sdmimd
JOURNAL OF MANAGEMENT

DOI:10.18311/sdmimd/2025/34844

Unravelling the Emotional Intelligence (EI) and Happiness Connect: Exploring the Role of EI Sub-Dimensions in One's Happiness

Manpreet Kaur Kohli[1*], Syeedun Nisa[2] and Sadaf Siraj[3]

[1]Assistant Professor, Department of Management, Jamia Hamdard, New Delhi – 110062, Delhi, India
[2]Professor, Department of Management, Jamia Hamdard, New Delhi – 110062, Delhi, India
[3]Associate Professor, Department of Management, Jamia Hamdard, New Delhi – 110062, Delhi, India

Abstract

This study explores the relationship between Emotional Intelligence (EI) and happiness, focusing on identifying the sub-dimension of EI that most significantly contributes to an individual's happiness. While existing literature supports EI as a key antecedent to happiness, there is limited research on which specific aspect of EI has the most significant impact. EI is composed of four sub-dimensions: appraisal of self and others' emotions, regulation of emotions, and the use of emotions. This paper aims to empirically examine which sub-dimension is most influential in promoting happiness. The methodology involved collecting data from 150 participants across various industries in the Delhi/NCR region. Structural Equation Modeling (SEM) using Smart PLS3 software was applied to analyze the relationships between the EI sub-dimensions and happiness. Findings from the study indicate that all four EI sub-dimensions positively contribute to happiness, with the "use of emotions" emerging as the most significant factor. This suggests that individuals who effectively use their emotions in both personal and professional contexts experience greater happiness. This research expands the understanding of EI and happiness by examining the specific sub-dimensions that influence well-being. The study contributes theoretically by highlighting the importance of emotional regulation and usage in enhancing happiness. Practically, the findings suggest that organizations can train employees to utilize their emotions better, leading to higher levels of happiness and productivity. Future research could delve deeper into contextual factors that may affect the relationship between EI and happiness, offering more tailored insights for improving emotional well-being across diverse environments.

Keywords: Emotional Intelligence, Happiness, Structural Equation Modelling, Use of Emotions

1. Introduction

Traditionally, psychologists have predominantly focused on the negative aspects of human psychology, emphasizing areas such as psychopathy, narcissism, and stress while often overlooking the positive dimensions of human emotions, such as happiness and emotional intelligence (Seligman, 2004). In the current VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) world, fostering positive mental health has become increasingly evident. This shift underscores the need to explore psychological factors contributing to life's positivity.

Positive psychology has emerged as a domain emphasizing happiness and subjective well-being. Diener (2000) highlighted that the capacity to experience positive emotions is a more accurate predictor of happiness than external factors. Building on this, (Bar-On, 2010) argued for including EI within the framework of positive psychology, noting its association with favourable outcomes

*Email: manpreetkaurkohli@jamiahamdard.ac.in

such as well-being, job satisfaction, and happiness. Subsequent studies have reinforced this connection where researchers have demonstrated the role of EI in fostering positive life outcomes (Fu, 2014).

Emotional Intelligence (EI) has been widely recognized in previous research as a crucial factor influencing happiness and life satisfaction (Abdollahi *et al.*, 2015; Callea *et al.*, 2019; Hafen *et al.*, 2011a). These studies suggest that individuals with higher levels of EI tend to experience greater well-being and fulfilment in life. However, a notable limitation of this research is the tendency to treat EI as a unidimensional construct, often oversimplifying its complex nature. This approach overlooks the multifaceted aspects of EI, which, according to Salovey and Mayer (1990), should be understood as comprising four distinct sub-dimensions. These sub-dimensions include the ability to accurately appraise one's own emotions and those of others, regulate both one's emotional responses and those of others, and effectively use emotions to facilitate thinking and decision-making. By categorizing EI into these four areas, Salovey and Mayer offered a more comprehensive framework for understanding how emotional intelligence functions in various contexts.

Furthermore, Salovey and Grewal (2005) extended this understanding by demonstrating that EI significantly predicts important life outcomes, particularly in personal and professional relationships. Their research highlighted that individuals with higher EI are better equipped to navigate social interactions, manage conflict, and maintain healthy relationships at work and in their personal lives. This finding underscores the practical importance of EI in fostering happiness across various domains, offering valuable insights for personal development and organizational practices. As such, recognizing EI as a multifaceted construct and its connection to key success outcomes provides a deeper understanding of the role emotions play in shaping overall happiness. There has been a dearth of studies, especially in the Indian context, that have mentioned the separate effects of sub-dimensions of EI on Happiness components (Platsidou, 2013). There has been a call in research to focus on the underlying mechanism of achieving happiness (Mérida-López *et al.*, 2022). The current literature on EI and happiness focuses on EI as one single construct and how it affects happiness.

To overcome this gap, this empirical research aims to investigate the impact of the different sub-dimensions of EI and determine which specific aspect of EI most significantly influences an individual's happiness. By analyzing this data, the study sheds light on how distinct subdimensions of EI contribute to overall well-being, providing valuable insights into which aspects of emotional intelligence are most critical in enhancing happiness across diverse demographic groups.

2. Development of Theoretical Framework and Hypothesis Development

2.1 Emotional Intelligence (EI)

Emotional Intelligence (EI) has evolved from earlier concepts of social intelligence, with Salovey and Mayer (1990) introducing a more comprehensive definition that broadened the understanding of how emotions impact success in life. They defined EI as the ability to recognize, understand, and manage one's own emotions, as well as those of others. This ability aids individuals in regulating their thoughts and actions in various situations (Salovey & Grewal, 2005). Later, Daniel Goleman expanded on this framework by categorizing EI into four key dimensions: self-emotion appraisal (the capacity to understand and express one's emotions), other's emotion appraisal (the ability to recognize and manage the emotions of others), regulation of emotions (the ability to control and adapt one's emotions in response to challenging situations), and use of emotions (harnessing emotions to facilitate constructive and productive actions). According to Goleman (1995), emotionally intelligent individuals are not only aware of their own emotions and those of others but can also regulate and use these emotions to achieve personal and professional success.

While EI emerged in the literature in the early 1990s, it gained significant traction after Goleman's 1995 book, which argued that individuals with high EI, even with an average IQ, tend to be more successful than those

with high IQ but low EI. Goleman highlighted that EI is not fixed like IQ; instead, it is a malleable skill that can be developed through training and interventions. This insight led to a surge of interest in EI within the field of management, which has been linked to numerous positive outcomes, including improved workplace relationships, leadership effectiveness, and well-being. In particular, research has shown that EI is a significant predictor of happiness, as individuals with higher EI are better equipped to handle stress, foster positive relationships, and engage in constructive behaviours (Mayer *et al.*, 2008; Zeidner *et al.*, 2012). As such, the relevance of EI in both personal and professional contexts continues to be widely explored and appreciated in contemporary research.

2.2 Happiness

Happiness, or "subjective well-being," refers to an individual's ability to evaluate their overall life satisfaction from a personal viewpoint. It encompasses both cognitive and emotional aspects, reflecting how people assess various areas of their lives, such as social, professional, and emotional well-being (Diener *et al.*, 1999). Subjective well-being is typically divided into three key elements: life satisfaction, the frequency of positive experiences, and a lower frequency of negative events (Diener, 2000). This framework suggests that individuals who experience more positive emotions generally report higher happiness levels. This concept aligns with Affective Events Theory (Weiss & Cropanzano, 1996), which explores how emotions and moods affect job satisfaction, work performance, and overall well-being.

Kahneman and Riis (2005) further developed the idea of subjective well-being by differentiating between "evaluated well-being" and "experienced well-being." Experienced well-being refers to short-term emotional states, while evaluated well-being represents a long-term, global assessment of one's life satisfaction. This distinction emphasizes the role of both momentary emotional responses and broader life evaluations in determining overall happiness. Subsequent research has highlighted the significant impact of how people perceive and respond to both positive and negative life events on their happiness. This underscores the importance of emotional understanding and regulation, as individuals who manage their emotions effectively tend to reduce the negative effects of life challenges on their well-being.

In this context, EI is crucial in fostering higher happiness levels. The ability to recognize and utilize emotions to navigate life's challenges can lead to improved well-being. Therefore, it is essential to investigate how various dimensions of EI influence subjective well-being, particularly which specific aspects of EI most strongly correlate with happiness (Mayer *et al.*, 2008; Schutte *et al.*, 2001).

2.3 Trait EI and Happiness

According to (Petrides & Furnham, 2001), Trait Emotional Intelligence (EI) refers to an individual's self-perception of their emotional abilities and is considered a stable personality trait at the lower end of the personality hierarchy. Emotionally intelligent individuals are generally adept at understanding the underlying emotions behind both highly positive and negative reactions, allowing them to maintain emotional balance and consistency in their overall happiness and positive emotions. (Diener, 2000) posited that people who experience greater positive emotions and fewer negative emotions typically report higher levels of subjective well-being or happiness.

Trait EI has been identified as a key predictor of happiness in numerous studies (Extremera & Fernández-Berrocal, 2005; Kong *et al.*, 2012a). Much of the existing literature focuses on the general impact of high EI on happiness (Furnham & Petrides, 2003; Kong *et al.*, 2012a). However, research suggests that various sub-dimensions of EI may influence happiness in different ways (Chamorro-Premuzic *et al.*, 2007). A study found that emotionally intelligent individuals, particularly happy ones, exhibited higher levels of EI compared to those who were less happy, suggesting a bidirectional relationship where happiness enhances EI (Khosla & Dokania, 2010). Similarly, a study of medical students showed that EI was a significant predictor of happiness, with students possessing higher EI also reporting better overall health (Ghahramani *et al.*, 2019).

In a study conducted in Korea (Lim *et al.*, 2015), it was found that parental emotional support did not directly impact the happiness of high school students. However, it did so indirectly through the mediating role of self-esteem, with gender differences emerging in the effects of maternal versus paternal support. (Blasco-Belled *et al.*, 2020) examined the role of various EI sub-dimensions—such as mood attention, mood repair, and emotional clarity—and found that mood repair positively predicted happiness. In contrast, attention to mood was a negative predictor. Another study on Spanish adolescents confirmed the positive predictive relationship between EI and happiness (Bustamante *et al.*, 2015).

EI has also been explored for its role in mediating the relationship between personality traits and happiness, especially in women. (Hafen *et al.*, 2011a) found that EI mediated the relationship between emotional stability and conscientiousness and happiness in females but not in males. Similarly, another study found that EI partially mediated the negative impact of childhood emotional abuse on the happiness of schoolchildren in Hong Kong (Kwan & Kwok, 2021).

Furthermore, EI has been shown to reduce work-family role conflict and stress (Dasgupta & Mukherjee, 2011), and emotionally intelligent individuals are generally happier than those with lower EI (Carmeli *et al.*, 2009). Numerous studies support the idea that EI is a crucial contributor to subjective well-being and happiness (Abdollahi *et al.*, 2015; Bar-On, 2005; Callea *et al.*, 2019b; Kong *et al.*, 2012b). As EI consists of multiple sub-dimensions, it is essential to understand which aspects of EI most significantly influence happiness, leading to the hypotheses proposed in this study.

H1: Self-emotion appraisal positively contributes to happiness.

H2: Regulations of emotions positively contribute to happiness.

H3: Use of emotions positive contributes to happiness.

H4: Other's emotions appraisal positively contributes to happiness.

4. Research Methodology

4.1 Sampling

To guarantee a diversified, representative, and statistically sound dataset, a survey was carried out with a target sample of 1000 professionals from various industries in the Delhi-NCR region. In order to improve the accuracy and dependability of the results and provide more assurance that they could be applied to the larger group of professionals in the area, a bigger sample size was purposefully selected. In order to ensure that the study could effectively capture differences in happiness and EI across various industries, this approach also sought to reduce sampling errors and other biases. Despite being lower than anticipated, the initial response rate of 20.8% (208 returned questionnaires) aligns with average online survey response rates as reported in earlier studies (Judge & Bretz, 1994)

After removing incomplete (22) and erroneous (30) contributions, the data-cleaning process produced 150 valid responses. The final sample of 150 useable responses is nevertheless big enough to guarantee statistical validity and provide enough information to evaluate the research hypothesis with confidence, even with these exclusions. The deliberate choice to target 1000 people was made in order to guarantee that there would be enough legitimate, complete datasets to support the study's analysis and results, even in the event of erroneous or partial responses. This method improves the data's robustness and generalizability, which increases their dependability when extrapolating inferences on the connection between EI and pleasure among professionals in the Delhi-NCR region.

4.2 Measures

The well-established standardized scales were chosen to measure individuals' emotional intelligence and Happiness levels.

For EI, the WLEIS-Wong and Law Emotional Intelligence Scale (Wong & Law, 2002) was used. This scale was developed in line with the four dimensions proposed by Salovey and Mayer (1990) WLEIS is a well-established scale and has been used previously

in many studies (Charoensukmongkol, 2014; Jena & Pradhan, 2015; Wang & Kong, 2014).

WLEIS is a 16-item questionnaire that is subdivided into 4 parts. Each part represents one sub-dimension of EI i.e. Use of Emotions, regulation of emotions, Other's emotion appraisal, Self-Emotion appraisal. Some of the sample items were *"I really understand what I feel"* (Self-emotions appraisal); *"I am sensitive to the feelings and emotions of others"* (Other's emotions appraisal); *"I am a self-motivating person"* (Use of emotions); and *"I am capable of controlling my own emotions"* (Regulation of emotions). A 5-point Likert scale ranging from strongly disagree to strongly agree was used in the questionnaire.

The happiness level of the participants was examined using the Oxford Happiness Inventory (OHI) (Hills & Argyle, 2002). It is a widely used instrument to measure happiness comprising 29 items. Some of the sample items are: *"I feel that life is very rewarding"*. The respondents were asked to mark on a 5-point Likert scale ranging from strongly disagree to strongly agree.

4.3 Respondents' Profile

Tables 1 and 2 show the demographic analysis of the respondents. A mixed group of professionals, as well as students from the Delhi-NCR area, were selected. A cross-tabulation is presented in Tables 1 and 2 to provide a basic understanding of the sampling frame. Data related to work experience, education, age, and gender were collected and analyzed in this study.

5. Analysis and Interpretation

The PLS-SEM using Smart-PLS was chosen to analyze the model. The analysis is done in two stages: first, the measurement model was tested to establish the reliability and validity of the model, and second, a structural model was analyzed to test the hypothesis and to check the model fit. Sections 5.1 and 5.2 discuss both models in detail.

5.1 Measurement Model Assessment

In the measurement model analysis, factor loadings, convergent and discriminant validity, CR (Composite

Table 1. Age * Gender * Education crosstabulation

Education			Gender		Total
			Female	Male	
Undergraduate	Age	17-25 Years	27	46	73
	Total		27	46	73
Graduate	Age	17-25 Years	13	17	30
		26 - 35 Years	13	10	23
		36-45 Years	10	11	21
		46 and above	0	3	3
	Total		36	41	77
Total	Age	17-25 Years	40	63	103
		26 - 35 Years	13	10	23
		36-45 Years	10	11	21
		46 and above	0	3	3
	Total		**63**	**87**	**150**

Table 2. Work Ex * Gender * Education crosstabulation (work ex-work experience)

Education			Gender		Total
			Female	Male	
Undergraduate	Work Ex	Below 5 Years	27	46	73
	Total		27	46	73
Graduate	Work Ex	Below 5 Years	21	19	40
		Above 5 Years	15	22	37
	Total		36	41	77
Total	Work Ex	Below 5 Years	48	65	113
		Above 5 Years	15	22	37
	Total		63	87	150

Reliability) and Cronbach's alpha were inspected. As shown in Table 3, the overall happiness with emotional intelligence is assessed. Here, appraisal of self and other's emotions, and regulation and use of emotions are real determinants of emotional intelligence.

Table 3 exhibits composite reliability, AVE (Average Variance Extracted) and Cronbach's alpha values. Cronbach's alpha of more than 0.7 is considered acceptable (George & Mallery, 2003). In this study, the value is more than 0.7 or above. Similarly, composite reliability should also be more than 0.7 (Fornell & Larcker, 1981; Hair & Lukas, 2014) and composite reliability in the present study is more than 0.8. So, we can say that reliability is established for this study. Next is validity, to check the validity we look for the value of AVE which should be equal to or more than

Table 3. Reliability and convergent validity

Constructs	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Happiness	0.805	0.86	0.506
Other Emotions Appraisal	0.803	0.871	0.629
Regulation of Emotions	0.795	0.867	0.622
Self-Emotions Appraisal	0.762	0.848	0.582
Use of Emotions	0.824	0.883	0.654

Table 4. Discriminant validity (Fornell Locker criteria)

Constructs	Happiness	Other Emotions Appraisal	Regulation of Emotions	Self-Emotions Appraisal	Use of Emotions
Happiness	0.711				
Other Emotions Appraisal	0.453	0.793			
Regulation of Emotions	0.476	0.251	0.788		
Self-Emotions Appraisal	0.463	0.362	0.299	0.763	
Use of Emotions	0.544	0.274	0.302	0.409	0.809

0.5 (Fornell & Larcker, 1981; Hair & Lukas, 2014). In this study, the value of AVE comes out to be more than acceptable for all the constructs. Hence, validity is also established.

Tables 4-6 show the discriminant validity using Fornell and Locker criteria, cross-loading, and HTMT (Heterotrait-monotrait) ratio. Fornell-Locker criteria say that discriminant validity will be established when the construct in the particular study has more in common with its indicators than with other constructs. As per cross-loading criteria, the indicator's outer loadings with its constructs should be higher than its cross-loadings. The last is the HTMT ratio, which estimates the correlation between two constructs. As per the criteria, the constructs are not distinct, if HTMT is more than 0.9. Therefore, the value of HTMT should be less than 0.9 in order to establish discriminant validity.

In Table 4 the discriminant validity is checked using Fornell and Larcker criterion. Here, the squared correlations of a particular construct are compared with the correlation of other variables (latent). Table 4 indicates satisfactory discriminant validity, as, the

Table 5. Cross loadings

Items	Happiness	Other emotions appraisal	Regulation of emotions	Use of Emotions	Self-emotion appraisal
EI10	0.259	0.175	0.783	0.169	0.247
EI11	0.379	0.2	0.805	0.214	0.224
EI12	0.437	0.248	0.894	0.298	0.234
EI13	0.487	0.251	0.216	0.769	0.349
EI14	0.457	0.23	0.142	0.839	0.368
EI15	0.412	0.211	0.201	0.783	0.354
EI16	0.531	0.231	0.383	0.842	0.285
EI17	0.335	0.764	0.207	0.293	0.325
EI18	0.309	0.758	0.049	0.327	0.29
EI19	0.287	0.797	0.207	0.037	0.208
EI20	0.41	0.849	0.29	0.232	0.332
EI5	0.412	0.314	0.064	0.29	0.733
EI6	0.393	0.263	0.21	0.314	0.812
EI7	0.437	0.337	0.161	0.417	0.813
EI8	0.425	0.212	0.421	0.245	0.696
EI9	0.284	0.131	0.651	0.24	0.19
H21	-0.454	-0.19	-0.102	-0.201	-0.273
H22	0.123	0.021	0.116	0.01	0.118
H23	0.666	0.365	0.384	0.423	0.427
H24	0.174	0.094	0.21	0.117	0.148
H25	-0.128	-0.086	0.092	-0.015	-0.182
H26	-0.262	0.007	0.051	-0.176	-0.223
H27	0.303	0.085	0.325	0.102	0.067
H28	0.471	0.134	0.243	0.462	0.33
H29	0.627	0.332	0.167	0.267	0.353
H30	-0.426	-0.113	-0.022	-0.25	-0.287
H31	0.342	0.088	0.409	0.094	0.263
H32	0.647	0.235	0.374	0.308	0.402
H33	-0.496	-0.069	-0.153	-0.315	-0.253
H34	-0.347	-0.058	-0.02	-0.21	-0.198
H35	0.696	0.35	0.176	0.34	0.426
H36	0.487	0.063	0.385	0.189	0.084
H37	0.651	0.277	0.368	0.338	0.277
H38	0.563	0.231	0.293	0.329	0.207
H39	-0.469	-0.235	-0.063	-0.255	-0.309
H40	0.469	0.223	0.085	0.361	0.207
H41	0.623	0.335	0.294	0.316	0.377
H42	0.576	0.232	0.325	0.335	0.251
H43	-0.296	-0.188	-0.047	-0.216	-0.135
H44	-0.512	-0.176	-0.083	-0.376	-0.342
H45	0.663	0.397	0.379	0.48	0.281
H46	0.603	0.293	0.272	0.395	0.311
H47	-0.424	-0.043	-0.286	-0.251	-0.119
H48	-0.212	-0.196	-0.041	-0.16	-0.174
H49	-0.379	-0.21	-0.082	-0.243	-0.245

square root of AVE was higher than all the correlations along the diagonals.

Table 5 shows that each measurement item is weakly correlated with the other construct than the correlation with its parent construct. As per the criteria also, the indicator's outer loading with its constructs should be more than cross-loading with other constructs. Our finding also confirmed the set standards of cross-loading assessment criteria, which validated the discriminant validity of the measurement model.

Table 6. Heterotrait-Monotrait ratio

Constructs	Happiness	Other Emotions Appraisal	Regulation of Emotions	Self-Emotions Appraisal	Use of Emotions
Happiness					
Other Emotions Appraisal	0.547				
Regulation of Emotions	0.576	0.289			
Self-Emotions Appraisal	0.574	0.464	0.364		
Use of Emotions	0.652	0.344	0.352	0.527	

Table 6 shows that Heterotrait-monotrait is less than 0.9 in all the constructs. This also fulfils the assessment criteria; thus, discriminant validity is established here.

To sum up, the Discriminant validity is established in our structural model as it fulfils the criteria set up for all the above three indicators of discriminant validity: Fornell and Locker criteria, cross-loading, and Heterotrait-monotrait ratio.

5.2 Structural Model Assessment

Smart PLS was again used to perform structural model assessment. For the assessment of the structural model, the predictive relevancy of the model was observed along with the relationship between its constructs. To assess the inner structural model, R^2 (coefficient of determination), T Value, f^2 (effect size) and Q^2 (predictive relevance of the model) were examined.

5.2.1 Coefficient of Determination (R2)

R^2 helps in measuring the overall effect and change in the dependent variable as explained by the independent variables of the proposed structural model. R^2 is considered to be a good statistic to test the predictive

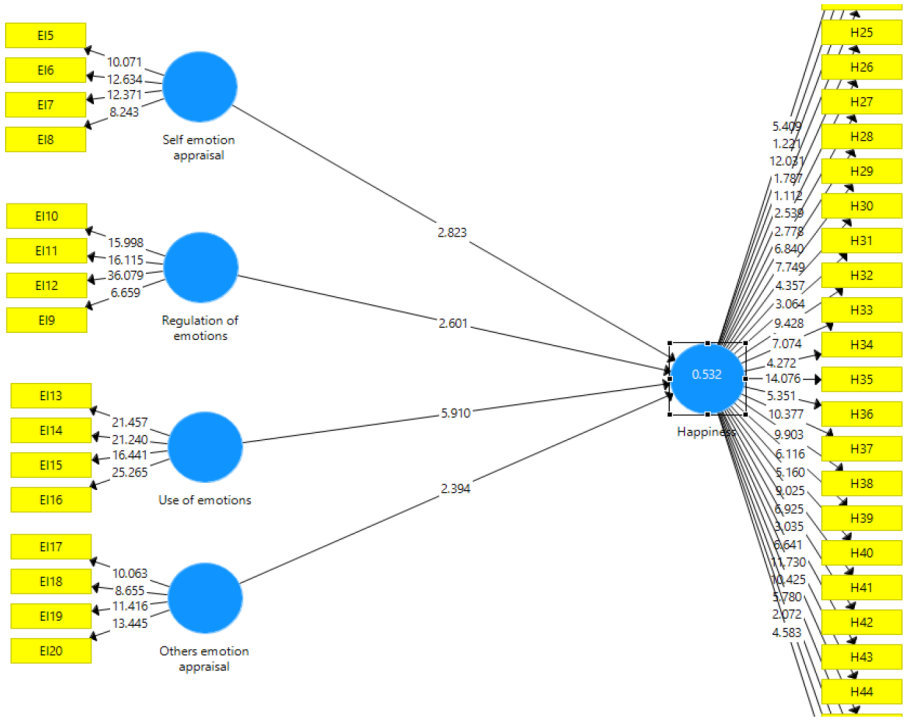


Figure 1. Structural model.

power of the model. In this paper, the R^2 value for the inner model was found to be 0.532 for happiness. This shows that the four sub-dimensions of EI explain 53.2 per cent of the variance in endogenous latent construct (happiness). This indicates that nearly 53.2 per cent of the variance in happiness was due to the above-mentioned four latent constructs in our model. As per the researchers (Hair *et al.*, 2011; Henseler *et al.*, 2009), if the R^2 value is around 0.75, it is considered to be substantial; if the R^2 value is around 50, it is considered moderate, and if the value is 0.26, it is regarded as weak. In this study, the R^2 value is 53.2, which is considered to be moderate.

5.2.2 T-Statistics

In order to test the hypothesis, the bootstrapping procedure was implemented in Smart PLS. Bootstrapping was done with 5000 subsamples without significant alterations, as shown in Table 7.

In our first hypothesis (H1), we anticipated that there would be a positive and direct influence of self-emotion appraisal on happiness. The result of the study as shown in Table 7 and Figure 1 established our hypothesis, that the self-emotion appraisal significantly and positively influenced Happiness ($T = 2.823$, $p<0.05$). Hence, H1 was strongly reinforced by the test values.

The second hypothesis (H2) of the study predicted that there is a direct and positive influence of the regulation of emotions on happiness, the results as shown in Table 7 and Figure 1 validated that the regulation of emotions positively and directly influenced happiness ($T = 2.601$, $p<0.05$), and thus hypothesis 2 was also confirmed.

Table 7. Structural model assessment

	Original Sample	Sample Mean	Standard Deviation	T Statistics	p-value
Other emotion appraisal -> Happiness	0.172	0.181	0.072	2.394	0.017
Regulation of emotions -> Happiness	0.219	0.22	0.084	2.601	0.009
Self-emotion appraisal -> Happiness	0.272	0.279	0.096	2.823	0.005
Use of emotions -> Happiness	0.36	0.362	0.061	5.91	0.00

The third hypothesis (H3) stated that there is a direct and positive influence of the use of emotions on happiness and as per the results of the study (Table 7, Figure 1) the H3 was also found to be positive and significant ($T = 5.91$, $p<0.05$).

Similarly, the fourth hypothesis (H4) which predicted that there would positive and direct effect of the other emotions' appraisal on happiness was also found to be significant ($T = 2.394$, $p<0.05$). Therefore, H4 was also validated by the results of the study.

5.2.3 Measuring the Effect Size (f^2)

F^2 represents the degree of change in the R^2 values when any exogenous variable i removed from the model. In a path model, if an independent construct is removed, the R^2 value gets changed. It shows that the deleted latent exogenous construct has no effect on the latent endogenous construct value. The f^2 value of 0.35 is considered to have a strong effect, the value of 0.15 shows that there is a moderate effect, and the value near 0.02 shows there is a weak effect. Table 8 shows the f^2 value from the Smart-PLS. The f^2 values for 4 subdimensions of EI on happiness were 0.152, 0.189, 0.117, and 0.216, respectively. Therefore, as per Cohen's recommendation, the f^2 value of the four subdimensions of happiness shows a moderate effect on the R^2 value.

5.2.4 Q2 Values-Predictive Relevance of the Model

Q^2 value is calculated to check the predictive relevance of the model. If the value of Q^2 is more than zero for an indigenous latent construct, the model's predictive validity is established. The Q^2 value for our model is 0.110, which is more than the set criteria. This reflects that the predictive relevance of our path model was satisfactory for the endogenous construct.

Table 8. Effect size

Exogenous Latent Variable	Effect Size f2	Total Effect
Other emotions appraisal	0.152	Moderate Effect
Regulation of emotions	0.189	Moderate Effect
Self-emotions appraisal	0.117	Moderate Effect
Use of emotions	0.216	Moderate Effect

6. Conclusion

Previous research has largely emphasized the overall impact of EI on happiness, acknowledging its broad influence on well-being. However, this study takes a more nuanced approach by examining the individual dimensions of EI and their unique contributions to happiness. The findings reveal that while all four sub-dimensions of EI play a vital role in enhancing happiness, the "use of emotions" sub-dimension has the most significant impact. This suggests that individuals who actively utilize their emotions to guide behaviour and decision-making experience greater levels of happiness in both their personal and professional lives.

The "use of emotions" refers to an individual's ability to harness emotions constructively to facilitate goal attainment, manage stress, and maintain a positive outlook. This ability is particularly beneficial in helping individuals adapt to challenges, mitigate negative emotional experiences, and cultivate a resilient mindset. Prior research has highlighted the role of emotions in decision-making, motivation, workplace well-being, and learning (Kim & Pekrun, 2014; Pekrun, 2014; So *et al.*, 2015; Troth *et al.*, 2021). However, the direct relationship between the conscious use of emotions and happiness has not been sufficiently explored. This study bridges this gap by demonstrating that individuals who effectively utilize their emotions tend to experience a higher sense of overall well-being.

The study's findings align with recent research that associates emotional intelligence with increased life satisfaction and resilience. Specifically, individuals who use their emotions constructively can navigate adversities with a more optimistic perspective, thereby enhancing their overall happiness (Troth *et al.*, 2021). Moreover, the ability to regulate and direct emotions towards positive outcomes is crucial in mitigating negative mental health effects and fostering psychological well-being (Gross & John, 2003). The findings further suggest that individuals who excel in using emotions not only enhance their happiness but also contribute to creating positive social and work environments, thereby improving job performance and interpersonal relationships (Joseph & Newman, 2010).

While other sub-dimensions of EI, such as emotional awareness and regulation, also contribute positively to happiness, the "use of emotions" offers the most effective pathway to achieving lasting well-being. This reinforces the notion that emotional intelligence is not merely about understanding and controlling emotions but also about leveraging them proactively to optimize life satisfaction. The study, therefore, presents an essential contribution to the existing literature by highlighting the need to focus on the practical applications of emotional intelligence in fostering happiness.

This research holds valuable implications for organizations and professionals seeking to enhance well-being, productivity, and overall performance. By recognizing the crucial role of emotional intelligence, particularly the conscious use of emotions, organizations can implement targeted strategies to improve employee well-being and job satisfaction.

- *Emotional Intelligence Training:* Organizations should incorporate EI training programs that focus on developing employees' ability to use emotions effectively. These programs should emphasize emotional awareness, regulation, and practical applications of emotions in professional settings. By enhancing these skills, employees can improve communication, collaboration, and problem-solving abilities, thereby fostering a more cohesive and productive work environment.
- *Stress and Conflict Management:* Employees with high EI are better equipped to handle workplace stress and navigate interpersonal conflicts. Organizations should encourage the conscious use of emotions to create a positive work atmosphere, thereby reducing stress-related challenges and improving job satisfaction (Ruiz-Aranda *et al.*, 2014). This is particularly relevant in high-pressure industries where emotional resilience is essential for sustained performance.
- *Leadership Development:* Leaders who effectively use emotions can inspire and motivate their teams, foster innovation, and build a supportive work environment. Organizations should integrate EI into leadership development programs, ensuring that

leaders model emotional intelligence and create a workplace culture that prioritizes empathy, trust, and well-being.
- *Enhancing Employee Engagement:* Employees who can regulate their emotions and use them constructively are more likely to experience higher job satisfaction and lower burnout rates. Organizations that prioritize emotional intelligence in their policies and practices can cultivate a more engaged and resilient workforce, ultimately leading to improved productivity and employee retention.
- *Workplace Well-being Initiatives:* By recognizing the impact of emotional intelligence on happiness, companies can implement well-being programs that encourage employees to develop emotional skills. These initiatives could include mindfulness training, emotional awareness workshops, and peer support programs to promote a culture of emotional well-being.

Future research can further explore the relationship between emotional intelligence and happiness by examining various unexplored dimensions. Some potential areas for investigation include:

- *Longitudinal Studies:* Conducting long-term studies to assess how the different sub-dimensions of EI influence happiness over extended periods. This would provide deeper insights into the enduring effects of EI on well-being.
- *Cross-Cultural Comparisons:* Examining how cultural differences impact the relationship between EI and happiness. Understanding how emotional intelligence operates across diverse cultural contexts can help tailor EI development programs to different populations.
- *EI Training and Intervention Effectiveness:* Investigating the effectiveness of EI training programs in workplace and clinical settings. Future research could analyze whether structured interventions can significantly enhance happiness levels among employees and individuals facing emotional challenges.
- *Negative Aspects of Emotional Use:* Exploring the potential downsides of the use of emotions, such as emotional manipulation or excessive emotional engagement, and their impact on happiness and workplace relationships.
- *Integration with Psychological Constructs:* Studying the interplay between emotional intelligence and other psychological factors such as resilience, mindfulness, and emotional regulation strategies. Researching how these constructs collectively contribute to sustained happiness could offer valuable insights for psychological interventions.
- *Technology and Emotional Intelligence:* Investigating how artificial intelligence and digital tools can be used to assess and enhance EI skills. Future studies could explore how technological advancements, such as emotional AI and wearable devices, can support emotional well-being.

This study makes a distinct contribution to the existing body of research by shifting the focus from the overall impact of emotional intelligence on happiness to the individual sub-dimensions of EI. Unlike previous studies that have broadly linked EI to well-being, this research highlights the "use of emotions" as the most critical determinant of happiness. By doing so, it provides a more targeted understanding of how individuals can leverage their emotions to optimize their happiness levels.

Furthermore, while prior research has extensively explored the role of emotions in decision-making, motivation, and workplace well-being, this study specifically examines how the conscious use of emotions enhances happiness. It fills a crucial gap in the literature by demonstrating that individuals who actively engage with their emotions and direct them towards positive outcomes are more likely to experience greater life satisfaction and resilience.

Additionally, this study underscores the importance of integrating emotional intelligence training into workplace and educational settings to improve overall well-being. Unlike traditional EI research that primarily focuses on emotional regulation and awareness, this study emphasizes the practical application of emotions in daily life, thereby offering actionable insights for individuals and organizations alike.

By advancing the understanding of emotional intelligence sub-dimensions, this study sets the stage for future research to explore the deeper mechanisms through which emotions contribute to happiness. It encourages a more comprehensive exploration of how emotional intelligence can be cultivated and applied across different life domains to enhance well-being and productivity.

In summary, this study highlights the profound impact of the "use of emotions" sub-dimension of EI on happiness. By demonstrating that individuals who consciously engage with and utilize their emotions tend to experience higher levels of well-being, the research offers valuable insights for individuals, organizations, and researchers. The findings emphasize the need for targeted emotional intelligence training, stress management programs, and leadership development initiatives to foster emotional well-being in both personal and professional settings. Future research should continue to explore the long-term effects of EI, cross-cultural variations, and the integration of EI with other psychological constructs to further enrich our understanding of emotional intelligence and happiness.

This research has several limitations. Firstly, it relied on self-reported data, which may be subject to biases, such as social desirability bias. Secondly, the cross-sectional design limits the ability to establish causal relationships between emotional intelligence and happiness. Additionally, the sample was restricted to the Delhi-NCR region, potentially limiting the generalizability of the findings to other cultural or regional contexts. The study also did not explore the specific impact of each EI sub-dimension on happiness in various professional or personal settings. Lastly, using standardized scales to measure emotional intelligence and happiness may not fully capture the complexity of these constructs. Future research could address these limitations by employing longitudinal designs, diverse samples, and multi-method approaches.

7. References

Abdollahi, A., Talib, M. A., & Motalebi, S. A. (2015). Emotional intelligence and depressive symptoms as predictors of happiness among adolescents. *Iranian Journal of Psychiatry and Behavioral Sciences*, *9*(4). https://doi.org/10.17795/ijpbs-2268

Bar-On, R. (2005). The impact of emotional intelligence on subjective well-being. *Perspectives in Education*, *23*(1), 41-62.

Bar-On, R. (2010). Emotional intelligence: An integral part of positive psychology. *South African Journal of Psychology*, *40*(1), 54-62.

Blasco-Belled, A., Rogoza, R., Torrelles-Nadal, C., & Alsinet, C. (2020). Emotional intelligence structure and its relationship with life satisfaction and happiness: New findings from the bifactor Model. *Journal of Happiness Studies*, *21*(6), 2031-2049. https://doi.org/10.1007/s10902-019-00167-x

Bustamante, J. G., Del Barco, B. L., & Barona, E. G. (2015). Emotional intelligence and happiness in the learning process. *Revista de Estilos de Aprendizaje*, *8*(15). https://doi.org/10.55777/rea.v8i15.1029

Callea, A., De Rosa, D., Ferri, G., Lipari, F., & Costanzi, M. (2019). Are more intelligent people happier? Emotional intelligence is a mediator between need for relatedness, happiness and flourishing. *Sustainability*, *11*(4), 1022. https://doi.org/10.3390/su11041022

Carmeli, A., Yitzhak-Halevy, M., & Weisberg, J. (2009). The relationship between emotional intelligence and psychological well-being. *Journal of Managerial Psychology*, *24*(1), 66-78. https://doi.org/10.1108/02683940910922546

Chamorro-Premuzic, T., Furnham, A., & Lewis, M. (2007). Personality and approaches to learning predict preference for different teaching methods. *Learning and Individual Differences*, *17*(3), 241-250. https://doi.org/10.1016/j.lindif.2006.12.001

Charoensukmongkol, P. (2014). Benefits of mindfulness meditation on emotional intelligence, general self-efficacy, and perceived stress: Evidence from Thailand. *Journal of Spirituality in Mental Health*, *16*(3), 171-192. https://doi.org/10.1080/19349637.2014.925364

Dasgupta, M., & Mukherjee, I. (2011). Emotional intelligence as a mediator of work-family role conflict, quality of work-life, and happiness among IT professionals. *Journal of the Indian Academy of Applied Psychology*, *37*(2), 257-262.

Diener, E. (2000). Subjective well-being: The science of happiness and a proposal for a national index. *American Psychologist*, *55*(1), 34-43.

Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, *125*(2), 276-302. https://doi.org/10.1037/0033-2909.125.2.276

Extremera, N., & Fernández-Berrocal, P. (2005). Perceived emotional intelligence and life satisfaction: Predictive

and incremental validity using the Trait Meta-Mood Scale. *Personality and Individual Differences*, *39*(5), 937-948. https://doi.org/10.1016/j.paid.2005.03.012

Fornell, C., & Larcker, D. F. (1981). Structural equation models with unobservable variables and measurement error: Algebra and statistics. *Journal of Marketing Research*, *18*(3), 382-388. https://doi.org/10.1177/002224378101800313

Fu, W. (2014). The impact of emotional intelligence, organizational commitment, and job satisfaction on ethical behavior of Chinese employees. *Journal of Business Ethics*, *122*(1), 137-144. https://doi.org/10.1007/s10551-013-1763-6

Furnham, A., & Petrides, K. V. (2003). Trait emotional intelligence and happiness. *Social Behavior and Personality*, *31*(8), 815-823. https://doi.org/10.2224/sbp.2003.31.8.815

George, D., & Mallery, P. (2003). SPSS for Windows step by step: A simple guide and reference. 11.0 update, (4th ed.), Boston: Allyn & Bacon.

Ghahramani, S., Jahromi, A. T., Khoshsoroor, D., Seifooripour, R., & Sepehrpoor, M. (2019). The relationship between emotional intelligence and happiness in medical students. *Korean Journal of Medical Education*, *31*(1), 29-38. https://doi.org/10.3946/kjme.2019.116

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ.* Bantam Books, New York.

Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, *85*(2), 348-362. https://doi.org/10.1037/0022-3514.85.2.348

Hafen, C. A., Singh, K., & Laursen, B. (2011). The happy personality in India: The role of emotional intelligence. *Journal of Happiness Studies*, *12*(5), 807-817. https://doi.org/10.1007/s10902-010-9228-4

Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *Journal of Marketing Theory and Practice*, *19*(2), 139-152. https://doi.org/10.2753/MTP1069-6679190202

Hair, J. F., & Lukas, B. (2014). *Marketing research.* McGraw-Hill Education Australia.

Henseler, J., Ringle, C. M., & Sinkovics, R. R. (2009). *The use of partial least squares path modeling in international marketing* (pp. 277-319). https://doi.org/10.1108/S1474-7979(2009)0000020014

Hills, P., & Argyle, M. (2002). The Oxford happiness questionnaire: A compact scale for the measurement of psychological well-being. *Personality and Individual Differences*, *33*(7), 1073-1082. https://doi.org/10.1016/S0191-8869(01)00213-6

Jena, L. K., & Pradhan, R. K. (2015). Psychological capital and workplace spirituality: Role of emotional intelligence. *International Journal of Work Organisation and Emotion*, *7*(1). https://doi.org/10.1504/IJWOE.2015.073119

Joseph, D. L., & Newman, D. A. (2010). Emotional intelligence: An integrative meta-analysis and cascading model. *Journal of Applied Psychology*, *95*(1), 54-78. https://doi.org/10.1037/a0017286

Judge, T. A., & Bretz, R. D. (1994). Political influence behavior and career success. *Journal of Management*, *20*(1), 43-65.

Kahneman, D., & Riis, J. (2005). Living, and thinking about it: Two perspectives on life. *The Science of Well-Being*, *1*, 285-304.

Khosla, M., & Dokania, V. (2010). Does happiness promote emotional intelligence? *Journal of the Indian Academy of Applied Psychology*, *36*(1), 45-54.

Kim, Y., & Pekrun, R. (2014). Emotion and learning: A social-cognitive perspective. *Educational Psychology Review*, *26*(3), 391-442.

Kong, F., Zhao, J., & You, X. (2012). Emotional intelligence and life satisfaction in Chinese university students: The mediating role of self-esteem and social support. *Personality and Individual Differences*, *53*(8), 1039-1043. https://doi.org/10.1016/j.paid.2012.07.032

Kwan, C. K., & Kwok, S. Y. (2021). The impact of childhood emotional abuse on adolescents' subjective happiness: The mediating role of emotional intelligence. *Applied Research in Quality of Life*, *16*(6), 2387-2401. https://doi.org/10.1007/s11482-021-09916-8

Lim, S. A., You, S., & Ha, D. (2015). Parental emotional support and adolescent happiness: Mediating roles of self-esteem and emotional intelligence. *Applied Research in Quality of Life*, *10*(4), 631-646. https://doi.org/10.1007/s11482-014-9344-0

Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits? *American Psychologist*, *63*(6), 503-517.

Mérida-López, S., Quintana-Orts, C., Rey, L., & Extremera, N. (2022). Teachers' subjective happiness: Testing the importance of emotional intelligence facets beyond perceived stress. *Psychology Research and Behavior Management*, *15*, 317-326. https://doi.org/10.2147/PRBM.S350191

Pekrun, R. (2014). Emotion and learning. *Educational Psychology Review*, *26*(3), 337-346.

Petrides, K. V, & Furnham, A. (2001). Trait emotional intelligence: psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, *15*(6), 425-448. https://doi.org/10.1002/per.416

Platsidou, M. (2013). Trait emotional intelligence predicts happiness, but how? An empirical study in adolescents and young adults. *International Journal of Wellbeing, 3(2)*.

Ruiz-Aranda, D., Extremera, N., & Pineda-Galan, C. (2014). Emotional intelligence, life satisfaction and subjective happiness in female student health professionals: the mediating effect of perceived stress. *Journal of Psychiatric and Mental Health Nursing*, *21*(2), 106-113.

Salovey, P., & Grewal, D. (2005). The science of emotional intelligence. *Current Directions in Psychological Science*, *14*(6), 281-285. https://doi.org/10.1111/j.0963-7214.2005.00381.x

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, *9*(3), 185-211. https://doi.org/10.2190/DUGG-P24E-52WK-6CDG

Schutte, N. S., Malouff, J. M., Bobik, C., Coston, T. D., Greeson, C., Jedlicka, C., Rhodes, E., & Wendorf, G. (2001). Emotional intelligence and interpersonal relations. *The Journal of Social Psychology*, *141*(4), 523-536. https://doi.org/10.1080/00224540109600569

Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., & Golden, C. J. (2007). Emotional intelligence and interpersonal relations. *Journal of Social and Personal Relationships*, *24*(6), 745-758.

Seligman, M. E. (2004). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. Simon and Schuster.

So, C. M., Chan, C. K. K., & Liu, J. H. (2015). Emotional intelligence and decision making in organizations. *International Journal of Human Resource Management*, *26*(12), 1743-1767.

Troth, A. C., Lawrence, S. A., & Jordan, P. J. (2021). Emotional intelligence and leadership effectiveness in the context of job-related stress. *International Journal of Stress Management*, *28*(1), 73-89.

Wang, Y., & Kong, F. (2014). The role of emotional intelligence in the impact of mindfulness on life satisfaction and mental distress. *Social Indicators Research*, *116*(3), 843-852. https://doi.org/10.1007/s11205-013-0327-6

Weiss, H. M., & Cropanzano, R. (1996). Affective events theory. *Research in Organizational Behavior*, *18*(1), 1-74.

Zeidner, M., Matthews, G., & Roberts, R. D. (2012). The science of emotional intelligence: An agenda for the future. *Emotion Review*, *4*(3), 233-247.