

A study examining the relationship between emotional intelligence and happiness questionnaire scores among IT professionals

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Abstract

Determining the relationship between employees' emotional intelligence and happiness quotient is the aim of the current study. Participants in the study are IT professionals in the Pune region. Finding the relationship between emotional intelligence and happiness quotient is the aim of the study. We used a reasonable sampling approach to conduct the investigation. In all, 112 respondents from the IT sector participated in this survey. SPSS software version 28 is used to analyse and interpret the collected data. Regression analysis, Cronbach's alpha, and Pearson correlation are used to analyse the data. The results of the study show a significant positive relationship between emotional intelligence and employees' happiness quotient.

Keywords: Emotional Intelligence, Happiness Quotient, IT Industry

Introduction

The VUCA era of digital disruptions, the COVID-19 pandemic, and extreme levels of global change have driven many firms to adopt novel methods of working in an ever-changing business environment (Nowacka & Rzemieniak, 2022). While we rush into the future, there is less opportunity to do things manually as technology becomes a vital component of day-to-day operations. However, amid such digital turmoil, Emotional Intelligence is an essential human quality that holds the key to success.

In today's digital environment, emotional intelligence has become one of the most crucial skill sets for businesses to acquire in order to harness and construct a meaningful and socially resilient human infrastructure that can withstand any crisis. EI is listed as one of the top 10 skills necessary to stay relevant in a dynamic environment by the World Economic Forum (WEF) in their talents for the 2025 workplace report (Maria et al., 2020). It has long been considered that successful individuals are inherently intelligent and hardworking. According to studies, there is also a link between intelligence quotient (IQ) and success. However, it is also true that some people with high IQs have failed in their careers, while others with ordinary intellect have excelled. Emotional intelligence, as measured by the emotional intelligence quotient, is a better predictor of success than normal intelligence quotient assessments, according to a recent study. Emotional intelligence is at the heart of continuously good performance since it is the cornerstone of sound decision-making. It is the capacity to feel, comprehend, and successfully employ the power and wisdom of emotions to support high levels of cooperation and productivity, not being soft, emotional, or polite. Employers nowadays take the emotional component seriously, which is why there is so much emphasis on workplace happiness and

congeniality. An emotional quotient is crucial in the job since it allows you to use your knowledge of emotions to improve your performance.

2. LITERATURE REVIEW

Emotional Intelligence

The IT business has made a substantial contribution to the Indian economy in terms of GDP and jobs, making it critical to investigate the variables impacting the performance of IT professionals. The goal of the study (Dhani & Sharma, 2017) was to determine the nature and extent of the association between Emotional Intelligence and job performance regarding respondents' gender. According to the findings of the study, there were substantial gender disparities in Emotional Intelligence and job performance, implying that female employees have higher EI than their male counterparts. This study also demonstrates that women outperform men in terms of performance.

This study (Gupta, 2014) aimed to bring a distinct perspective to the area of human resources and behavioral sciences, with a focus on emotional intelligence in connection to workers' work-life balance in IT businesses. It was also a sincere attempt to bridge the gap, particularly in this area, by emphasizing the relevance and importance of work-life balance and emotional intelligence to leadership, senior management, individuals, and organizations, with the hope that this study will kick off a series of serious and productive discussions on the subject. The results and outcomes of this research were valuable to IT firms in India, which is a thriving industry that contributes considerably to the country's GDP and the global talent pool. The study also brought to light the primary obstacles experienced in these areas, as well as the solutions that assist IT firms in dealing with these issues more effectively. This term paper sheds light on the influence of emotional intelligence on employee performance, and the next goal was to learn how to become an EI organization. The capacity to sense, control, and assess emotions is referred to as emotional intelligence (EI). Some experts believe emotional intelligence can be taught and increased, while others believe it is a natural trait. A review of the literature was being conducted using twenty publications to conduct the complete study.

According to the findings of this study, emotional intelligence has a higher influence on employee performance. Second, an emotionally intelligent company is built on a business plan to increase performance.

Happiness

According to (Chaiprasit & Santidhiraku, 2011), happiness at the workplace is affected by 5 factors which include 1) job inspiration 2) organization's shared value 3) relationship 4) quality of work-life; and 5) leadership and these factors also determine the level of happiness of employees at their workplace in SME's. A total of 300 employees were investigated by structured questionnaires. There were 100 employees from the manufacturing sector, 100 employees from the service sector, and 100 employees from the commercial sector. The questionnaire consisted of two sections. The first section, 9 questions, was about personal information and asked for demographic variables. The second section, 43 questions, was about opinions on five factors of happiness at work. The respondents were requested to state their opinions on each question on a five-point Likert scale. The data collected from 300 respondents were analyzed using descriptive statistics. In addition, regression analysis was used to analyse

the relationships between factors affecting happiness at work and happiness at the work level. The results showed that the level of happiness of SMEs employees in Chiang Mai was at a high level and the level of opinion towards the five factors affecting happiness at work was also at a high level. They concluded that relationship, quality of work-life, and leadership were three factors that led to happiness at work and were able to predict happiness at work. The prediction ability was at 59.4%. Happiness, in the form of pleasant moods and feelings, well-being, and good attitudes, has gotten a lot of attention in psychological studies (Fisher, 2010). The pursuit of pleasure has even extended to job experiences. Many distinct organizational behavior components appear to be members of a wider family of happiness-related constructs, with some similar causes and outcomes. Aspects of happiness have been defined and quantified at several levels, including transitory experiences, stable person-level attitudes, collective attitudes, and numerous focuses, including discrete events, the work, and the organization.

The study (Baruch, n.d.) examined the correlation between Kawempe Police Divisional Headquarters' working environment, employee motivation, and employee satisfaction. It aimed to determine if the working environment and employee happiness are associated, whether employee motivation and employee happiness are considerably related, and whether the working environment and employee motivation are significantly related. To establish the association, a correlation research methodology was performed. Data were obtained via self-administered surveys and analyzed using the Statistical Package for Social Scientists, with 92 respondents providing replies for data analysis. The data revealed that there was no significant association between working environment and employee motivation, a positive relationship between working environment and employee happiness, and a positive relationship between working environment and employee satisfaction.

Relationship between EI & Happiness

The purpose of this research (Sonker, 2019) was to investigate the association between happiness and emotional intelligence among senior secondary students. The random sampling approach was employed to choose the sample, which consisted of 50 boys and 50 girls attending school in Varanasi. Data was collected using the Multidimensional Self-Report Emotional Intelligence Scale-Revised (MSREIS-R) and the Oxford Happiness Questionnaire. The data were analyzed using the t-test and Karl Pearson's Coefficient of Correlation (r). It was shown that among senior secondary students, there was a strong and positive association between happiness and emotional intelligence. In terms of happiness and emotional intelligence, there was a considerable gender difference.

Individuals' health is influenced by a variety of factors, including emotional intelligence and happiness. Because of the critical role that medical students play in preserving and enhancing community health, the health of medical students can have a significant impact on the health of the community. As a result, the author set out to investigate the association between emotional intelligence and happiness among Shiraz Medical School students. This was cross-sectional, analytical research. The medical students who began studying at Shiraz University of Medical Sciences' medical school and international branch from September 2014 to September 2017 were the study's target group. A systematic sampling procedure was used to choose 300 pupils for the sample. The Oxford Happiness Inventory and Siberia Schering's Emotional Intelligence Questionnaire were used to collect data in this study. The tests' significance threshold was set at 0.05. The mean age of the 292 respondents was 20.73, with a standard deviation of 1.81. Emotional intelligence ($p=0.001$), level of stress ($p=0.001$), grade ($p=0.03$), and personality type

($p < 0.001$) can explain variations in happiness level, and they were significantly effective factors. Emotional intelligence was found to be a predictor of happiness among medical students. Students with stronger emotional intelligence reported feeling better. And extroverted pupils were happier than introverted students. It is urged that the findings of this study (Ghahramani et al., 2019) be validated in future investigations.

3. OBJECTIVES & HYPOTHESIS

Objectives

1. To find the relationship between Emotional Intelligence and Happiness Quotient
2. To study the impact of Emotional Intelligence on Happiness Quotient of the employees.
3. To study the relationship between Emotional Intelligence and Demographic variables.

Hypothesis

Based on the discussion in literature review, this study proposed the following hypothesis: H01 – There is no significant relationship between Emotional Intelligence and Happiness Quotient

H02 – There is no significant relationship between Emotional Intelligence and demographic variables.

4. RESEARCH METHODOLOGY

This study demonstrates the relationship between Emotional Intelligence and Happiness Quotient among employees. The factors of Happiness Quotient are dependent variables and Emotional Intelligence factors are used as independent variables.

Respondents

The research was conducted with a convenience sampling of 112 respondents representing the employees of the IT sector in Pune.

Measures

This research was conducted through a survey. Google form was used for data collection. The data gathering tools were Oxford Happiness and Bar-On Emotional Quotient Inventory (EQ-i) (Bar-On, 1997a, b) Questionnaires. Each survey was distributed, researchers explained the direction for completing each survey and they also explained to the respondents that their identity is kept confidential. The questions were designed to be answered on a 5-point likert scale. The first section collected information of demographic factors of respondents such as age, gender, education, marital status, experience.

The second section comprises the data of Emotional Intelligence factors which includes: Self Awareness, Self-Regulation, Self-Motivation, Empathy, and Social Skills. And the third section includes the factors of Happiness Quotient which includes 4 items such as: Extraversion, Optimism, Self-esteem, and Sense of Control. These questions were answered in a 5-point likert

scale labeled from 1- strongly disagree; 2- disagree; 3- neutral; 4- agree; 5- strongly agree.

5. STATISTICAL ANALYSIS & DATA INTERPRETATION

Statistical Analysis was conducted using the Statistical Package for Social Sciences Software (SPSS) Version 28 for the purpose of examining and analyzing the research variables, therefore testing of hypothesis was done through different methods. Cronbach’s Alpha, Correlation Coefficient was used to compute the reliability. Different methods we used for analysis were Mean and Standard Deviation to calculate central tendency. Linear regression and Pearson correlation were also used.

5.RESULTS AND ANALYSIS

Reliability Test

The internal consistency of reliability was checked with the Cronbach’s α value laid between 0.6 and 0.9. So, the factors were reliable.

Table 1 Socio-Demographic Characteristics of Respondents

		Frequency	Percentage
Age	21-30	67	59.8%
	31-40	25	22.3%
	41-50	12	10.7%
	Above 50	8	7.1%
Gender	Male	72	64.3%
	Female	40	35.7%
Marital Status	Unmarried	63	56.3%
	Married	45	40.2%
	Divorced	4	3.6%
Education	Under Graduate	15	13.4%
	Graduate	44	39.3%
	Post-Graduate	40	35.7%
	PHD	10	8.9%
	Others	3	2.7%
Experience	1-5 years	73	65.2%
	6-10 years	23	20.5%
	11-20 years	8	7.1%
	More than 20 years	8	7.1%

A total of 112 interviews were conducted. Males comprised 64.3% of the sample. Majority of the respondents were 21-30 years (59.8%), males (64.3%), unmarried (56.3%) and graduate (39.3%). Most of respondents had 1-5 years (65.2%) working experience. The detailed sociodemographic information of the respondents is presented in Table 1.

Table 2 Emotional Intelligence and Happiness among Youth across Age Group

		N	Mean	Std. Deviation	95% Confidence Interval for Mean		F-value	p-value
					Lower Bound	Upper Bound		
Emotional Intelligence	21-30 years	67	81.42	10.959	78.74	84.09	0.531	0.662
	31-40 years	25	80.00	9.500	76.08	83.92		
	41-50 years	12	82.08	11.164	74.99	89.18		
	Above 50 years	8	85.25	6.042	80.20	90.30		
Happiness	21-30 years	67	88.49	17.439	84.24	92.75	1.172	0.324
	31-40 years	25	86.84	19.098	78.96	94.72		
	41-50 years	12	88.17	18.210	76.60	99.74		
	Above 50 years	8	99.88	11.544	90.22	109.53		

Table 3 Emotional Intelligence and Happiness among Youth across Education Group

		N	Mean	Std. Deviation	95% Confidence Interval for Mean		F-value	p-value
					Lower Bound	Upper Bound		
Emotional Intelligence	Undergraduate	15	78.47	9.311	73.31	83.62	1.00	.411
	Graduate	44	83.61	10.489	80.42	86.80		
	Post-Graduate	40	80.08	10.878	76.60	83.55		
	PHD	10	82.30	7.196	77.15	87.45		
	Others	3	80.00	14.799	43.24	116.76		
Happiness	Undergraduate	15	82.70	14.960	72.00	93.40	1.371	.249
	Graduate	44	86.86	17.337	81.59	92.13		
	Post-Graduate	40	93.83	18.511	87.90	99.75		
	PHD	10	85.80	17.457	76.13	95.47		
	Others	3	89.33	10.970	62.08	116.58		

	Gender	N	Mean	Std. Deviation	t-value	p-value
Emotional Intelligence	Male	72	83.67	9.145	3.167	.002
	Female	40	77.45	11.277		
Happiness	Male	72	93.08	15.686	3.539	.001
	Female	40	81.38	18.603		

Table 4. Emotional Intelligence and Happiness among Youth across Gender Group

ness among Youth across Gender Group

Table 5 Emotional Intelligence and Happiness among Youth across Marital Status

		N	Mean	Std. Deviation	95% Confidence Interval for Mean		F-value	p-value
					Lower Bound	Upper Bound		
Emotional Intelligence	Unmarried	63	82.10	10.387	79.48	84.71	.287	.751
	Married	45	80.56	10.517	77.40	83.72		
	Divorced	4	81.25	9.535	66.08	96.42		
Happiness	Unmarried	63	89.06	16.851	84.82	93.31	.009	.91
	Married	45	88.76	18.787	83.11	94.40		
	Divorced	4	88.00	21.213	54.25	121.75		

**P-value is significant at 0.01 level

Table 6 Emotional Intelligence and Happiness among Youth across Experience Group

		N	Mean	Std. Deviation	95% Confidence Interval for Mean		F-value	p-value
					Lower Bound	Upper Bound		

Emotional Intelligence	1-5 years	73	80.14	11.067	77.55	82.72	1.314	.274
	6-10 years	23	83.09	9.520	78.97	87.20		
	11-20 years	8	86.25	7.996	79.57	92.93		
	More than 20 years	8	83.88	5.515	79.26	88.49		
Happiness	1-5 years	73	85.04	18.164	80.80	89.28	3.791	.012

**P-value is significant at 0.01 level

Table 2, Table 3, Table 4, Table 5 and Table 6 shows the mean (SD) of emotional intelligence, and happiness by socio-demographic characteristics such as age, education, gender, marital status and experience. Analysis of emotional intelligence among different age groups revealed that respondents lying in age group 31-40 years (80) had insignificantly the least emotional intelligence as compared to respondents 21-30 years (81.42), followed by respondents 41-50 years (82.08) and above 50 years (85.25). Similarly, respondents lying in age group 31-40 years (86.84) reported non significantly lesser happiness score; and respondents above 50 years had non-significantly higher happiness score (99.88). Respondents with lower educational qualification (undergraduate) had non-significantly lower emotional intelligence (78.47) and happiness (82.7), as both emotional intelligence and happiness increased with an increase in education qualification; i.e. for graduate, emotional intelligence (83.61) and happiness (86.86) were higher. But for post graduate emotional intelligence (80.08) insignificantly declines and happiness (93.83) insignificantly increase. Male respondents reported significantly higher emotional intelligence (83.67) and happiness (93.08) than female respondents. Non-significant difference between the emotional intelligence and happiness among unmarried, married and divorced respondents was observed. While happiness was observed significantly lower in lower experience group i.e. 1-5 years (85.04) respondents and higher in higher experience group more than 20 years (99.25).

However, non-significant difference between the emotional intelligence among different experience group was observed. The detailed analysis of emotional intelligence and happiness among respondents across different socio-demographic groups has been presented in Table 2, Table 3, Table 4, Table 5 and Table 6.

Table 7 Correlation Results for Emotional Intelligence and Happiness Usage

Correlations			
		Emotional Intelligence	Happiness
Emotional Intelligence	Pearson Correlation	1	.880**
	Sig. (2-tailed)		.000
	N	112	112
Happiness	Pearson Correlation	.880**	1
	Sig. (2-tailed)	.000	

	N	112	112
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 7 represents the correlation results for emotional intelligence and happiness. Correlation values measure the strength and direction of linear relationship between the two variables. Correlation value lies between -1 to +1. +1 indicates the perfect positive correlation while -1 indicates the perfect negative correlation. Any variable shows correlation with itself with the value of 1. From the result of the correlation test it can be concluded that emotional intelligence is positively correlated with happiness ($r=0.880$, $p<0.01$). Hence, increase (decrease) in emotional intelligence would result in the increase (decrease) of happiness.

Table 8 Regression table for Happiness and Emotional Intelligence

Model Summary										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
	.880 ^a	.774	.772	8.416	.774	376.959	1	110	.000	.762
a. Predictors: (Constant), Emotional Intelligence										
b. Dependent Variable: Happiness										

The result of linear regression analysis for emotional intelligence and happiness has been presented in Model Summary Table. Table 8 shows the linear regression model summary and overall fit statistics for the dependent variable happiness with independent variable (emotional intelligence). As shown in table, the analysis revealed the relationship between emotional intelligence (X1) and happiness (Y), where R^2 of model is 0.774. It can be concluded that the, emotional intelligence explains 77.4% variation in the happiness. The table shows that the emotional intelligence statistically significantly predicts the happiness, thus regression model is good fit of the data.

Table 9 Coefficient table for Happiness and Emotional Intelligence

Coefficients									
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	-33.140	6.336		-5.231	.000	-45.697	-20.584		

1	Emotional Intelligence	1.498	.077	.880	19.415	.000	1.345	1.651	1.000	1.000
a. Dependent Variable: Happiness										

The unstandardized coefficients in table 7 indicate that how much the dependent variable varies with an independent variable when all other independent variables are held constant. The coefficients Table is showing that emotional intelligence has a significant positive impact on happiness with standardized coefficients of beta being 0.880. Thus, the model for happiness (Y) and emotional intelligence (X1) is

$$Y = -33.140 + 1.498 * \text{Emotional Intelligence}$$

6. CONCLUSION

This study has investigated the relationship between Emotional Intelligence and Happiness Quotient. This study considers the factors of Happiness Quotient as dependent variables, which are Extraversion, Optimism, Self-esteem, and Sense of Control and Emotional Intelligence factors Self Awareness, Self-Regulation, Self-Motivation, Empathy, and Social Skills as the independent variables. The research has successfully identified the relationship between Emotional Intelligence and Happiness Quotient and also it has found the there is a positive relationship between the factors of Emotional Intelligence and Happiness Quotient. It has also shown that Happiness Quotient of employees is interrelated with their Emotional Intelligence.

7. SUGGESTIONS AND LIMITATIONS

Suggestion

Further study can be conducted using a larger number of demographic areas to get the much clearer picture of employees' Happiness Quotient and relating it to their Emotional Intelligence. From this study we came to know the employee's emotional intelligence has a direct impact on their happiness. So, we can conclude that emotionally stable employees are happier.

Limitations

1. This study is limited to only IT industries located in the Pune city.
2. The employees of the IT sector had a demanding and hectic schedule was not able to devote much time in filling the questionnaire.
3. Biggest problem faced during data collection was unavailability of data.

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