

# Decoding Happiness: The role of Life Satisfaction, Emotional Intelligence, and Hope

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## ABSTRACT

Historically, in Psychology, a lot of emphasis was laid on the deficiencies of individuals. From what's wrong to what's strong, a paradigm shift has led the researchers to focus more on the strengths of individuals. With an increase in Globalization, there is an increase in the competition for resources, too. This has rendered the young generation with depression, anxiety, and a lot of conflicts. As human beings, all of us have a need and desire to be happy and have a higher wellbeing, therefore, it is crucial to study variables that promote their happiness and well being. This study was an attempt to study the relationships between Happiness, Emotional Intelligence, Hope, and Life Satisfaction. It also aimed to study the effect of Emotional Intelligence, Hope, and Life Satisfaction on Happiness in college students. A sample of 107 people aged between 18 to 25 years was chosen for the study. The participants were administered the Subjective Happiness Scale (Lyubomirsky & Lepper, 1999), Satisfaction with Life Scale (Diener et al., 1985), Emotional Intelligence Scale (Anand, 2019), and Adult Trait Hope Scale (Snyder, Harris, Anderson, Holleran, Irving, Sigmon, Yoshinobu, Gibb, Langelle, & Harney, 1991) to assess Happiness, Life Satisfaction, Emotional Intelligence, and Hope, respectively. Pearson's Product Moment Correlation was computed and significant positive correlations were found between Happiness and Life Satisfaction, Happiness and Hope, and Emotional Intelligence and Happiness. Further, Multiple Regression results revealed that Emotional Intelligence and Life Satisfaction are significant predictors of Happiness. The results have implications for personal growth and development of the young generation.

**Keywords:** *Happiness, Emotional Intelligence, Life Satisfaction, Hope*

## INTRODUCTION

A paradigm shift in psychology from clinical psychology to positive psychology has led to a shift in focus in its research endeavors. Psychologists until a few decades back focused more on illness and deficiency in human beings. With the advent of positive psychology, there has been an increased focus on the

strengths of human beings. From what's wrong to what's strong, psychologists are becoming increasingly concerned with what is right with people. As a result, many positive psychological constructs are making their place in the scientific literature. Empirical work suggests that they are very crucial for human beings to develop and thrive (Snyder and

Lopez, 2002). Some of the crucial positive psychological constructs are Emotional intelligence, Life satisfaction, Happiness, and Hope.

### ***Emotional Intelligence***

With the advent of globalization, people are facing numerous challenges. There is an increase in competition among people for various types of physical, financial, psychological, and social resources. This fast pace change in the world and the resultant competition has led to an increase in stress, anxiety, and depression. We know that humans are emotional beings. One cannot neglect the emotions that one is experiencing. Hence, the need to understand, express, and manage one's emotions that contributes to a meaningful personal life and fruitful interactions with others becomes inevitable.

This has led to an increased importance of Emotional Intelligence in our lives. Emotional Intelligence (EI) relates to how human beings understand and process emotion-related information. There are several models of EI that have been proposed that include a wide variety of emotional capabilities.

The Ability model of EI by Mayer and Salovey (1997) describes four branches of emotional intelligence which are: Perceiving emotions, Facilitating thought, Understanding emotions, and Managing emotions. According to Bar-On's Emotional Social Intelligence model, emotional intelligence is described in terms of five domains: Intrapersonal, Interpersonal, Stress management, Adaptability, and General mood. The Competency Model proposed by Goleman (1995) views emotional intelligence as consisting of abilities to regulate and motivate oneself and be empathic and hopeful. Goleman (1998) proposed various personal and social

competencies that define emotional intelligence in terms of Self-awareness, Self-regulation, Self-motivation, Empathy, and Social skills. Later, the revised model included four core emotional competencies, namely, Self-awareness, Social-awareness, Self-management, and Relationship-management (Boyatzis, Goleman, & Rhee, 2000).

According to the 3S model of emotional intelligence (Anand, 2017), emotional intelligence involves competencies related to understanding and managing one's own emotions, understanding others' emotions, developing and maintaining satisfying relationships with others and channeling one's emotional energy to create a positive self. Emotional intelligence, according to the 3S model can be divided into three major domains: Self competence which involves emotional self-awareness and emotional self-management; Social competence which involves empathy and developing and maintaining relationships, and Self-positive which involves authenticity, positive emotional balance, emotional resilience, self-compassion, self-confidence and self-motivation.

A lot of studies have been done that highlight the importance of emotional intelligence in various domains of people's lives. These domains include academic achievement, interpersonal relationships and physical and mental well-being among many others. According to Parker et al (2004) academic success in high school is strongly associated with several dimensions of emotional intelligence. The positive relationship between emotional intelligence and academic performance can be attributed to the students' high self-motivation and impulse control. They are able to manage themselves better thereby

facilitating quality of study related outcomes. Emotional intelligence is very important when it comes to one's interpersonal relationships. Individuals who can manage their emotions well are more likely to have positive relations with others, as well as perceived parental support, and less likely to report negative interactions with close friends (Lopez, Salovey, & Straus, 2003). Furthermore, emotional intelligence in students is positively related to well-being, problem-focused coping and perceived competency, and negatively related to perceived stress (Por, Barriball, Fitzpatrick, & Roberts, 2011). This suggests that increased feelings of control and emotional competence assist students to adopt active and effective coping strategies when dealing with stress, which in turn enhances their subjective well-being. Given that emotional intelligence plays a pivotal role in one's life, it must be developed.

### **Life Satisfaction**

Subjective well-being is defined as a person's cognitive and affective evaluations of their life. These evaluations consist of emotional reactions to events as well as cognitive judgments of satisfaction and fulfillment. Subjective well-being is a broad concept that includes experiencing pleasant emotions, low levels of negative moods, and high life satisfaction (Diener, Lucas, Oishi, 2002). Subjective well-being judgments reflect how people emotionally perceive their life and how they process this information cognitively. Life satisfaction is a part of the broader construct of subjective well-being and reflects the cognitive evaluations of life circumstances. It is a global evaluation of one's life rather than focusing on any specific point in time or in any specific domain.

A lot of theoretical work has been done on the construct of life satisfaction in particular, and subjective well-being in general. The *need and goal setting theories* highlight the idea that the reduction of tensions that is, the elimination of pain and the satisfaction of biological and psychological needs leads to happiness. *Goal theorists* argue that individuals attain subjective well-being when they move toward an ideal state or accomplish a valued aim. People who have important goals tend to be more energetic, experience more positive emotions, and feel that life is meaningful (McGregor & Little, 1998).

*Process or activity theories* propose the idea that engagement in an activity itself provides happiness (Csikszentmihalyi, 1975). Sheldon, Ryan, and Reis (1996) found that people were happiest on days when they engaged in activities for intrinsic reasons. Both needs theorists and activity theorists lay emphasis on the fact that subjective well-being changes with the changing conditions in people's lives. When individuals are approaching their goals or are engaged in interesting activities, they experience positive well-being. Another set of theories, *genetic and personality predisposition theories*, propose that the stable personality characteristics determine an individual's well-being. They propose that the stability in people's life conditions cannot explain their well-being.

There are two main theories about life satisfaction (Heady, Veenhoven, & Wearing, 1991).

Bottom-up theories hold that we experience satisfaction in many domains of life, like work, relationships, family and friends, personal development, and health and fitness. Our satisfaction with our lives in these areas

combines to create our overall life satisfaction. Top-down theories state that our overall life satisfaction influences our life satisfaction in the many different domains. This debate is ongoing, but for most people it is enough to know that overall life satisfaction and satisfaction in the multiple domains of life are closely related.

The main contributing factors to life satisfaction are not completely understood as different individuals have different perceptions of themselves. However, research suggests that they are likely to fall into one of four sequential categories (Veenhoven, 1996). These are: Life chances, Course of events, Flow of experience, Evaluation of life.

Life chances include societal resources like economic welfare, social equality, political freedom, culture, and moral order; personal resources like social position, material property, political influence, social prestige, and family bonds; and individual abilities like physical fitness, psychic fortitude, social capability, and intellectual skill. Course of events refer to the events that involve factors like need or affluence, attack or protection, solitude or company, humiliation or honour, routine or challenge, and ugliness or beauty.

The flow of experience includes experiences like yearning or satiation, anxiety or safety, loneliness or love, rejection or respect, dullness or excitement, and repulsion or rapture. These are the feelings and responses that we have to the things that happen to us; they are determined by our personal and societal resources, our individual abilities, and the course of events.

Finally, the evaluation of life is an appraisal of the average effect of all of these interactions. It involves comparing our own life with our idea

of the “good life,” and how the good and the bad in our life balance out.

### ***Happiness***

The pursuit of happiness is an overarching theme for all kinds of philosophies and studies since time immemorial. We all wish to be happy and avoid suffering. It is our most innate tendency and we look for ways in which we can escalate our happiness levels along with that of our closed ones. This often leads to one pondering over the actual meaning of ‘Happiness’, a term that many argue is purely subjective and hence, cannot be objectively studied. Instead of viewing ‘the pursuit of happiness’ as an intangible aspect, a better way perhaps is to see the art of attaining pure and non-material happiness as a skill, which could be developed over time.

With regards to happiness, a path-breaking study had been conducted by Lyubomirsky (2008), according to which, a person's happiness level is governed by three major factors: a genetically determined set point for happiness, happiness-relevant circumstantial factors, and happiness-relevant activities and practices. A happiness ‘set-point’ is present in most beings which should not be considered as the end point. So, environment, personality factors and experiences affect one’s happiness level. Despite persuasive evidence from twin studies that well-being and happiness levels are strongly influenced by genetics, recent research suggests that genetic influences on happiness might be weaker than originally thought, with environmental influences explaining a large portion of individual differences in happiness (Roysamb, Harris, Magnus, Vitterso, & Tambs, 2002). So, the relentless pursuit of happiness is not merely a bourgeois concern rather, a number of researches have shown that the

ability to be happy and content with life is a central criterion of adaptation as well as positive mental health (Diener, 1984; Jahoda, 1958).

Very often, people decipher the meaning of happiness as equated to pleasure. They believe that happiness is a mere sum of one's hedonic moments. On the other hand, the eudaimonic conception of well-being calls upon people to live in accordance with their daimon, or true self. Eudaimonic happiness leads one to achieve a sense of fulfilment and finding a purpose in life. Waterman (1993) suggested that eudaimonia occurs when people's life activities are most congruent with their deeply held values and are holistically engaged. Happiness could also be seen as a state that persists after one's needs are met and goals are achieved. It is a feeling that one experiences after engaging in an interesting activity that stimulates the intellect. Csikszentmihalyi (1975) stated that happiness emanates from engagement in an interesting activity and how it could work wonders in contributing to a person's overall well-being. This state of mind when corresponding to one's skills and challenges of life is referred to as "flow," and that people who often experience flow tend to be very happy. In another study, Sheldon, Ryan, and Reis (1996) found that people were happiest on days when they engaged in activities for intrinsic reasons like fun and enjoyment. So clearly, the relentless pursuit of happiness cannot be reduced down to just pleasure seeking rather its roots are much deeper. It is the will and skill of setting important and relevant goals, believing in oneself and one's potential of achieving these goals and then, savoring the achievements.

But, in recent decades, efforts have been made to decode the science of happiness empirically.

The present study is an attempt in that direction.

### **Hope**

Another aspect of positive psychology is Hope. In our everyday lives, very often, we do motivate and advise each other to be 'hopeful' in times of adversities or distress. However, in the realm of Psychology 'hope' takes on a different meaning. Through extensive theory and research, hope is defined as, "a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy), and (b) pathways (planning to meet goals)" (Snyder, Irving, & Anderson, 1991, p. 287).

In this definition, we can rightly observe that the two key terms are 'agency/goals and pathways'. Human actions are goal-directed. We strive to achieve our goals. Accordingly, goals are the targets of mental action sequences, and they provide the cognitive component that anchors the hope theory (Snyder, 1994; Snyder, Cheavens, & Sympson, 1997; Snyder, et al., 2000). Goals should be moderately difficult yet attainable at the same time. Such reasonable goals have the highest probability of generating hope in people trying to achieve them. The second aspect of the definition, pathways refer to the workable routes that people follow in order to attain their goals. It includes planning, commitment to the current route and also flexibility and creativity to find alternate routes when the current one does not work out. People who are highly hopeful remain undeterred even during turbulent times as they have high efficacious beliefs about their capacities and their capabilities of finding multiple alternate routes in the trajectory of goal attainment. A research study has highlighted this ability of

high-hope people. According to the study, these people actually are very effective at producing alternative routes or pathways of accomplishing a goal (Irving, Snyder, & Crowson, 1998; Snyder, Harris, et al., 1991). They have a “I can definitely do it” kind of an orientation towards life and they are better adept at demarcating accurate links between goal attainment as well as routes of reaching that goal.

Numerous research studies have been conducted to find out the role of hope in various arenas of life. One of them showed that trait hope significantly predicts semester grade averages beyond cumulative grade point average and overall self-worth (Curry, Snyder et al., 2007). So, hope as a construct is closely associated with academic achievement of students in schools and colleges. By applying hopeful thinking, students may be able to enhance their perceived capabilities of finding multiple pathways to desired educational goals, along with the motivations to pursue those goals. Thus, hopeful thinking and tendencies can go a long way in contributing to successful development of students not just academically, but rather, to all-round holistic progress.

Additionally, hope is also a significant predictor of and contributor in the maintenance of good health. There are various physiological benefits that have been seen due to hopeful thinking. People with higher levels of hope seem to use information about physical illness to their advantage (Snyder, Feldman, et al., 2000). Another study has shown that high-hope people experience less pain and tolerate the pain almost twice as long as low-hope persons (Snyder, Odle, & Hackman, 1999).

All in all, there are a host of advantages as yielded by a hopeful orientation towards life and high-hope people benefit from hopeful

thinking. It is a construct that is an integral member of the positive psychology family and has special relevance especially in the domain of education.

### Present Study

We know that the world is witnessing globalization on a large scale and it is changing at a fast pace. With people becoming increasingly interconnected to each other, there is growing competition for the limited resources especially amongst the youngsters. This has filled them with conflicts, anxiety, and depression. As human beings, all of us have a need and desire to be happy and have a higher level of wellbeing. In the pursuit of competing for limited resources, youngsters often forget to cater to their needs of happiness and wellbeing. Happiness contributes to a lot of domains of individuals' lives. In addition, the growing importance of emotional intelligence, hope, and life satisfaction and how they shape and define an individual's life makes it essential to study these variables too.

This study is an attempt to study the relationships between happiness, emotional intelligence, hope, and life satisfaction. It also aims to study the effect of emotional intelligence, hope, and life satisfaction on happiness in college students. Hence, the following **hypotheses** were formulated: (1) There will be a significant positive relationship between emotional intelligence and happiness. (2) There will be a significant positive relationship between hope and happiness. (3) There will be a significant positive relationship between happiness and life satisfaction.

The study is also an attempt to contribute to the existing literature on these important psychological variables.

### Method

## Design

The present study used a correlational research design in which correlations between emotional intelligence, hope, and life satisfaction was studied. The effect of emotional intelligence, hope, and life satisfaction on happiness was also studied.

## Participants

Respondents were chosen on the basis of the following criteria:

- i. Aged between 18 to 25 years.
- ii. Undergraduate and Postgraduate students.
- iii. Currently enrolled in the University of Delhi.

## Measures

The following questionnaires were used for data collection.

*Subjective Happiness Scale (Lyubomirsky & Lepper, 1999)*

The Subjective Happiness Scale is a global subjective scale. It is a self-report measure consisting of 4 items and asks respondents to evaluate their happiness level on a 7 point Likert-type scale. Higher score indicates greater level of happiness. It has high internal consistency and fairly good reliability. It is one of the most popularly used Happiness assessment measure.

*Satisfaction with Life Scale (Diener et al., 1985)*

SWLS developed by Diener et al. (1985) was used. The SWLS measures global life satisfaction and consists of 5 items of which the values are evaluated according to 7 scores (1 = strongly disagree, 7 = strongly agree). According to the results of the reliability study of the scale, the test retest reliability was  $r = 0.85$  and item total correlations varied between 0.71 and 0.80.

*Emotional Intelligence Scale (Anand, 2019)*

Emotional Intelligence Questionnaire developed by Pooja V. Anand (2019) based on her 3S model of emotional intelligence. 70 items are to be rated on a 7-point Likert type ranging from 'strongly disagree' to 'strongly agree'. Some items are reverse coded; ratings on all items are added to get a total score with higher score showing higher emotional intelligence. The coefficient alpha for the 70 item scale is .91.

*Adult Trait Hope Scale (Snyder, Harris, Anderson, Holleran, Irving, Sigmon, Yoshinobu, Gibb, Langelle, & Harney, 1991).*

The Adult Trait Hope Scale consists of 12 items that are to be rated on an 8-point scale ranging from definitely false to definitely true. It has 2 subscales: Pathways subscale and Agency subscale. The total hope score is obtained by adding up the items in both the subscales. Snyder et al, (1991) reporting Cronbach alphas of .74 to .84 for overall hope, .71 to .76 for agency thoughts and .63 to .80 for pathway thoughts when sampling student and clinical populations. The scale also has a high convergent and divergent validity.

## Data collection

The participants filled the questionnaires, both online and offline. Online questionnaires were presented in the form of a Google document. The offline questionnaires were presented by approaching participants in their respective college campuses. The participants were informed that their participation is voluntary and that the responses would be kept confidential. They were also informed that, there are no right or wrong answers. It was observed that majority of participants were very enthusiastic to be a part of the study and they

were keen to know about their results. The data were obtained from 107 students and then analyzed. The quantitative data were analyzed using inferential statistics in SPSS.

### Results

The research purported to explore the impact of Emotional Intelligence, Life Satisfaction and Hope on the level of happiness. One of the objectives was to study the inter-correlations among the variables of the study. For this, the quantitative data were analyzed by the means of Pearson's Product Moment Correlation.

Table 1 shows the various correlation values. It shows that there is a significant positive correlation between Happiness and Life Satisfaction scores,  $r(107) = .633$ , at  $p < 0.01$ . Then, correlation of Happiness and Hope scores were also significant,  $r(107) = .420$ , at  $p < 0.01$ . Similarly, correlation between scores on Emotional Intelligence and Happiness was also significant,  $r(107) = .483$ , at  $p < 0.01$ .

After this, the construct of Life Satisfaction has been found to be positively and significantly correlated with Hope and Emotional Intelligence yielding a coefficient of,  $r(107) = .566$ , at  $p < 0.01$  and  $r(107) = .528$ , at  $p < 0.01$  respectively. Finally, Hope and Emotional Intelligence were also found to have a significant positive correlation,  $r(107) = .737$ , at  $p < 0.01$ .

From Table 2, it can be seen that the R square value for the impact of the three variables taken together on the Happiness scores is 0.433 suggesting that Life Satisfaction, Hope and Emotional Intelligence scores together account for 43.3 percent of the variance in the Subjective Happiness scores, at  $p < 0.01$ .

From Table 3, it has been inferred that Life Satisfaction as a construct has the largest Beta

value of .541 while predicting happiness scores which is significant at  $p < 0.01$ . Following this, Emotional Intelligence has a significant beta value of .247 at  $p < 0.05$ . Finally, the construct of Hope yields a coefficient of -0.69 which is insignificant.

### Discussion

The aim of the present study was to study the relationship between happiness, emotional intelligence, hope, and life satisfaction. A sample of 107 people aged between 18 to 25 years was chosen for the study. Quantitative data were collected from the participants. The collected data were computed and analyzed further using Pearson's Product Moment Correlation (Table 1) followed by Multiple Regression Analysis (Table 2) and Beta Values (Table 3).

Firstly, Emotional Intelligence, Hope and Life Satisfaction taken together as positive psychological variables, it can be seen from Table 2 that the R Square value is .433 significant at  $p < 0.01$ , which depicts that they collectively contribute in predicting 43.3 percent of variation in the happiness scores. Such a high predictor percentage corroborates with existing literature. A similar study carried out by Ruiz, Extremera & Pineda (2014) examined the relationship between emotional intelligence (EI) and well-being indicators (life satisfaction and happiness) in female student health professionals. It showed that these aspects are closely associated with each other and emotionally intelligent individuals perceive situations as less stressful and so, they have higher happiness and well-being levels. In the present study too, it has been reiterated that the happiness levels of students of University of Delhi could be predicted to a great extent by EI,



Hope and Life Satisfaction levels taken together.

As hypothesized, it was found that there is a significant positive correlation between emotional intelligence and happiness, with the coefficient  $r(107) = .483$ , at  $p < 0.01$ . As seen from Table 3, the beta value of EI as a significant predictor of happiness is .247 which is significant at  $p < 0.05$ .

Emotional intelligence is the ability to perceive, understand, and process one's own and others' emotions effectively. Emotionally intelligent people are aware of their feelings, emotions, thoughts, and resources. These people are aware about their contextual involvement and this awareness leads to a greater collective feeling of happiness because these people feel connected to their own self and they have high emotional intra dependence.

People with high emotional intelligence are also more adept at managing their emotions. In order to manage emotions, it is necessary to understand what emotions are being expressed and what emotions are being felt. This means being fully conscious and aware of what's going on inside of one self so the outside actions can match the inner emotions. Self-management also leads to self-control, adaptability, conscientiousness and achievement drive, which in turn, leads to fulfillment and greater satisfaction with oneself.

To add further, emotionally intelligent people can manage their emotions in social situations and, at the same time, react in a positive manner to the emotional needs of others who want attention and connection. They have the ability to effectively communicate with others in a social situation. They have the ability to connect with others by using their emotional awareness to promote thoughts that result in

understanding the dynamics of others. They have an ability to prioritize what they pay attention and react to, thereby, responding with appropriate feedback to the needs of others. This gives them the confidence of being able to handle social situation efficaciously which further leads to satisfaction and happiness.

Emotionally intelligent people have a high sense of empathy. They view other people from a nonjudgmental perspective. For those who have emotional intelligence, it's easy to connect their emotions through their senses and intuition, and, as a result, they usually develop deep responses to those who are in need of consolation or reinforcement. Having empathy is a crucial predictor of one's interpersonal relationships. When one has satisfying interpersonal relationships, this gives happiness.

Consistent to the aforementioned information, emotionally intelligent people have a high quality of interpersonal relationships and derive greater satisfaction from them (Schutte, Malouff, Bobik, Coston, Greeson, Jedlicka, & Wendorf, 2001); they display leadership excellence (Ruderman, Hannum, Leslie, & Steed, 2001); and they have a high level of academic achievement. Bar-On (1997) reported that emotional quotient was a strong predictor of academic performance among highly successful students. All of this leads to personal satisfaction and greater personal happiness.

Another hypothesis stated that there is a significant positive relationship between hope and happiness. The correlation found between hope and happiness is indeed significant, with the coefficient  $r(107) = .420$ , at  $p < 0.01$ . So, the hypothesis has been accepted.

Hope is a positive motivational state based on the interactions between our agency (willpower) and pathways (way-power). High sense of self-esteem is very important to people. Part of that self-esteem is our belief that we will get what is seen as important in our society, i.e. material and physical goods. So, we tell ourselves we are efficacious and are worth all the good things. The link between hope and happiness is thus via a sense of self-worth which means through our cognitions we have a sense of control over our actions and behaviours and we have certain ways to reach those specified behaviours or goals. This belief makes us feel better about ourselves and therefore, generates positive feelings. In support of this, Sariçam (2015) showed that trust and confidence, positive future orientation, and social relations and personal value sub factors of hope were positively related to subjective happiness. On the other hand, as per this study, a lack of perspective, sub factor of hope was found to be negatively correlated to subjective happiness. This also explains the negative beta value of hope predicting happiness, in the present study. Happiness is also found to be significantly and positively correlated to hope and self-esteem (Abdel-Khalek and Lester, 2010). This again reiterates the fact that hopeful people feel a high sense of control on their behavior, thereby, feeling efficacious which eventually leads to a high sense of self-worth. This ultimately contributes to happiness.

The results found have been consistent with the last hypothesis which stated that there is a significant positive relationship between life satisfaction and happiness. The correlation value  $r(107) = .633$  is significant, with  $p < 0.01$ . The beta value of Life satisfaction as a

significant predictor of happiness is .541 which is significant at  $p < 0.01$ . This high beta value underlines its significance in determining the happiness scores.

Life satisfaction is the way one evaluates their life cognitively. Happiness is the affective evaluation of one's life circumstances and includes positive emotions. Life satisfaction is important when it comes to determining happiness. A person who is satisfied with his/her own self as a whole, is more likely to experience positive emotions because their life is fulfilling and yields meaning. A meaningful life is where individuals feel that their behaviours are most congruent with their life goals and are engaging. This, in turn, leads to greater experience of positive emotions. Further, higher life satisfaction has been shown to serve significant advantage to students in terms of academic performance, including greater student engagement, academic self-efficacy, and approach-oriented achievement goals and lower academic stress (Antaramian, 2016). These benefits of having a high life satisfaction spill over and thereby, increase experiences of happiness.

Experiences of positive emotions are known to have positive effects on people. They have been known to have a lot of benefits. Frederickson (2001) proposed that experiencing positive emotions broadens the repertoire of our thoughts, thus, building the number of resources that one has. This is known as the Broaden and Build theory of positive emotions. These resources could be in terms of physical resources such as good physical health, longevity; social resources like social support, family; intellectual resources like knowledge; and psychological resources like resilience, creativity (Anand, 2017). When an individual's

cognitive and emotional resources increase, they are likely to feel happy.

### Conclusion

In a nutshell, it can be concluded that Happiness, Emotional Intelligence, Hope and Life Satisfaction are closely linked with each other. The present study considered University of Delhi undergraduate as well as postgraduate students as the sample. Students enter the DU campus with high marks, aspirations and motivation. Very often, the nexus of competition and pressure of high expectations crumple their confidence resulting in their dwindling happiness levels. They eventually start to doubt themselves or start losing hope. The present study helped in understanding the happiness levels of these students and also, delineating the factors that impact it. The significant positive correlations between the aforementioned constructs show that they are highly associated with happiness and have a high prediction percentage in explaining it. Then, it was also found that life satisfaction is one of the key determinants in predicting happiness, followed by EI and hope. Future research may include a qualitative aspect as well which can further the current findings. Nevertheless, the study has shown the factors that influence happiness and it points out the

scope of interventions which should necessarily be taken up by the University colleges in the form of introducing various workshops, activities etc. that aim at the overall socio-emotional learning and development of the students. Efforts must be taken where students can be guided appropriately and as discussed earlier, the course of imparting knowledge to them should focus on what's right (instead of wrong) with them accompanied with an appropriate feedback. This shall go a long way in benefitting the students not just in their academic life but also focusing on their holistic all-round development. So, this study has proven to be highly efficacious in comprehending a detailed happiness analysis of the DU students. Factors like Emotional Intelligence, Hope and Life Satisfaction underlie the way in which we appraise or explain our situations that actually determine how happy we are, as our explanations constitute a major portion of our happiness levels.

Hence, it can be concluded that our experiences may remain beyond our control but our explanations for them do not. Our tentative explanations lie in our own hands as to how do we choose to elucidate all that happens to us.

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Table 1: Correlations among the participants’ scores on the four scales for the total sample (n=107)

	<b>Happine ss</b>	<b>Life Satisfaction</b>	<b>Hope</b>	<b>EI</b>
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<b>Happiness</b>	1	.633**	.420**	.483**
<b>Life Satisfaction</b>	.633**	1	.566**	.528**
<b>Hope</b>	.420**	.566**	1	.737**
<b>EI</b>	.483**	.528**	.737**	1

\*\*Correlation is significant at 0.01 level (2 tailed).

Table 2: Multiple Regression analysis (n=107)

Predictor	Criterion	R	R Square	Adjusted R Square	Sig. F Change
Life Satisfaction; Hope; Emotional Intelligence	Happiness	0.658	.433**	0.416	0.000

\*\*significant at 0.01 level (2-tailed)

Table 3: Standardized Coefficient values of the variables (n=107)

Predictor Variable	Criterion	Standardized Coef	Significance
Life Satisfaction	Happiness	.541**	0.000
Hope		-0.069	0.556
Emotional Intelligence		.247*	0.030

\*\*significant at 0.01 level (2-tailed)

\*significant at 0.05 level (2-tailed)