striving after our potential. Ryff and Singer (1998) Argues that psychology should be more than a repair shop for broken lives.

Three Paths to Happiness

Martin Seligman proposed three sorts of happiness in his book *Authentic Happiness* (2002).

1. **The pleasure life** – Expanding positive feelings and minimising negative feelings can be seen as characteristics of a person leading a joyful existence. However, even a pleasant or terrible experience of your own may demonstrate that, although it's amazing to appreciate moments that make us feel good, those moments can often be fleeting and there are often deeper levels of fulfilment to be achieved. According to Argyle, Martin, and Crossland (1989), happiness is a component of three interrelated elements: satisfaction with life overall, inadequacy of negative effects, and positive influences.
2. **Engagement life** -A connected with life is one where you are living in a manner that Develop your excellencies, virtues and strengths qualities. Being an individual of good character, it appears, is a significant piece of living an all the more profoundly satisfying and upbeat life. (Robert. L. Rubinstein 1995)
3. **Meaningful life** - Utilizing your mark qualities and excellence in the administration of something a lot bigger than you are. (Seligman 2002).

Hedonic happiness - The concept of hedonic happiness is predicated on the notion that greater pleasure and less pain equal happiness. The concept of subjective wellbeing is central to the hedonic idea. It makes sense to use the phrase "subjective well-being" to describe a "cheerful or great life." It is advised that a person experiences bliss when their level of fulfilment in life and good effects are high (Carruthers and Hood, 2004). Flow, playing to strengthen, achieving potential, serving a purpose greater than oneself are all components of eudaimonic enjoyment. According to Waterman (1993), experiencing personal expressiveness is the source of eudaimonic enjoyment. **PERMA model** helps to understand the elements of happiness The PERMA model can help to increase people's alertness. When a person is capable to focus on the combination of all of PERMA's elements (positive emotions, meaning, engagement, relationships and achievement), he will experience more happiness (Seligman). According to Veenhoven (1984), overall happiness refers to the degree or extent up to which one judges the overall quality of his life as a whole in favourable manner. In the affective context, according to Wessman & Ricks (1966), happiness refers to an overall evaluation of the quality of one's own experience while conducting vital affairs. It represents a conception arising from affective life, that indicates a decided balance or positive affectivity over a significant period. In the cognitive context, according to McDowell &

Unraveling the Bond between Emotional Intelligence, Happiness and Mindfulness in Adolescents

Newell (1987), happiness is an aspect of life-satisfaction which refers to personal assessment of an individual's condition in comparison to an external reference standard or aspirations.

Theories of Happiness:

1. **Objective happiness theory (Kahneman, 1999)**- The concept of well-being, seen from a broad and holistic perspective, is biased. Rather, the evaluation of the present moment or experience is a legitimate indicator of well-being.
2. **Psychological well-being theory (Ryff, 2013)**: Happiness is a result of a variety of positive psychological traits, including environmental mastery, personal progress, and autonomy.
3. **Onion theory of happiness (Czapinski and Peeters, 1991)**: Happiness as a three-layered onion: the outer layer refers to the effective experience and satisfaction of the present, including hedonistic happiness; the middle layer refers to the general subjective well-being; and the core refers to the will or motivation to live and positive sources of attraction.
4. **Social-psychological prosperity/ flourishing theory (Diener et al., 2010)**: A person can find happiness by getting involved in daily activities, developing empathy, lending a hand to others, and forming meaningful relationships with other people.
5. **Subjective well-being theory (Diener, 2000)**: An happy person has more good feelings than bad ones, leading to balanced experiences and a sense of fulfilment in life.

Emotional intelligence and happiness

Psychologists have mainly emphasized on human unhappiness (stress, tension, emotional disorder worries) and dismissed the positive aspects of human potential (Seligman, 2003). Emotional intelligence is described as the capacity to Recognize, measure, and control the emotions of oneself, and others, and of groups. Still, emotional intelligence is very authentic, and may be the single most important variable as it is associated to our human productivity, wellness, and overall **happiness**.

Objectives

1. To study relationship between Emotional intelligence and Happiness among adolescents.
2. To study relationship between emotional intelligence and mindfulness among adolescents.
3. To study relationship between Mindfulness and Happiness among adolescents.
4. To examine difference between boys and girls in terms of their Emotional intelligence, Happiness and Mindfulness among adolescents.

Hypotheses:

- **H1** There would be a significant positive relationship between emotional intelligence and happiness.
- **H2** There would be a significant positive relationship between emotional intelligence and mindfulness.
- **H3** There would be a significant positive relationship between mindfulness and happiness.
- **H4** There would be a significant difference between boys and girls in terms of their emotional intelligence, happiness and mindfulness.

Methodology

Participants- 200 school students were selected from Government collage Tohana (Haryana) through purposive sampling. Age range of participants was 15 to 18 years.

Tools Used -

1. **Mindfulness attention awareness scale** –This scale was developed by Kirk Warren brown & Richard M. Ryan (2003). Mindfulness attention awareness scale is 15 item scale assess the quality of mindfulness. 6 point scale used and scoring is done positively. Using the 1-6 scale Almost always, Very frequently, somewhat frequently, somewhat Infrequently, Very Infrequently, Almost never. The minimum and maximum score in this scale of each individual is 15 to 90. construct validity of mindfulness attention awareness scale is good. Mindfulness attention awareness scale reliability is found to be.82.
2. **Oxford happiness questionnaire** –The 29 item Oxford happiness questionnaire developed by Hills and Argyle in 2002.It is a self-report questionnaire scoring is done by strongly disagree to strongly agree and used 6 point likert scale with the higher score reflect higher level of happiness. Age ranged from 13 to 68 years. The Oxford happiness questionnaire internal consistency is very good and cronbach alpha is also very good at the level of 0.90.
3. **Emotional intelligence scale** –Emotional Intelligence Scale (EIS) was developed by Anukool Hyde and Sanjyot Pethe. This scale has 34 statements each with 5 probable answers strongly disagrees to strongly agree. It assess the scale has a split half reliability value of 0.88 and test shows high validity is 0.93.

Procedure

To conduct the study first consent was taken from the respective schools from where adolescent volunteers were taken for data collection and rapport were established. They were given a briefing about the aim of present investigation. Instructions were given according to the used questionnaire. They were assured that their information would be kept confidential and used only for research purpose, so they are requested to be open and honest in their responding. After that scales were administered and data were collected.

RESULT AND DISCUSSION

Statistical Analysis –

The data were analysed by using Pearson product moment and T-test method in SPSS to find the relationship among emotional intelligence, mindfulness and happiness.

RESULT AND DISCUSSION

Table 1 Correlational analysis: EI, Mindfulness, Happiness

Variables	1	2	3
1. EI	-		
2. Mindfulness	.494**	-	
3. Happiness	.569**	.566*	-

Result of emotional intelligence and mindfulness

Table 1 predict that there is a significant positive relationship between emotional intelligence and mindfulness (r=.494**, p<0.05) Greater levels of **mindfulness** were correlate with higher **emotional intelligence**, positive impact, and life satisfaction, fulfillment and minor negative affect. **Emotional intelligence** levels are higher related with larger positive consequences and life satisfaction and diminished negative affect.

Zeidan et al., 2010; Schoeberlein, (2012) this study corroborates our findings that there is a significant positive relationship between emotional intelligence and mindfulness. **CELma-Pastor and Rodríguez-Ledo, 2017** the findings of this study align with study that shows that there is a significant positive relationship between emotional intelligence and mindfulness. **Santosore judoet et al. (2018)** 156 students were selected from school aged 11–14 years students were selected. Study shows that there is a positive statistically significant correlation between emotional intelligence and mindfulness. This may be accounted for mindfulness factors being theoretically related to emotional intelligence. **(Baer 2010)**. Emotional Intelligence and mindfulness facilitates one's ability to observe describe and become aware of emotions of others and within themselves. **Cristian coo calcagni (2017)** result indicated that there is a significant positive relationship between emotional intelligence and mindfulness. **Catherine Teal, Luke A Downey (2019)** 294 adolescent participants were selected from school and the age group of 13–17 years. Results shows that there is a positive relationship between emotional intelligence and mindfulness. **Malte Friese, Wilhelm Hofmann (2016)** study. 101 participants age range 19 and 62 years. This study examined the relationships between EI and mindfulness in adolescent boys. The results shows that there is a significant positive relationship between emotional intelligence and mindfulness. Hence our hypothesis that there would be a significant positive relationship between emotional intelligence and mindfulness is accepted. **Mindfulness** is a key device in understanding ourselves, our own thoughts and feelings and what is essential to us. It can help you promote self-awareness, which is the first component of **emotional intelligence** and is the basis for developing all of the other **emotional intelligence** skills.

Emotional Intelligence and Happiness

Result shows that there is a significant positive relationship between emotional intelligence and happiness ($r=.569^{}$, $p<0.01$)** Students with high emotional intelligence have more happiness. Thus, we can say that higher level of emotional intelligence are related to higher level of happiness. The result of this study are suitable with the findings of **(Khosla and Dokania., 2010)**. Hence our hypothesis that there would be a significant positive relationship between emotional intelligence and happiness is accepted.

The result of the present study are also in coherence with the findings of **(Philip, 2009)** that **shows happy students** had higher emotional intelligence as compared to the unhappy students.

Mindfulness and Happiness

Result suggests that there is a significant positive relationship between mindfulness and happiness ($r=.566^*$ $p< 0.05$) It means those people begin mindfulness practices improvement in mood, stress level and enhancement the quality of life. And these people feel more happier. And happy people practicing the mindfulness means happiness positively correlates with mindfulness. The results of the study are constant with the findings of **(Daniel Campo et al 2015)**. Hence our hypothesis that there would be a significant positive relationship between mindfulness and happiness is accepted.

Table 2 Descriptive statistics

Significant difference in means between boys and girls on the variable of emotional intelligence, happiness and mindfulness.

Variables	Sex (group)	N	Mean	Standard deviation	t
EI	Boys	100	143.36	13.777	4.667
	Girls	100	151.15	9.422	
Happiness	Boys	100	52.43	11.85	4.331
	Girls	100	62.51	13.76	
Mindfulness	Boys	100	59.68	11.366	3.925
	Girls	100	65.38	9.038	

As the table shows there exists a significant difference in the score of the emotional intelligence among girls and boys. The result of the study are suitable with the findings of Maryam Meshkat (2017). Girls have scored significantly higher on this variable in comparison to boys. It means that the emotional intelligence is more in girls than the boys. Women tend to score higher than men on measures of emotional intelligence, but gender stereotypes of men and women can affect how they express emotions. The sex difference is small to moderate, somewhat inconsistent, and is often influenced by the person's motivations or social environment. Bosson et al. say "physiological measures of emotion and studies that track people in their daily lives find no consistent sex differences in the experience of emotion", which "suggests that women may amplify certain emotional expressions, or men may suppress them".

It has seen there is significant difference in the score of the happiness among boys and girls. The present study results are consistent with the findings of previous studies on university students e.g. Farhadi et al. (2005) and Sharifi et al. (2010) and The happiness mean was higher in females (45.73 ± 14.64) than males (39.06 ± 14.37). Concerning the relationship between happiness and gender. However, they are contrary to the findings of some other studies, Alavi (2007), Koivumaa-Honkanen et al. (2005), Siamian et al. (2012), Rafiei, Mosavipour & Aghanajafi (2012), and Diener, Oishi & Lucas (2003) found almost no difference between males and females, while in the present study, females are happier than males. This discrepancy may be explained by the fact that women are more likely to express their emotions in social relationships. Nevertheless, things get a little complicated regarding depression and anxiety. Despite more happiness in females, depression and anxiety also had a higher average than males. It was also explained that women experience both more negative and positive emotions (Diener & Biswas-Diener, 2002) and report more negative emotions and depression.

As the table suggest there exists a significant difference in the score of the mindfulness among boys and girls. Girls have scored significantly higher on this dimension as compared to boys. It means that the mindfulness is high in girls than the boys. Female student showed greater increase in mindfulness and decrease in negative affect as compared to male student (Rojiani et al., 2017). The current study found that female students scored higher on act with awareness facet of mindfulness than male students. On the contrary, the male students scored higher on the act with awareness facet of mindfulness as compared to female students (Alispahic and Anic, 2017).

Future implications for research and practice:

Understanding the relationship between mindfulness, happiness, and emotional intelligence can contribute to developing effective mental health interventions for adolescents. By identifying factors that promote well-being, such as mindfulness practices, society can better

Unraveling the Bond between Emotional Intelligence, Happiness and Mindfulness in Adolescents

support young people emotional and psychological needs. By examining differences between boys and girls in these variables, research can inform the development of gender-specific interventions. For example, if girls show higher levels of emotional intelligence but lower levels of happiness compared to boys, tailored programs can be designed to address these specific needs. Schools play a crucial role in adolescents development, including their emotional well-being. our findings can inform educational practices by highlighting the importance of incorporating mindfulness training and emotional intelligence education into school curricula. This can help students cope with stress, improve their interpersonal skills, and enhance overall happiness. Policymakers can use your research to advocate for the integration of mindfulness-based programs in community settings. By promoting emotional intelligence and well-being among adolescents, society can potentially reduce the prevalence of mental health issues and improve overall social cohesion.

Limitation of the study

1. The size of the sample is small to generalize the results at a wide range.
2. The participants of the study were only school students between the 15-18 age group

CONCLUSION

This research work contributes to the collective understanding of adolescent well-being and offers practical implications for mental health support, educational practices, and social policies aimed at enhancing the happiness and emotional intelligence of young people in society.

Recommendations

1. Future study can be conducted on how EI, Happiness and mindfulness varies across different age group.
2. Inclusion of personality traits, socio economic status
3. How these relationships vary across different cultural contexts

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Unraveling the Bond between Emotional Intelligence, Happiness and Mindfulness in Adolescents

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Conflict of Interest

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