HAPPINESS IN RELATION TO EMOTIONAL INTELLIGENCE AMONG SENIOR SECONDARY STUDENTS

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ABSTRACT

The aim of the present paper is to probe relationship between happiness and emotional intelligence among senior secondary students. Random sampling method was used in the selection of sample, which comprised 50 boys and 50 girls studying in school at Varanasi city. Multidimensional Self- Report Emotional Intelligence Scale – Revised (MSREIS-R) and Oxford Happiness Questionnaire tools were used for data collection. The collected data was analysed by t-test and Karl Pearson's Coefficient of correlation (r). It was found that there was high and positive relationship between happiness and emotional intelligence among senior secondary students. There was significant gender difference with respect to happiness and emotional intelligence.

Key words: Emotional Intelligence, Happiness, Senior Secondary Students, MSREIS-R scale and Oxford Happiness Questionnaire.

Introduction

Why do parents send their ward/wards in school? For their success, education, awareness about health (physical and mental), for learning life skills etc. and all the above things related with the last aim of life i.e. to be happy. Happiness is strong positive feeling that all humans have in contrast to negative emotions such as depression, grief and despair. Happy people are generally successful in multiple areas.

Happy people shows some positive traits confidence, optimism, likeability, friendliness, liveliness, flexibility. They handle stress better. Therefore, happiness is not only good for mental health but also effective in physical health and high subjective well-being (such as life satisfaction, absence of negative emotions, optimism and positive emotions) (Diener & Chan, 2011).

Happiness

According to Ramana Maharshi, happiness is within and can be known only through discovering one's true self. He explained that 'Ananda' can be achieved through inner enquiry, using the thought "**who am I?**"

According to Buddhism – when there is skilful qualities i.e. mental health (arogya), mental purity (anavajjata), mental ability (cheka)_ all resulting happiness (sukha-vipaka).
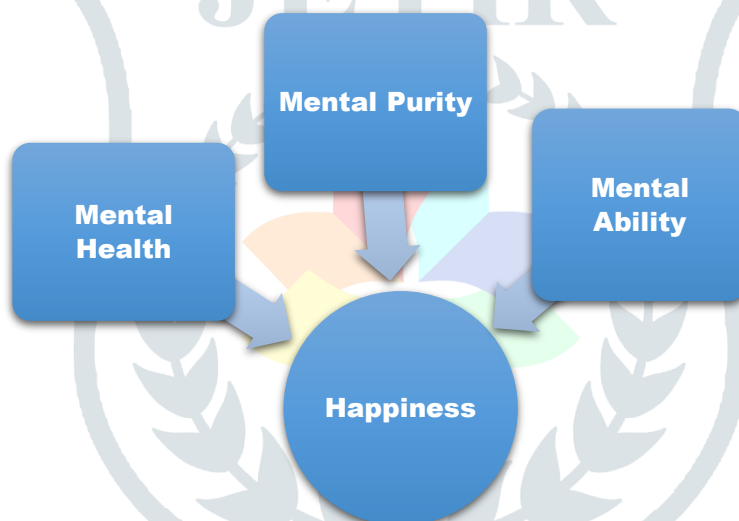
There are three different realms of Happiness according to positive psychology each of which is skill- based and can be taught as well. (Seligman, 2002).

The three realms are-

- Good life
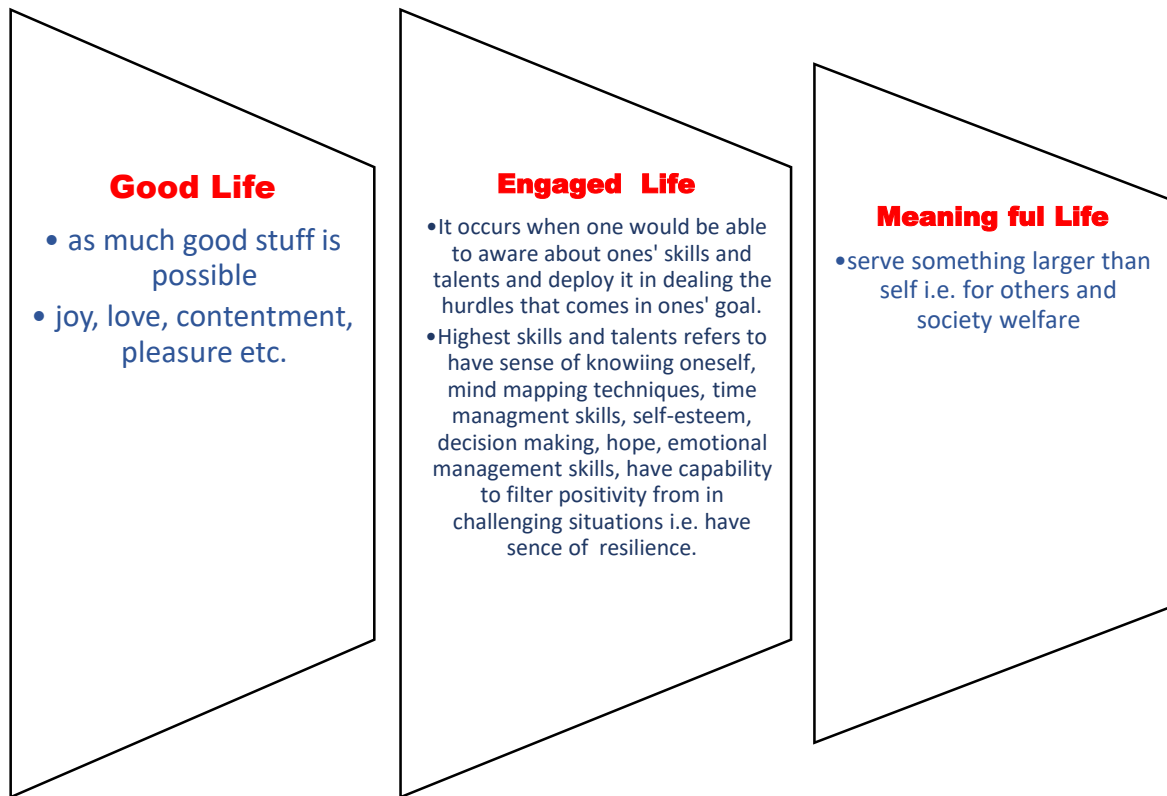- Engaged life
- Meaningful life

The first **good life or positive emotion** (joy, love, contentment, pleasure etc.) A life around having as much good stuff as possible.

The second, **the 'Engaged Life'** much closer to what Thomas Jefferson and Aristotle sought, is the state of flow.

"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)." Flow only occurs when one deploy ones' highest strengths and talents to meet the challenges that come ones' way, and it is clear that flow facilitates learning.

The third, Meaningful Life: Meaning consists in knowing what ones' highest strengths are, and then using them to belong to and serve something one believe is larger than the self (Seligman, 2002).

The three realms of Happiness-

Good Life
- as much good stuff is possible
- joy, love, contentment, pleasure etc.

Engaged Life
- It occurs when one would be able to aware about ones' skills and talents and deploy it in dealing the hurdles that comes in ones' goal.
- Highest skills and talents refers to have sense of knowiing oneself, mind mapping techniques, time managment skills, self-esteem, decision making, hope, emotional management skills, have capability to filter positivity from in challenging situations i.e. have sence of resilience.

Meaning ful Life
- serve something larger than self i.e. for others and society welfare

The discipline of 'positive psychology' Martin Seligman (2002) suggested a "happiness equation": **H=S+C+V.**

Happiness = (set individual range + circumstances of life+ voluntary controllable factors).

- Set point of happiness determined by our genes and contributes around 50% of happiness
- circumstances of life contributes around 8-15% of happiness
- Voluntary controllable factors – the way how to perceive past, present and future contributes around 42% of happiness

Uncontrolled factors of Happiness
- set point
- circumstances of life

Contorlled factors of Happiness
- how to perceive past, present and future
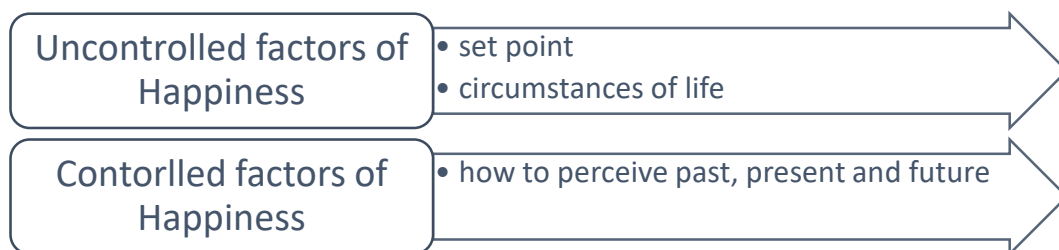
Thus, it is based on a person how he or she perceive past, present and future i.e. learn from past, live in present and hope for future.

As we know that E.Q. contributes about 80% to the factors that determine success whereas I.Q. 20% in life. I.Q. is inherent whereas E.Q. can be developed and nurtured even in adulthood. It was found that emotional intelligence is significantly and positively related to academic achievement (Abisamra 2000, Parker, Wood, etal. 2005).

The ice- berg of intelligence

(https://www.pinterset.com/pin/14566398770612587/)

Emotional Intelligence

Emotions play important role in guiding and directing our behaviour. It is essential for shaping personality. We can never imagine a person without emotions. It involves in almost every action, decision and judgement. Those who are able to recognize their emotions and manage it accurately according to their need are called emotionally intelligent person. It is foremost indicator of students' knowledge, skills and doing well in every aspect of life.

John Mayer and **Peter Salovey** have introduced it in early 1990's. They defined emotional intelligence-__ ability to realize emotions, to interpret it and to adjust it reflectively so as to promote emotional and intellectual growth.

In 2001, Elias was found that teaching emotional intelligence and social skills are essential for students. It affects their academic achievement positively.

Rationale of the study

I.Q. is inherent whereas E.Q. can be developed and nurtured even in adulthood. E.Q. contributes about 80% to the factors that determine success whereas I.Q. 20% in life

It was found that emotional intelligence is significantly and positively related to academic achievement (Abisamra 2000, Parker, Wood, et.al. 2005). Psychological theories convey that people who are unable to bear and adjust negative emotions may get indulge with suicidal behaviours (Lynch T.R., Cheavens, J,S., et.al 2004). It becomes harsh situation for adolescents to manage negativity of any situation because it is an age of emotional turmoil that is why they easily indulge in mental illness and suicidal ideation.

Lancet report in 2012- **India has one of the world highest suicide rates among young people aged between 15 and 19.** It demands some urgent interventions to come out from this dangerous trend. The report of **Hansraj Gangaram Ahir** (the union minister of state for Home) has informed that almost 26,500 students

had committed suicide between 2014 and 2016 (edinbox.com).The Rajya Sabha was informed that 9474 students took their lives in 2016, and in 2016, the highest number of student suicides took place (edinbox.com). As we know that some initiatives programme have been taken from our prime minister, Narendra Modi, in "**Maan ki Baat"** in March 2018. The main focus of the programme was to urge the people of India openly discuss depression and other mental health issues. (www.livemint.com).

The Delhi government has launched '**Happiness Curriculum'** with the aim to encourage a sense of knowing oneself, resilience skill, reduce anxiety negative thought as well. With increasing pressure on students from both parents and teachers to score more marks, exam fear, exam failure, facing highly competitive environment for betterment of future leads to low level of self- confidence, disturb mental states and sometimes serious mental ill-ness. After seeing this critical situation of mental state of students there must be some provision for positive education programme for them. It is expected that this happiness curriculum may be able to help students in coping stress and learn for life. One of the main aim of education to create an environment in which students would be able to learn skills how to manage thoughts, behaviour and action in which one can behave smartly according to demand of time so, the main thrust of this study to establish relationship between happiness and emotional intelligence so that through the skills of happiness students might be able to manage their emotions, thoughts as well as action and live life positively with healthy mind.

Research Question
- What is the relationship between happiness and emotional intelligence?

Statement of Problem
'A study of happiness in relation to emotional intelligence among senior secondary students'

Operational definition
Happiness: Sonja Lyubomirsky elaborates, happiness as "the experience of joy, contentment, or positive well-being, combined with a sense that one's life is good, meaningful, and worthwhile."Happiness is operationally defined as an ability to apply positive behaviour that enable one's to deal aptly with the demands and challenges of everyday life with the help of one's competencies.

Positive behaviour: it implies that an individual is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

Competencies: refer to life satisfaction, efficacy, empathy, positive outlook, cheerfulness and self-esteem.

Scores obtained by students on happiness scale will represent their level of happiness in this research.

Emotional Intelligence

According to Reuven Bar-On (1996) Emotional Intelligence is

 "An array of non-cognitive (emotional and social) capabilities, competencies and skills that are influence one's ability to succeed in coping with environmental demands and pressures."

In the present study emotional intelligence is operationally defined as the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth.

The dimensions of emotional intelligence is as follows:

1. Perceiving emotions

2. Using emotions

3. Understanding emotions

4. Managing emotions

Scores obtained by students on MSREIS-R scale will represent their level of emotional intelligence in this research.

Senior secondary students – students of 11th and 12th standard (session 2016-2018).

Variables: Emotional Intelligence, Happiness

Objectives

1. To assess happiness among senior secondary students
2. To assess emotional intelligence among senior secondary students
3. To find out relationship between happiness and emotional intelligence among senior secondary students
4. To study gender differences among senior secondary students with respect to happiness
5. To study gender differences among senior secondary students with respect to emotional intelligence

Null Hypotheses: - The hypotheses will be selected at 0.05 level of significance

Delimitations of the study

- The study is delimited to only urban school of Varanasi city.
- The study is delimited to only male and female gender only.

Methodology

Research Design: A descriptive survey research design was used in the present study.

The Population: The senior secondary level students studying in school at Varanasi.

Sample & Sampling Technique

- **The sampling technique**: simple random sampling
- **The sample size**: study conducted on 100 senior secondary students studying in school at Varanasi, out of which there were 50 boys and 50 girls.

S. No.	Name of school	No. Of students (Boys)	(Girls)
1	R. P. Rastogi Inter College	30	None
2	C. H. S. Boys	20	None
3	St. K. C. Memorial school	None	25
4	S.B.S.S. NaiSarak Varanasi	None	25

Selection of tools used: In the present study three standardized tools were used for data collection

1) The Oxford Happiness Questionnaire developed by Hills and Argyle (2002) at Oxford University.
2) The Multidimensional Self- Report Emotional Intelligence Scale – Revised (MSREIS-R) developed by Dr. Rakesh Pandey (B.H.U.) and Dr. Tulika Anand.

Multidimensional Self- Report Emotional Intelligence Scale: The alpha coefficient of overall scale was found .9153, which conveyed that the full scale was highly internally consistent and reliable. The scale was validated against both internal and external criteria.

The Oxford Happiness Questionnaire: The alpha coefficient of overall scale was found .91 and the inter item correlation for oxford happiness inventory ranged from .003 to .58.
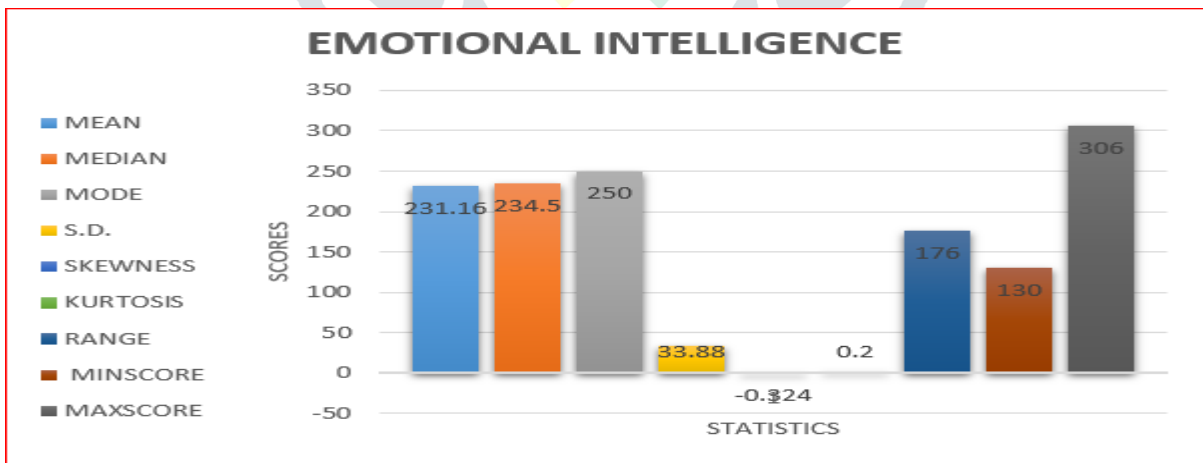
Result and Discussion

Description of statistics related to distribution of Happiness:

The skewness was found to be negative. It means that mean lies to left of the median. Kurtosis of the sample is -.31 which is less than .263 hence the curve of frequency distribution is leptokurtic, this frequency distribution for score of 100 senior secondary students. Thus, we can say that although the distribution is slightly leptokurtic and negative skewness in nature but it is approximately normal i.e. the distribution might be considered to be approximately normal.

Description of statistics related to distribution of Emotional Intelligence scores through graph:

The skewness was found to be negative. It means that mean lies to left of the median. Kurtosis of the sample is 0.20 which is less than .263 hence the curve of frequency distribution is leptokurtic, this frequency distribution for score of 100 senior secondary students. Thus, we can say that although the distribution is slightly leptokurtic and negative skewness in nature but it is approximately normal i.e. the distribution might be considered to be approximately normal.

Objective-3

To find out relationship between Happiness and Emotional Intelligence among senior secondary students of Varanasi city.

H0- There is no significant relationship between Happiness and Emotional Intelligence among senior secondary students of Varanasi city.

Co-relation Analysis of Happiness and Emotional Intelligence

S. No.	Variables	R	Level of significance
1	Happiness and Emotional Intelligence	.789	Significant at .05 level

Co-efficient of co-relation between Happiness and Emotional Intelligence was found significant at both level .01 and .05

Interpretation: Table shows that value of co-relation co-efficient (r) between Happiness and Emotional Intelligence is .789 which is more than table value .200 at level .05 and .260 at the level .01 level. This means that happiness highly and positively co- related with Emotional Intelligence. Therefore null hypothesis is rejected at .05 as well as .01 level.
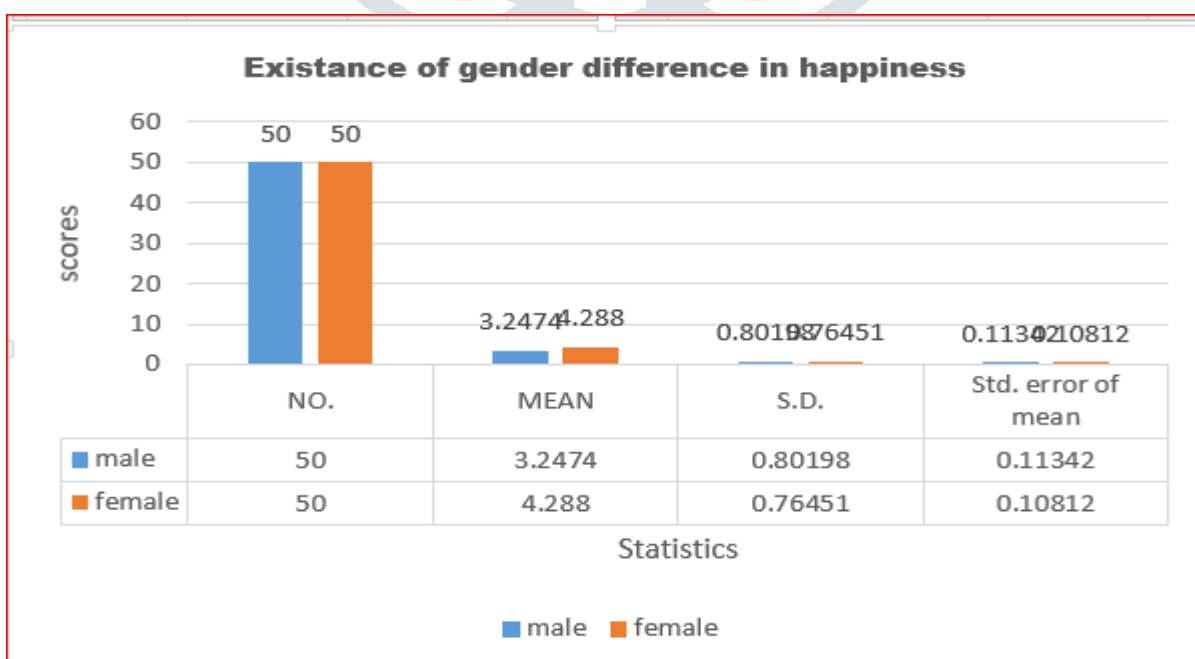
Objective-4

To compare the Happiness of male and female senior secondary students of Varanasi city.

H0- There is no gender difference exists in happiness

Data analysis in mean, t-value observation and hypothesis (acceptance / rejection)

Gender	No.	Mean	Std. deviation	Std. error of mean
Female	50	4.2884	.76451	.10812
Male	50	3.2474	.80198	.11342

Statistics	NO.	MEAN	S.D.	Std. error of mean
male	50	3.2474	0.80198	0.11342
female	50	4.288	0.76451	0.10812

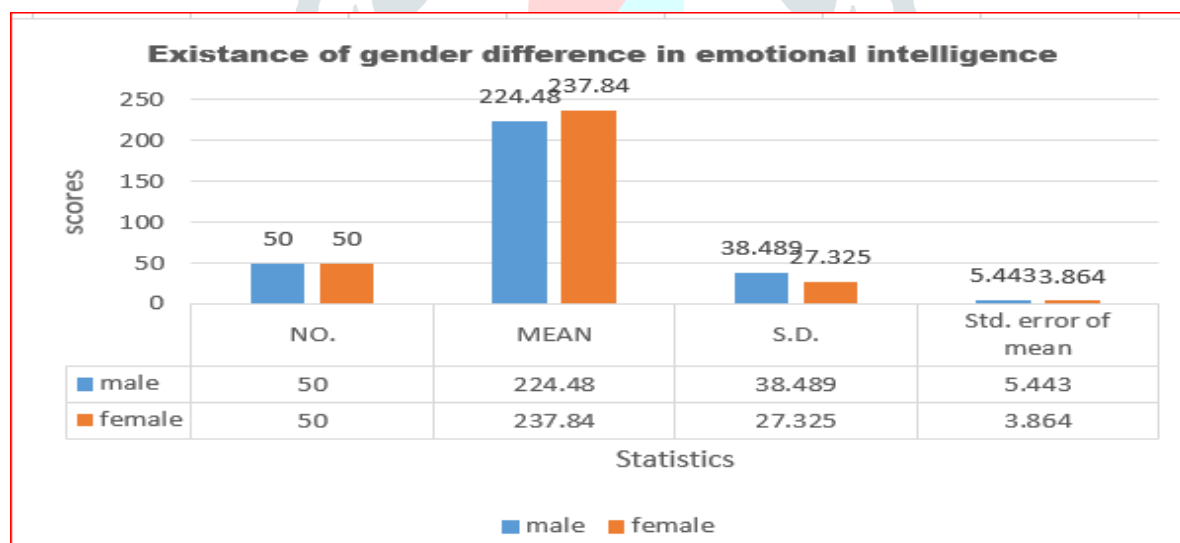| Std. Errors of differences	Mean difference	Degree of freedom	t-value	Levels of significant
.15669	1.04	98	6.644	significant at 0.05 level

Interpretation: The above table shows that at 98 degree of freedom; at .05 level of significance of t-value is 6.644 which is less than table value 1.980. Therefore it is inferred that significant mean difference was found in between happiness of male and female senior secondary students. Hence, null hypothesis H0- There is no statistically significant difference between happiness scores of girls and boys at the senior secondary level is rejected at the .05 level. It is concluded that female senior secondary students have high mean score of happiness than male.

Objective -5

H0- There is no gender difference exists in emotional intelligence

Data analysis in mean, t-value observation and hypothesis (acceptance / rejection)

Gender	No.	Mean	Std. deviation	Std. error of mean
Female	50	237.84	27.325	3.864
Male	50	224.48	38.489	5.443

Std. Errors of differences	Mean difference	Degree of freedom	t-value	Levels of significant
6.675	13.3600	98	2.001	significant at 0.05 level

Interpretation: The above table shows that at 98 degree of freedom; at .05 level of significance of t-value is 2.001 which is less than table value 1.980. Therefore it is inferred that significant mean difference was found in between emotional intelligence of male and female senior secondary students. Hence, null hypothesis H0- There is no statistically significant difference between emotional intelligence scores of girls and boys at the senior secondary level is rejected at the .05 level. It is concluded that female senior secondary students have high mean score of emotional intelligence than male.

Implications

For students: This study will pay attention on a necessity of forward looking in every situations and in turn this will further lead to better emotional management for students.

For teachers: Teacher should provide a scaffolding of such environment in which his/her students' would be able to utilize their competencies at maximum level and through it students can get an opportunity in which he or she will be able to learn how to enjoy struggles positively and foster their emotional intelligence.

For School administrators: As we know that there is increasing data of mental illness among students regularly so there is need of some happiness skills programme at school administrative level so that students might be competent to fight against mental illness and live emotionally balanced life.

Conclusion: The obtained result has revealed that there is positive relationship between Emotional Intelligence and Happiness among senior secondary students so through the competencies of happiness one would be able to manage ones' emotion i.e. enhance the competencies of emotional intelligence and achieve success in life.

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