

Meaning in Life, Subjective Happiness, and Psychological Capital: A Comparative Analysis of Adults with High and Low Emotional Intelligence

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Abstract:

The present study aimed to examine meaning in life, subjective happiness, and psychological capital among adults with different levels of emotional intelligence and to compare these positive psychological resources between individuals reporting high and low emotional intelligence. The specific objective was to investigate whether adults with high levels of emotional intelligence differ significantly from those with low levels of emotional intelligence in terms of their perceived meaning in life, subjective happiness, and psychological capital. The sample comprised male and female adults from diverse occupational, educational, and socio-economic backgrounds, aged between 25 and 45 years. A between-group research design employing purposive sampling was adopted for the study. Participants were administered the Emotional Intelligence Scale (EIS) to classify them into high and low emotional intelligence groups. Meaning in life was assessed using the Meaning in Life Questionnaire (MLQ), subjective happiness was measured using the Subjective Happiness Scale (SHS), and psychological capital was assessed using the Psychological Capital Questionnaire (PCQ-24). Independent samples t-test was computed to examine significant differences in mean scores between adults with high and low levels of emotional intelligence on the study variables.

The findings revealed that adults with high emotional intelligence reported significantly greater meaning in life, higher levels of subjective happiness, and stronger psychological capital than adults with low emotional intelligence. Specifically, individuals with high emotional intelligence demonstrated a stronger sense of purpose and meaning, greater subjective evaluations of happiness and life enjoyment, and higher levels of hope, self-efficacy, resilience, and optimism. These findings suggest that emotional intelligence serves as an important psychological resource that contributes to positive functioning and well-being.

Keywords: Emotional intelligence, meaning in life, subjective happiness, psychological capital, adults, positive psychology, well-being.

Introduction:

The emergence of Positive Psychology has significantly enhanced understanding of the factors that promote optimal psychological functioning, personal growth, and human flourishing. Seligman and Csikszentmihalyi (2000) emphasized that psychology should focus not only on pathology but also on strengths and resources that enable individuals to thrive. Within this perspective, emotional intelligence, meaning in life, subjective happiness, and psychological capital have been identified as important contributors to psychological well-being, resilience, and adaptive functioning.

Emotional Intelligence (EI) has received considerable scholarly attention as a key psychological resource. Mayer and Salovey (1990) defined emotional intelligence as the ability to perceive, understand, regulate, and utilize emotions effectively, while Goleman (1995) expanded the concept to include self-awareness, self-regulation, motivation, empathy, and social competence. Individuals with high emotional intelligence are generally better able to manage emotional experiences, cope with stress, maintain positive relationships, and make effective decisions (Mayer, Salovey, & Caruso, 2004). Research has consistently shown positive associations between emotional intelligence and psychological well-being, resilience, life satisfaction, self-esteem, and adaptive coping (Schutte, Malouff, Thorsteinsson, Bhullar, & Rooke, 2007; Zeidner, Matthews, & Roberts, 2012).

Meaning in life represents an important outcome associated with emotional intelligence. Frankl (1963) proposed that the search for meaning is a fundamental human motivation and argued that individuals who perceive purpose and significance in life are better equipped to cope with adversity. Steger, Frazier, Oishi, and Kaler (2006) defined meaning in life as the perception that life is coherent, purposeful, and significant. Emotional intelligence may facilitate meaning-making by helping individuals process emotional experiences constructively. Supporting this view, Steger, Kashdan, Sullivan, and Lorentz (2008) and Park (2010) found that emotional awareness and regulation contribute to greater meaning and existential fulfillment.

Subjective happiness is another important dimension of positive functioning. Lyubomirsky and Lepper (1999) conceptualized subjective happiness as an individual's overall evaluation of being a happy person. Fredrickson's (2001) Broaden-and-Build Theory suggests that positive emotions expand cognitive and behavioral resources, thereby enhancing well-being. Empirical studies by Extremera and Fernández-Berrocal (2005) and Sánchez-Álvarez, Extremera, and Fernández-Berrocal (2016) reported positive relationships between emotional intelligence, happiness, and psychological well-being.

Psychological capital, introduced by Luthans, Youssef, and Avolio (2007), comprises hope, self-efficacy, resilience, and optimism. Drawing on Snyder's (2002) Hope Theory, Bandura's (1997) Social Cognitive Theory, and Scheier and Carver's (1985) theory of optimism, psychological capital reflects a positive psychological state that promotes adaptation and success. Avey, Reichard, Luthans, and Mhatre (2011) demonstrated that psychological capital is positively related to well-being, engagement, and performance while negatively related to stress and burnout.

The integration of emotional intelligence, meaning in life, subjective happiness, and psychological capital aligns with Seligman's (2011) PERMA model of flourishing. Despite increasing research interest,

comparative studies examining these variables among adults with high and low emotional intelligence remain limited, particularly in the Indian context. Therefore, the present study aimed to compare meaning in life, subjective happiness, and psychological capital among adults with high and low emotional intelligence.

Methodology and Procedure

The present study examined meaning in life, subjective happiness, and psychological capital among adults with different levels of emotional intelligence and compared these variables between adults reporting high and low emotional intelligence. The primary objective was to determine whether significant differences existed in meaning in life, subjective happiness, and psychological capital between the two groups. Accordingly, null hypotheses were formulated stating that no significant differences would exist between adults with high and low levels of emotional intelligence on these variables.

Emotional intelligence served as the independent variable and was assessed using the Emotional Intelligence Scale (EIS) developed by Hyde, Pethe, and Dhar (2002). Based on participants' scores, adults were classified into high and low emotional intelligence groups. The dependent variables included meaning in life, subjective happiness, and psychological capital. Meaning in life was measured using the Meaning in Life Questionnaire (MLQ) developed by Steger, Frazier, Oishi, and Kaler (2006), which assesses the presence of and search for meaning in life. Subjective happiness was assessed using the Subjective Happiness Scale (SHS) developed by Lyubomirsky and Lepper (1999). Psychological capital was measured using the Psychological Capital Questionnaire (PCQ-24) developed by Luthans, Avolio, and Avey (2007), which evaluates the dimensions of hope, self-efficacy, resilience, and optimism.

The sample consisted of male and female adults aged between 25 and 45 years from diverse occupational, educational, and socio-economic backgrounds. Participants were selected through purposive sampling. Individuals with severe physical illnesses, diagnosed psychiatric disorders, cognitive impairments, or those undergoing intensive psychological or psychiatric treatment were excluded from the study. A between-group research design was employed to compare adults with high and low emotional intelligence.

Prior to participation, informed consent was obtained and ethical principles such as voluntary participation, confidentiality, anonymity, and the right to withdraw were ensured. Demographic information including age, gender, educational qualification, occupation, marital status, and socio-economic status was collected through a demographic data sheet.

The Emotional Intelligence Scale (Hyde et al., 2002) was administered first to classify participants into the two groups. Subsequently, the Meaning in Life Questionnaire (Steger et al., 2006), Subjective Happiness Scale (Lyubomirsky & Lepper, 1999), and Psychological Capital Questionnaire (Luthans et al., 2007) were administered following standardized procedures.

Data was scored and descriptive statistics were employed to examine the distribution and levels of these variables. An independent samples t-test was used to determine whether significant differences existed between adults with high and low emotional intelligence on meaning in life, subjective happiness, and psychological capital.

Tools:

Emotional Intelligence Scale (EIS) (Hyde, Pethe, and Dhar, 2002): The Emotional Intelligence Scale (EIS) developed by Hyde, Pethe, and Dhar (2002) was used to assess the emotional intelligence of the participants. The scale is a self-report measure specifically developed for the Indian socio-cultural context and consists of 34 items rated on a 5-point Likert scale, ranging from Strongly Agree (5) to Strongly Disagree (1). The scale measures ten dimensions of emotional intelligence: Self-awareness, Empathy, Self-motivation, Emotional Stability, Managing Relations, Integrity, Self-development, Value Orientation, Commitment, and Altruistic Behaviour. The total score ranges from 34 to 170, with higher scores indicating higher levels of emotional intelligence. The scale contains no negatively worded items and therefore requires no reverse scoring. Hyde et al. (2002) reported satisfactory psychometric properties for the instrument, with a split-half reliability coefficient of 0.88 and a validity coefficient of 0.93, indicating that the scale is a reliable and valid measure of emotional intelligence for research purposes.

Meaning in Life Questionnaire (MLQ) (Steger, Frazier, Oishi, and Kaler, 2006): The Meaning in Life Questionnaire (MLQ) was developed by Steger, Frazier, Oishi, and Kaler (2006) to assess an individual's perception of meaning and purpose in life. The instrument consists of 10 items rated on a 7-point Likert scale ranging from 1 (Absolutely Untrue) to 7 (Absolutely True). The MLQ measures two distinct dimensions of meaning in life: Presence of Meaning, which assesses the extent to which individuals perceive their lives as meaningful and purposeful, and Search for Meaning, which evaluates the degree to which individuals actively seek or strive to find meaning and purpose in their lives. Each dimension contains five items, and higher scores indicate greater levels of the respective construct. The MLQ has demonstrated good psychometric properties, including high internal consistency, test-retest reliability, and construct validity across diverse populations. In the present study, the MLQ was used to assess the level of meaning in life among adults with high and low levels of life satisfaction, thereby providing insight into an important component of positive psychological functioning.

Subjective Happiness Scale (SHS) (Lepper, 1999): The Subjective Happiness Scale (SHS) was developed by Lyubomirsky and Lepper (1999) to assess an individual's overall level of subjective happiness. The scale is a brief self-report instrument consisting of 4 items, designed to measure global psychological happiness rather than happiness in specific domains of life. Two items require respondents to rate themselves using absolute and comparative judgments, while the remaining two items present descriptions of happy and unhappy individuals and ask respondents to indicate the extent to which these descriptions characterize them. Responses are recorded on a 7-point Likert scale, with higher scores reflecting greater subjective happiness. The final score is obtained by averaging the responses to all four items after reverse scoring Item 4. Scores range from 1 to 7, with higher scores indicating higher levels of subjective happiness. The SHS has demonstrated satisfactory reliability and validity across diverse populations and has been widely used in positive psychology research. In the present study, the scale was used to assess the level of subjective happiness among adults with high and low levels of life satisfaction.

Psychological Capital Questionnaire (PCQ-24) (Luthans, Avolio, and Avey, 2007): The Psychological Capital Questionnaire (PCQ-24) developed by Luthans, Avolio, and Avey (2007) was used to assess the positive psychological resources of the participants. The instrument consists of 24 items rated on a 6-point Likert scale ranging from 1 (Strongly Disagree) to 6 (Strongly Agree). The PCQ-24 measures

four dimensions of Psychological Capital, namely Self-Efficacy, Hope, Resilience, and Optimism, with each dimension represented by six items. Self-efficacy refers to confidence in one's ability to accomplish challenging tasks, hope reflects goal-directed determination and pathway thinking, resilience denotes the capacity to recover from adversity, and optimism represents positive expectations regarding future outcomes. The total Psychological Capital score is obtained by summing or averaging the responses across all items after reverse scoring items 13, 20, and 23. Higher scores indicate greater levels of Psychological Capital. The instrument has demonstrated strong psychometric properties, with reliability coefficients ranging from 0.72 to 0.85 for the subscales and 0.88–0.90 for the total scale, along with satisfactory construct validity and cross-cultural applicability. The PCQ–24 is widely used in positive psychology and organizational research to assess individuals' positive psychological strengths and resources.

Analysis of Results

Emotional intelligence scores obtained from the Emotional Intelligence Scale (EIS) were used to classify participants into High Emotional Intelligence and Low Emotional Intelligence groups. Mean and standard deviation were computed to assess the levels of meaning in life, subjective happiness, and psychological capital among the participants. Descriptive statistics were employed to examine the distribution and levels of these variables. An independent samples t-test was used to determine whether significant differences existed between adults with high and low emotional intelligence on meaning in life, subjective happiness, and psychological capital.

Results:

The results of the study are presented and interpreted in relation to the objectives and hypotheses formulated for the investigation.

Table 1- Demographic Details of the Sample

Areas	Categories	High Emotional Intelligence Adults (N=92)	Percentage	Low Emotional Intelligence Adults (N=98)	Percentage
Gender	Male	44	47.83	47	47.96
	Female	48	52.17	51	52.04
	Total	92	100.00	98	100.00
Age	25–35 years	53	57.61	56	57.14
	36–45 years	39	42.39	42	42.86
	Total	92	100.00	98	100.00
Educational Qualification	Undergraduate	38	41.30	44	44.90
	Postgraduate	54	58.70	54	55.10
	Total	92	100.00	98	100.00
Occupation	Government Employee	29	31.52	28	28.57
	Private Employee	42	45.65	47	47.96
	Self-Employed	21	22.83	23	23.47
	Total	92	100.00	98	100.00
Type of Family	Nuclear Family	58	63.04	61	62.24

	Joint Family	34	36.96	37	37.76
	Total	92	100.00	98	100.00
Note. The sample consisted of 190 adults classified into High Emotional Intelligence (N = 92) and Low Emotional Intelligence (N = 98) groups based on their scores on the Emotional Intelligence Scale (EIS) developed by Hyde, Pethe, and Dhar (2002).					

Table 1 presents the demographic characteristics of 190 adults classified into High Emotional Intelligence (N = 92) and Low Emotional Intelligence (N = 98) groups. Females slightly outnumbered males in both groups. The majority of participants were aged 25–35 years, were postgraduates, and belonged to nuclear families. Private employees constituted the largest occupational category across both groups. Overall, the demographic distribution was similar between the high and low emotional intelligence groups, indicating comparability across major demographic characteristics.

Table 2- Levels of Meaning in Life among Adults with High and Low Emotional Intelligence

Dimensions	Emotional Intelligence	Mean	SD	Interpretation
Presence of Meaning	High	28.84	4.12	Strong sense of meaning, purpose, and life direction
	Low	21.36	4.87	Moderate sense of meaning and life purpose
Search for Meaning	High	25.72	4.54	Active exploration and pursuit of meaning in life
	Low	22.18	5.06	Moderate engagement in searching for meaning
Overall Meaning in Life	High	54.56	7.83	High overall meaning in life characterized by purpose and significance
	Low	43.54	8.96	Moderate overall meaning in life with less clarity and purpose

The results of table 2 indicate that adults with high emotional intelligence obtained higher mean scores on Presence of Meaning (M = 28.84, SD = 4.12) compared to adults with low emotional intelligence (M = 21.36, SD = 4.87). This suggests that emotionally intelligent adults experience a stronger sense of purpose, coherence, and significance in their lives. Similarly, adults with high emotional intelligence reported higher Search for Meaning scores (M = 25.72, SD = 4.54) than adults with low emotional intelligence (M = 22.18, SD = 5.06), indicating greater engagement in exploring and understanding life's purpose. The overall Meaning in Life score was also substantially higher among adults with high emotional intelligence (M = 54.56, SD = 7.83) than among those with low emotional intelligence (M = 43.54, SD = 8.96).

Table 3- Levels of Subjective Happiness among Adults with High and Low Emotional Intelligence

Variable	Emotional Intelligence	Mean	SD	Interpretation
Subjective Happiness	High	5.98	0.76	High level of subjective happiness; perceives self as generally happy and satisfied with life
	Low	4.38	0.92	Moderate level of subjective happiness; experiences comparatively lower happiness and positive affect

The results presented in Table 3 indicate that adults with high emotional intelligence obtained a higher mean score on subjective happiness ($M = 5.98$, $SD = 0.76$) than adults with low emotional intelligence ($M = 4.38$, $SD = 0.92$). The mean score of the high emotional intelligence group falls above the average range suggested for the Subjective Happiness Scale, indicating that these individuals generally perceive themselves as happy, optimistic, and satisfied with their lives. In contrast, the low emotional intelligence group obtained a comparatively lower mean score, reflecting moderate levels of subjective happiness and less frequent experiences of positive emotions.

Table 4- Levels of Psychological Capital among Adults with High and Low Emotional Intelligence

Dimensions	Emotional Intelligence	Mean	SD	Interpretation
Self-Efficacy	High	29.18	4.21	High confidence in one's abilities and competence to accomplish goals
	Low	21.74	4.86	Moderate confidence with comparatively lower perceived competence
Hope	High	28.64	4.08	High goal-directed motivation and ability to generate pathways to success
	Low	21.28	4.93	Moderate level of goal-directed thinking and perseverance
Resilience	High	27.95	4.35	High ability to recover and adapt effectively to challenges and setbacks
	Low	20.86	5.01	Moderate resilience and coping capacity
Optimism	High	28.42	4.16	High positive expectations and confidence regarding future outcomes
	Low	21.12	4.88	Moderate optimism and future orientation
Overall Psychological Capital	High	114.19	14.52	High overall psychological capital characterized by strong personal resources
	Low	84.99	17.24	Moderate psychological capital with comparatively lower positive psychological resources

The results presented in Table 4 indicate that adults with high emotional intelligence obtained substantially higher mean scores across all dimensions of psychological capital than adults with low emotional intelligence. The high emotional intelligence group reported greater self-efficacy ($M = 29.18$, $SD = 4.21$), hope ($M = 28.64$, $SD = 4.08$), resilience ($M = 27.95$, $SD = 4.35$), and optimism ($M = 28.42$, $SD = 4.16$), reflecting strong confidence, goal-directed motivation, adaptability, and positive expectations regarding future outcomes. In contrast, adults with low emotional intelligence obtained moderate scores on all four dimensions. The overall psychological capital score was markedly higher among adults with high emotional intelligence ($M = 114.19$, $SD = 14.52$) than among those with low emotional intelligence ($M = 84.99$, $SD = 17.24$).

Table 5- Significance of Differences in Meaning in Life, Subjective Happiness, and Psychological Capital between Adults with High and Low Emotional Intelligence

Variables	Emotional Intelligence	N	Mean	SD	t-value
Meaning in Life Scale					
Presence of Meaning	High	92	28.84	4.12	11.42**
	Low	98	21.36	4.87	
Search for Meaning	High	92	25.72	4.54	5.07**
	Low	98	22.18	5.06	
Overall Meaning in Life	High	92	54.56	7.83	9.04**
	Low	98	43.54	8.96	
Subjective Happiness Scale					
Subjective Happiness	High	92	5.98	0.76	13.11**
	Low	98	4.38	0.92	
Psychological Capital Scale					
Self-Efficacy	High	92	29.18	4.21	11.27**
	Low	98	21.74	4.86	
Hope	High	92	28.64	4.08	11.16**
	Low	98	21.28	4.93	
Resilience	High	92	27.95	4.35	10.49**
	Low	98	20.86	5.01	
Optimism	High	92	28.42	4.16	11.09**
	Low	98	21.12	4.88	
Overall Psychological Capital	High	92	114.19	14.52	12.64**
	Low	98	84.99	17.24	
**p < .01. Significant at the 0.01 level.					

Table 5 presents the results of the independent samples t-test conducted to examine differences in meaning in life, subjective happiness, and psychological capital between adults with high and low emotional intelligence.

In the domain of Meaning in Life, adults with high emotional intelligence reported significantly greater Presence of Meaning ($M = 28.84$, $SD = 4.12$) compared to those with low emotional intelligence ($M = 21.36$, $SD = 4.87$), with a significant t-value of 11.42 ($p < .01$). They also scored significantly higher on Search for Meaning ($M = 25.72$, $SD = 4.54$) than the low emotional intelligence group ($M = 22.18$, $SD = 5.06$), yielding a t-value of 5.07 ($p < .01$). Similarly, the Overall Meaning in Life score was significantly higher among adults with high emotional intelligence ($M = 54.56$, $SD = 7.83$) than among those with low emotional intelligence ($M = 43.54$, $SD = 8.96$), with a t-value of 9.04 ($p < .01$).

For Subjective Happiness, the high emotional intelligence group obtained a mean score of 5.98 ($SD = 0.76$), whereas the low emotional intelligence group obtained a mean score of 4.38 ($SD = 0.92$). The difference was statistically significant ($t = 13.11$, $p < .01$).

Significant differences were also observed across all dimensions of Psychological Capital. Adults with high emotional intelligence scored higher on Self-Efficacy, Hope, Resilience, and Optimism, with all t-values significant at the 0.01 level. Furthermore, the Overall Psychological Capital score was substantially higher among adults with high emotional intelligence ($M = 114.19$, $SD = 14.52$) than among those with low emotional intelligence ($M = 84.99$, $SD = 17.24$), yielding a significant t-value of 12.64 ($p < .01$). These findings indicate that higher emotional intelligence is associated with greater meaning in life, subjective happiness, and psychological capital.

Since all obtained t-values were significant at the 0.01 level, the null hypothesis stating that there would be no significant differences in meaning in life, subjective happiness, and psychological capital between adults with high and low emotional intelligence was rejected. The findings indicate that adults with high emotional intelligence demonstrated significantly higher levels of meaning in life, subjective happiness, and psychological capital than adults with low emotional intelligence.

Discussion:

The present study examined differences in meaning in life, subjective happiness, and psychological capital among adults with high and low levels of emotional intelligence. The findings revealed statistically significant differences between the two groups across all study variables. Adults with high emotional intelligence reported significantly higher levels of presence of meaning, search for meaning, subjective happiness, self-efficacy, hope, resilience, optimism, and overall psychological capital than adults with low emotional intelligence. These findings provide empirical support for the proposition that emotional intelligence functions as a critical psychological resource that contributes to positive psychological functioning and human flourishing.

One of the most important findings of the study was that adults with high emotional intelligence demonstrated significantly greater meaning in life than their counterparts with low emotional intelligence. Specifically, the high emotional intelligence group obtained higher scores on both the Presence of Meaning and Search for Meaning dimensions of the Meaning in Life Questionnaire. These findings are consistent with the existential perspective proposed by Frankl (1963), who argued that the ability to derive purpose and significance from life experiences represents a fundamental human motivation. Emotional intelligence may facilitate this process by enabling individuals to understand, regulate, and integrate emotional experiences into coherent life narratives. Mayer and Salovey (1997) suggested that emotionally intelligent individuals possess greater capacity to process emotional information effectively, which may help them construct meaningful interpretations of personal experiences. The present findings are also congruent with the work of Steger, Frazier, Oishi, and Kaler (2006), who reported positive associations between meaning in life and indicators of psychological well-being. Individuals who can effectively manage emotions may be better positioned to transform adversity into opportunities for growth, thereby strengthening both the experience and pursuit of meaning.

The study further revealed that adults with high emotional intelligence reported significantly higher levels of subjective happiness than adults with low emotional intelligence. The difference observed between the two groups was substantial, suggesting that emotional intelligence contributes meaningfully to positive affective experiences and global evaluations of happiness. This finding is theoretically supported by Fredrickson's (2001) Broaden-and-Build Theory, which proposes that positive emotions broaden

cognitive and behavioral repertoires and facilitate the development of enduring psychological resources. Emotionally intelligent individuals are more capable of regulating negative emotions, sustaining positive emotional states, and maintaining satisfying interpersonal relationships, all of which contribute to greater happiness. The findings are consistent with the meta-analytic evidence reported by Sánchez-Álvarez, Extremera, and Fernández-Berrocal (2016), who concluded that emotional intelligence is positively associated with subjective well-being and happiness across diverse populations. Similarly, Lyubomirsky, King, and Diener (2005) observed that happier individuals tend to exhibit superior social functioning, adaptive coping, and psychological adjustment. The present findings suggest that emotional intelligence may serve as one of the underlying mechanisms through which happiness is cultivated and maintained. Another noteworthy finding was the significant difference in psychological capital between adults with high and low emotional intelligence. Participants with high emotional intelligence obtained substantially higher scores on self-efficacy, hope, resilience, optimism, and overall psychological capital. These findings support the theoretical framework proposed by Luthans, Youssef, and Avolio (2007), who conceptualized psychological capital as a higher-order construct comprising positive psychological resources that promote adaptation, performance, and well-being. Emotional intelligence appears to facilitate the development of these resources by enhancing emotional awareness, self-regulation, problem-solving, and adaptive coping. Individuals who effectively understand and manage emotions are more likely to maintain confidence in their abilities, persevere toward goals, recover from setbacks, and sustain positive expectations regarding future outcomes. The present findings are consistent with Avey, Reichard, Luthans, and Mhatre (2011), whose meta-analysis demonstrated that psychological capital is positively associated with well-being, engagement, and performance while negatively related to stress and burnout.

In conclusion, the present study demonstrates that emotional intelligence is significantly associated with higher levels of meaning in life, subjective happiness, and psychological capital among adults. Individuals with high emotional intelligence appear to possess stronger psychological resources that enable them to lead more purposeful, satisfying, resilient, and psychologically flourishing lives. These findings highlight the importance of emotional intelligence as a key contributor to positive psychological functioning and overall well-being.

Conclusions

- Adults with high emotional intelligence demonstrated significantly higher levels of meaning in life, including both the presence of meaning and the search for meaning, compared to adults with low emotional intelligence.
- Adults with high emotional intelligence reported significantly greater subjective happiness, indicating that emotional competencies contribute positively to overall happiness and life satisfaction.
- Significant differences were observed in all dimensions of psychological capital, namely self-efficacy, hope, resilience, and optimism, with adults possessing high emotional intelligence obtaining higher scores than those with low emotional intelligence.
- Emotional intelligence emerged as an important psychological resource associated with positive psychological functioning, personal growth, adaptive coping, and psychological well-being among adults.

Implications of the Study

- The findings highlight the importance of incorporating emotional intelligence training and development programs in educational institutions, workplaces, and community settings to enhance psychological well-being and positive functioning.
- Mental health professionals, counsellors, and psychologists can utilize emotional intelligence-based interventions to promote meaning in life, subjective happiness, resilience, optimism, and other positive psychological resources among adults.

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