



Relationship between Emotional intelligence, Emotional expressivity and Happiness in young adults.

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Abstract

The purpose of this study is to study the relationship between the variable's emotional intelligence, emotional expressivity, and happiness in young adults. Data was collected from 100 subjects in the age group of young adults. Emotional intelligence scale, Berkeley's expressivity questionnaire and Oxford happiness scale, were administered on the sample size. The main outcomes revealed a moderate positive correlation between emotional intelligence and happiness. Additionally, a significant finding of the study indicated that there was no correlation between emotional intelligence and the emotional expressivity of young adults. However emotional expressivity and happiness a weak positive correlation. These findings were also supported by previous studies.

Introduction

Emotional intelligence

Emotional intelligence in academic literature has existed for years as a concept, (Salovey & Mayer, 1990) but it gained popularity through Goleman's ideas about emotional intelligence through his book titled *Emotional intelligence* (1995). Describing Emotional Intelligence (EI), academics explain that it denotes an individual's proficiency in regulating their emotions. This involves being able to monitor both personal and other people's feelings while distinguishing among them; EI further entails utilizing this knowledge wisely when shaping one's thoughts and behaviours. (Salovey & Mayer, 1990).

Emotional intelligence is the capacity or ability by which one is able to identify and understands one's own as well as others emotion. It is the ability to recognize, regulate, manage, and label your emotions and to discriminate between them. It is important for effective thinking and behavior; it makes you aware about yourself and make effective decisions in life. It also makes you capable to reduce stress, show signs empathy towards others, conquer challenges and achieve goals in life in different aspects and have effective communication with others. It also plays a crucial role in building stronger relationships, as it enables you to understand other person's emotions and feelings and empathies with them.

Emotional expressivity

Our bodies are designed to feel feelings - regardless of whether we express them is our decision. Feeling anger, outrage, happiness or sadness are normal reactions to every one of the occasions our brain processes everyday consistently. Emotional expression is basically the affirmation of these feelings we are built to feel. Sound expression permits us to grasp the feelings, genuinely feel them and continue on.

The expression of feelings plays a crucial role in the functioning of human beings, adapting to their environment (Dobbs, Sloan, & Karpinski, 2007). In various types of psychological disorders, impaired emotional expression is a key characteristic (e.g., Kring, 2008). The expression of emotions has been associated with promoting overall physical and mental wellbeing among the general public (Sloan & Marx, 2004).

Emotional expressivity is defined as the extent to which a person is able to outwardly display his or her emotions regardless of valence or channel. Emotional expressivity typically refers to a range of behavioural modifications, including facial expressions, posture, and actions like laughter, pouting, crying, or slamming doors (Gross & John, 1995). This definition highlights the observable behavioural reactions, where the intensity of emotional expression is influenced by the strength of individual behavioural impulses (Gross & John, 1995).

Happiness

According to Diener (2000), happiness is considered a fundamental human emotion, and for the majority of people, attaining happiness holds significant importance. In many societies, happiness is highly valued as a desirable goal. Happiness can be described as an experience that brings joy, contentment, and positive well-being to an individual's life (Lyubomirsky, 2008). Seyed Joodat and Zarbakhsh (2015) argue that happiness involves having a positive attitude towards life and experiencing overall happiness. They believe that happiness is one of the most crucial psychological needs and greatly influences a person's quality of life.

According to Argyle, Martin, and Crossland (1989), happiness can be understood as a combination of three interconnected elements. These elements include satisfaction with one's life, experiencing positive emotions, and the absence of negative emotions. Lyubomirsky, Sheldon, and Schkade (2005) suggested in their model of happiness that the individual difference in level happiness of individuals are determined 50% by their circumstances, only about 10% is related to their circumstances and 40% is dependent on the choices they make.

Seligman suggests that there are three distinct types of happiness that we can encounter in our lives. These include: a) the experience of pleasure and fulfilment, b) the embodiment of our personal strengths and virtues, and c) the discovery of meaning and purpose.

Objectives

- To study the relationship between Emotional intelligence and happiness in young adults.
- To study the relationship between Emotional intelligence and emotional expressivity young adults.
- To study the relationship between happiness and emotional expressivity young adults.

Variables

- Dependent variables- emotional intelligence, emotional expressivity and Happiness
- Independent variables- Age

Sample

The data collection for this particular study involved 100 individuals within the age group of 18 to 35 years, specifically categorized as young adults. The sample was obtained using a random sampling technique, ensuring a diverse and representative group. It is important to note that all participants willingly participated in the study and provided their consent. The sample was specifically gathered from the Delhi National Capital Region (NCR) area, providing regional specificity to the study.

Description of tools

1. Oxford happiness scale-

The Oxford Happiness Scale, developed by Michael Argyle and Peter Hills at Oxford University in 2002, is a questionnaire designed to assess an individual's overall level of happiness. Derived from the original Oxford Happiness Inventory (OHI), the OHQ comprises a total of 29 items. Respondents are asked to rate each item on a six-point Likert scale, ranging from "strongly disagree" to "strongly agree." Participants indicate the point on the scale that best describes their agreement with the given statements. To ensure reliability, the Oxford Happiness Questionnaire demonstrated a high level of internal consistency ($\alpha = .91$) in a study involving 172 college

students. Construct validity was assessed by examining the relationships between scores on the OHI and related constructs, as well as comparing these relationships with those of the OHO. The OHQ includes 12 negative items, which are scored in reverse order. Positive item scores range from 1 (strongly disagree) to 6 (strongly agree), while negative item scores are reversed, with 1 indicating strong agreement and 6 indicating strong disagreement. The total raw scores are then used to interpret an individual's level of happiness, with higher scores indicating a greater degree of happiness.

2. Emotional intelligence scale

Anukool Hyde and Sanjyot Pethe developed the emotional intelligence scale to assess an individual's level of emotional intelligence. The scale, known as EIS, comprises a total of 34 items that encompass 10 factors, including self-awareness, empathy, self-motivation, emotional stability, relationship management, integrity, self-development, value orientation, commitment, and altruistic behavior. Participants respond to the items using a five-point Likert scale, ranging from "strongly disagree" to "strongly agree." They select the point on the scale that best describes their alignment with the given statements. In a sample size of 200 subjects, the emotional intelligence scale demonstrated high reliability ($\alpha = .88$) and strong face and content validity. The coefficient of reliability, which yielded a value of 0.93, further supported the scale's validity. Scoring involves assigning a value of 1 for "strongly disagree" and 5 for "strongly agree." The total raw scores are then used to interpret an individual's level of emotional intelligence, with a higher score indicating a higher level of emotional intelligence.

3. Berkeley expressivity questionnaire

Gross and John (1995) developed the Berkeley Expressivity Questionnaire as a tool to assess emotional expressivity. This questionnaire consists of 16 items that are divided into three facets: positive expressivity, negative expressivity, and impulse strength. Participants rate each item on a 7-point Likert scale, ranging from "strongly agree" (7) to "strongly disagree" (1). It is worth noting that three items (3, 8, and 9) are reverse scored, meaning that higher ratings indicate lower levels of agreement. By calculating the overall score, which is obtained by summing up the responses, one can gauge the individual's level of emotional expressivity. A higher total score reflects a higher degree of emotional expressivity.

Result

The data was collected and was analysed for testing the hypothesis, the following tables were obtained.

TABLE: 1

Correlation between Emotional intelligence and Emotional expressivity in young adults

		Emotional intelligence	Emotional expressivity
Emotional intelligence	Pearson correlation	1	.016
	Sig. (2-tailed)		.875
	N	100	100
Emotional expressivity	Pearson correlation	.016	1
	Sig. (2-tailed)	.875	
	N	100	100

TABLE: 2*Correlation between Emotional intelligence and Happiness in young adults.*

		Emotional intelligence	Happiness
Emotional intelligence	Pearson correlation	1	.517**
	Sig. (2-tailed)		.000
	N	100	100
Happiness	Pearson correlation	.517**	1
	Sig. (2-tailed)	.000	
	N	100	100

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

TABLE: 3*Correlation between Emotional expressivity and Happiness in young adults.*

		Emotional expressivity	Happiness
Emotional expressivity	Pearson correlation	1	.122
	Sig. (2-tailed)		.227
	N	100	100
Happiness	Pearson correlation	.122	1
	Sig. (2-tailed)	.227	
	N	100	100

Discussion

The primary objective of this study was to examine the correlation between emotional intelligence, emotional expressivity, and happiness.

From Table 1 is it evident that correlation between Emotional Intelligence and Emotional Expressivity in young adults. The correlation coefficient is reported as .016, indicating a very weak positive relationship that is nearly zero. This suggests that there is minimal association between Emotional Intelligence and Emotional Expressivity in young adults. A correlation of zero indicates no relationship between the two variables. However, it is important to note that the correlation is not statistically significant at the 0.01 level of significance.

From table 2 it is evident that correlation between Emotional Intelligence and Happiness in young adults. The correlation coefficient is reported as .517, indicating a moderate positive relationship between Emotional Intelligence and happiness. This suggests that as Emotional Intelligence increases, happiness in young adults also tends to increase, and vice versa. The positive correlation indicates that the two variables are positively associated. Importantly, the correlation is statistically significant at the 0.01 level of significance, indicating that the observed relationship is unlikely to occur by chance.

From table 3 it is evident that correlation between Emotional Expressivity and Happiness in young adults. The correlation coefficient is reported as .122, indicating a weak positive relationship between Emotional Expressivity and happiness. This suggests that there is a slight tendency for happiness to increase as Emotional Expressivity increases, and vice versa. However, it is important to note that the correlation is not statistically significant at the 0.01 level of significance. Although there is a positive correlation, the observed relationship is not strong enough to be considered statistically significant at this level.

The major outcomes indicated a positive association between emotional intelligence and happiness among young adults. In a related study, Biswas (2022) also affirmed that greater emotional intelligence is linked to experiencing increased levels of happiness in young adults. Hence, we can conclude that emotional intelligence and happiness have a substantial impact on an individual's overall well-being and effective functioning in life.

It was found that emotional intelligence and emotional expressivity had zero correlation between them. Which states that there is no relationship between them. Indicating that a person with higher emotional intelligence might be emotionally expressive as well or may choose to be less emotionally expressive or a person who is less emotionally intelligent may be highly emotionally expressive or may choose to be less expressive.

It was also found that Emotional expressivity and Happiness were positively correlated, indicating that people who are high on emotional expressivity have higher levels of happiness.

Conclusion

This research intends to study the relationship between the variable's emotional intelligence, emotional expressivity and happiness in young adults. Data was collected from 100 participants emotional intelligence scale, Berkeley's expressivity questionnaire and Oxford happiness scale, were administered on the sample size. The main outcomes revealed a moderate positive correlation between emotional intelligence and happiness. Additionally, a significant finding of the study indicated that there was no correlation between emotional intelligence and the emotional expressivity of young adults. However emotional expressivity and happiness a weak positive correlation. These findings were also supported by previous studies.

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