CHAPTER -I
INTRODUCTION

Emotions have been portrayed as reflections of life satisfaction or signals of specific actions. Emotions either positive or negative determine how adaptive we are in our daily lives. Adolescence is considered as time of marked emotional upheaval and turmoil. The adjustment in one's life depends much upon the emotion intelligence, social intelligence rather on the academic or general intelligence. Mainly there are three types of intelligence- (1) General, (2) Social and (3) Emotional.

General Intelligence:

According to Spearman (1927) general intelligence underlies all tasks. He felt that most important information about a person is his or her intellectual ability which is an estimate of his/her “g”. He believed that it corresponds to a fixed amount of “mental energy” that an individual can assign to different tasks at different times. He also found what he considered to be a less important set of specific factor (s), each of which was related to performance on a single type of mental ability test such as arithmetic commutation or vocabulary.

Social Intelligence:

As early as 1920, Thorndike formulated social intelligence as distinct from other human intelligence, such as abstract and mechanical. He defined social intelligence as “The ability to understand men and women, boys and girls to act wisely in human relation”. It emphasizes three main elements which are: capacity of social towards society; social knowledge and individual’s capacity for social adjustments. He has interrupted social intelligence as providing for (a) a cognitive appreciation of others without necessary action on the part of perceiver and (b) action oriented modeling with
others. It can be regarded as an ability to understand the feelings, thoughts and behavior of individual including one in interpersonal situations and to act appropriately upon that situation. It is composed of a set of problem solving skills that enable the individual to find and resolve interpersonal problems and create useful social products.

Wechsler (1958) described social intelligence as “a facility dealing with human beings”. So we can say that it is a brief approval of the action aspect of Thomdike’s formulation. One form of social intelligence is the ability to understand the thoughts, feelings and intention of others as manifested in discernible expressions. There are some concepts which are practically similar to Thomdike’s social intelligence like Wedick (1947), Chapin’s (1942) social insight. It is the ability to define a given social situation in terms of behavior inputs to others present, rather than in terms of individual’s feelings about the other.

In 1969 Weinstein described social intelligence as “the ability to accomplish interpersonal task”. His definition gave more importance to Thomdike’s management of others, his formulation emphasized role taking and included consideration of modes of inference about other or based on projective and positional role taking, personality stereotyping, individual and autistic projection.

The Bureau of public personal administration (1930) defined the concept as the essential thing that the person having a high degree of social intelligence is able to get others consistently and voluntarily to do the things; he wants them to do and even like doing so. This is the behavioral and action approach to social intelligence; it appears to be an overly liberal interpretation of management in Thomdike’s definition (Thomdike & Stein, 1937). Guilford & Burke (1926) equated social intelligence with sociability as measured by such variable as numbers of self reported friends, social functions attended and amount of written correspondence.
Models of Social intelligence:

Various investigators have developed conceptual model of social intelligence.

1. Greenspan's Hierarchical Model of Social Intelligence:

He proposed a hierarchical model of social intelligence (1979). Social intelligence consists of three components: (a) social sensitivity, reflect in role taking and social inference; (b) social insight, including social comprehension, psychological insight and moral judgment; (c) social communication subsuming referential communication and social problem solving. Social intelligence in turn, is only one component of adaptive intelligence (the others being conceptual intelligence and practical intelligence), which is in turn joins physical competence and socio-emotional adaptation (temperament and character) as the major dimensions of personnel competence broadly constructed.

2. Maslowe's Model of Social performance Skills:

Abraham Maslowe's (1986) model of social intelligence comprised five domains: prosocial attitude, social performance skills, empathetic ability, emotional expressiveness and confidence.

Prosocial attitudes- These are indicated by having an interest and concern for others.

Social performance skills- These are demonstrated in appropriate in direction with others.

Empathetic ability- It refers to one’s ability to identify with others.

Emotional expressiveness- It describes one’s “emotionality” towards others.

Confidence- Confidence in social situations is based on one’s comfort level in social situation.

3. Albrecht’s Five Part of Model of Social Intelligence:

Albrecht (2005) suggests this model and its five key dimensions (SPACE) as a descriptive framework for social intelligence:
(a) **Situational Radar (S, Awareness)** - It involves the ability to "read" situations, understand the social context that influences behavior and choose behavioral strategies that are most likely to be successful.

(b) **Presence (P)** - It is also known as "bearing" Presence which refers to the external sense of one's self the others perceive, self confidence, self respect and self worth.

(c) **Authenticity(A)** - The opposite of being "phony" authenticity is a way of behaving which engenders a perception that one is honest with one's self as well as with others.

(d) **Clarity(C)** - It is the ability to express one's self clearly, use language effectively, and explains concepts clearly.

(e) **Empathy (E)** - More than just an internal sense of relatedness or appreciation for the experiences of others, empathy in this context represent the ability to create a sense of connectedness with others; to get them on your wavelength and invite them to more with and toward you rather than away and against you.

4. **A Cognitive Performance Model of Social Intelligence:**

Weis & Sub (2005) purposed a performance model of social intelligence:

![Diagram of social intelligence model](image)

**Figure 1: Five domains of social intelligence, adopted from Weis & Sub (2005)**
**Social understanding**- The core ability domain of social intelligence is social understanding. It includes cognitive operation subsumed under reasoning requirements. Social understanding requires individuals to understand or interpret social stimuli against the background of the given situations. The stimuli can vary according to their complexity (e.g. from a simple facial expression to a sequence of interactions between persons) and should allow conclusion about a person's emotions, thoughts, intentions, motivations or personality traits.

**Social memory**- Weis & Sub defined social memory as the storing and recall of objectively given social information that can vary in complexity.

**Social perception**- Social perception means the ability to quickly perceive social relevant information in more or less complex situations.

**Social creativity**- Social creativity refers to the production of as many as diverse solutions or explanation as possible for a social situation or problem. Empirical work (Jones & Day, 1997; Lee, Day, Meara & Maxwell, 2002) operationalized social creativity flexibility as the fluent production of possible interpretations of a social situation.

**Social knowledge**- In literature, social knowledge is defined as knowledge about social world (i.e. social rules, social matters, etc.) (Canton & Kihestrom, 1987; Vernon, 1993). And operationalization reflect knowledge as good etiquette in every specific setting (e.g. diner related knowledge; Lee, Wong, Day, Maxwell and Thorpe, 2000). All together, social knowledge can not be seen as pure cognitive ability and does not fulfill the typical requirement of a general ability construct that is valid in heterogeneous situations.
5. Goleman’s Model of Social Intelligence:

Goleman (2006) presents a model of social intelligence that includes the synergistic interplay of brain and biology. He explains that our brain physiology is shaped by our social interactions. He describes the difference between two brain processes “high road” and “low road”. The high road use a comparatively slow neurological pathway when we analyze and consciously think. High road thinking runs through neural systems that work methodologically thinking is instinctive and provides us with intuitive feelings (Ledoux, 1998; Galese, 2007). Low road operations in the amygdale are emotionally based; they allow us to talk into a remu and sense a silent disagreement, According to Goleman, social intelligence is the ability to effectively use both low roads and high road processes. Goleman’s model of social intelligence is descriptive, not definitive. In his model, social intelligence is organized into two broad categories: social awareness and social faculty.

1. Social awareness- The first category of social intelligence, social awareness encompasses primel empathy, attunement, empathic accuracy and social cognition.

(a) Primel empathy is the ability to sense and make meaning of another’s non verbal emotional signals, communicated unconsciously through facial muscles (Ekman, 2007)

(b) Attunement refers to the ability to listen with full receptive capabilities. When faculty members focus attention on the individual speaking, they are making an effort to connect on a personal level by listening intentionally.

(c) Empathetic accuracy has to do with understanding another person’s thoughts in the area of empathetic accuracy suggests that our reading of the thoughts and feelings of others can be accurate (Ickes, 2001).

(d) Social cognition is an understanding of the norms and mores of a changing environment.
2. **Social Faculty:**

The second category of social intelligence is social faculty, encompasses synchrony, self presentation, influence and concern extents.

(a) Synchrony refers to smooth interaction by an individual at the nonverbal level. Since much of our communication in nonverbal (Mehrabain, 1981), we perform a mostly unconscious social dance that causes individuals to react to social cues without thinking about it.

(b) Self presentation is the ability to present oneself effectively.

(c) Influence is the understanding of and ability to shape the outcomes of social interactions.

(d) Concern extents the idea of empathy by adding action and caring about other’s need and then behaving accordingly.

3. **Emotional intelligence:**

The non-cognitive aspects of intellectual behavior were realized by Weschsler (1943). He asserted that non-cognitive ability is essential for predicting one’s ability to succeed in life. Weschsler was not only researcher who saw non-cognitive aspects of intelligence to be important for adaptation and success, Robert Thorndike was also writing about “social intelligence”. Howard Gardner began to write about “multiple intelligence”. Gardner (1993) proposed that inter and intrapersonal intelligence are as important as the type of intelligence typically measured by IQ and related tests. These early attempts indicated that non-cognitive factors are not only admissible, but also necessary.

Salovey and Mayer coined the term “emotional intelligence” in 1990. They described emotional intelligence as “a form of social intelligence that involves the ability to monitor one’s own and others feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action”.

In the early nineties, Daniel Goleman popularized the concept of emotional intelligence with the publication of his book entitled “Emotional intelligence why it can
matter more than IQ”. According to him emotional intelligence may be the best predictor of success in life.

**Models of Emotional Intelligence:**

Emotional intelligence has been conceptualized in two distinct ways or models. First, it has been conceptualized as ability model, which describes emotional intelligence as a set of abilities. Second, it has been conceptualized as a set of personality traits.

1. **Ability Model:**

**Mayer, Salovey and Caruso’s Ability Model of Emotional Intelligence:**

According to Mayer, Salovey and Caruso’s (2000) ability model, emotional intelligence refers to ability used to process information, about one’s own emotions and emotions of others. In this model there are four branches: emotional perception, emotional integration, emotional understanding and emotional management as shown in figure 2 below.

(a) **Emotional Perception**- It is an ability to register, attend to and decipher emotional messages as they are expressed in a variety of context.

(b) **Emotional integration**- It refers to an ability to access and generate feelings which facilitate thought. Emotions can enter the cognitive system as explicit thoughts about specific feelings. Such as happy, sad, frightened or angry and by making us think in a way that is congruent with our mood states.

(c) **Emotional Understanding**- It is an ability to comprehend the implication of emotions. People with well-developed emotional understanding can understand how emotions change over time, and how the temporal pattern of emotions can affect relationships.

(d) **Emotional management**- It is an ability to regulate emotions to choose to experience and to control the way in which these are expressed. A person with well-
developed emotional management ability has the option of choosing to experience emotions, or blocking the experience of them.

Figure 2: Mayer, Salovey and Caruso's model of emotional intelligence.

Having well-developed abilities to perceive, integrate, understand and manage emotions do not necessarily mean that these abilities will routinely be used, any more than having a high IQ means that a person will usually read intellectually demanding books.
2. Personality Trait Model:

A. Bar-On’s personality Model of social and emotional intelligence:

In Reuven Bar-On’s(2000) model of emotional intelligence, distinctions are made between five domains: interpersonal skill and the intrapersonal skill, adaptability, stress-management and mood as shown below in Figure-3.

![Figure No 3: Reuven Bar On’s Model of Emotional Intelligence]
In each of these domains there are specific skills which collectively constitute what he refers to as emotional and social intelligence.

(a) **Intrapersonal domain**- It includes skills of emotional self-awareness, self-regard, assertiveness, independence, and self-actualization. In it, an emotional self-awareness is the ability to recognize and understand one’s own emotions. Assertiveness is the ability to express one’s thoughts, beliefs and feelings in a non-aggressive way so as to define one’s rights. Independence is the ability to be self-directed and self-controlled in one’s thinking and action and to be free of emotional dependency. Self-regard refers to the ability to understand, accept and respect oneself. Self-actualization is the ability to realize one’s potential and to achieve goals that one wants to attain.

(b) **Interpersonal domain**- The following skills fall into the interpersonal domain: empathy, social responsibility and interpersonal relationships.

(c) **Adaptability domain**- Problem solving reality testing and flexibility are the skills which constitute the adaptability domain. Problem solving is the ability to identify the social and interpersonal problems, define them in solvable terms and generate and implement effective solutions. Reality testing is the ability to evaluate the correspondence between subjective experiences and external objective situations. Flexibility is the ability to modify one’s thoughts, feeling to fit with changing situations.

(d) **Stress management domain**- Stress tolerance and impulse control are the main skills in the stress management domain. In it, stress tolerance refers to the capacity to withstand the build-up of adversity, challenges, stresses and strong emotions without decompensate or emotionally “falling apart”. Impulse control refers to the capacity to resist or delay acting on an impulse and to control one’s emotions.
Mood domain - In it maintaining happiness and optimism are the principal skills. Maintaining happiness is the ability to enjoy oneself and others, to have fun, to express positive feelings and to be satisfied with life. Optimism is the ability to look on the bright side of things even in the face of adversity.

B. Goleman’s Model of Emotional Intelligence:

Goleman created a model which was characterized by four broad emotional intelligence competencies such as self and social awareness, self management and social skills. Goleman created a model which is characterized by five broad areas:

(a) Knowing one’s emotions - Observing and recognizing a feeling as it happens.

(b) Managing emotion - Handling feeling to that they are appropriate; realizing what is behind a feeling, ways to handle fears and anxieties; anger and sadness.

(c) Motivating oneself - Channeling emotions in the service of a goal; emotional self-control, delaying gratification and stifling impulses.

(d) Empathy - Sensitivity to others; feeling and concerns and taking their perspectives; appreciating the difference in “how people feel about things”.

(e) Handling relationship - Managing emotions in others; social competence and social skills, self-awareness is the essential dimensions of social intelligence.

According to Goleman, emotional intelligence would account for success at home, at school and work.

C. Cooper’s EQ Map:

Richard Cooper (1996/1997) developed an instrument called the Emotional quotient map or EQ map which evaluates the respondent’s current environment, emotional
literacy, EQ competencies, EQ values and attitudes and EQ outcomes. He presented a model of emotional intelligence, which describes three forces of competitive advantages:

(1) **Building trusting relationship**- This force involves developing specific way of creating and sustaining a long lasting trust radius with current potential customers, owns team and the entire organization.

(2) **Increasing energy and effectiveness under pressure**- This force increases personal and interpersonal energy and build a foundation for exception attentiveness and capacity to excel during stressful times, complexity and change.

(3) **Creating the future**- This force builds essential skills for taping the power of divergent views and for identifying core talent and strength in one-self and others that are rarely used as a competitive advantage. Such skills can strengthen individual and team capacities to find opportunity, problem solving and make strategic, technical and service break through.

**Development of Emotional intelligence/competence:**

Emotional intelligence/competence is a learned or an acquired ability rather genetically determined. It develops through out life. Children who develop secure attachment to their care givers develop emotional competence. Children develop secure emotional attachment if their parents are attended to their needs for safety, security and being physically cared for. The probable precursors of emotional intelligence develop gradually from infancy to adolescence in the following manners:

**Infancy:**

During the first year of life children develop rudimentary self-soothing skills such as socking and feeding for regulating their emotions and also develop skills for regulating their attention to allow themselves and their caregivers to co-ordinate their actions to sooth them in distressing situations. During first year, there is a gradual increase in non-verbal emotional expression in response to all classes of stimuli.
including those under the infant’s control and those under the control of others. Smiling, reflecting a sense of pleasure, in response to the human voice appears at 4 week. Sadness and anger in response to removing a teething toy are first evident at 4 months, facial expressions reflecting fear following separation become apparent at 9 months. They also show an increasingly sophisticated capacity to discriminate positive and negative emotions expressed by others over the course of their 1st year of life.

**Toddlerhood:**

During the second year of life they show increased awareness of their own emotional responses and also show irritability when parents place limits on the expression of their needs for autonomy and exploration. In their second year, they show increased verbal expression of emotional states, and increased expression of emotions involving self-consciousness and self evaluation such as shame, pride or coyness. This occurs because their cognitive skills allow them to begin to think about themselves from the perspective of others. They show rudimentary empathy and altruistic behavior.

**Pre-Schooler:**

Pre-schooler between 2nd and 5 years increasingly use language for regulating emotion. They use both internal speech and conversation with others to modulate their effective experience and they increasingly pretend to express emotions in play when testing or being teased by other children. During this period there is an increased awareness that we can mislead others about what we are feeling by falsely expressing emotions. More sophisticated empathy and altruistic behavior also develop.

**Kindergarten:**

Children in kindergarten between the age of 5 and 7 years increasingly regulate emotions involving self-consciousness such as embarrassment. There is also increased autonomy from care-givers in regulating emotions and also an increased use of social
skills to deal with emotions of self and others. During this period they develop an understanding of consensually agreed emotional scripts and their role in such scripts.

**Middle childhood:**

Children in middle childhood between age of 7 and 10 years prefer to autonomously regulate their emotional state rather than involving care-givers in this process, as they would have done earlier in their lives. There is increased use of emotional expression to regulate closeness and distance within relationship. Children become aware that they can feel multiple conflicting emotions about the same persons, that they can be angry with they like. They use information and memories about the emotions of self and others in multiple contents as aids in making and maintaining friendship.

**Pre-adolescence:**

During this period the age of 10 and 13 years show increased efficiency in using multiple strategies for autonomously regulating emotions and managing stress. They develop an increasingly sophisticated and understanding of the place of social roles and emotional scripts in making and maintaining friendship.

**Adolescence:**

During adolescence from 13 to 20 years there is an increased awareness of complex emotional cycles, for example feeling guilty about feeling angry, feeling ashamed? In it, youngster increasingly uses complex strategies to autonomously regulate emotions. These self-regulation strategies are increasingly informed by moral principal believes about what is right and good and what is wrong. They gradually become aware of importance of mutual and reciprocal and emotional self-disclosure and maintaining friendships.
HAPPINESS:

Our life is directly and indirectly influenced by emotional and social intelligence. These non-cognitive aspects of intelligence are no-doubt play a pivotal role in determining one’s happiness. Happiness refers to both positive feelings, such as joy or serenity and to positive states such as those involves flow or absorption.

Types of happiness:

There are mainly three types of happiness; (a) pleasant life ; (b) engaged life and (c) the meaningful life.

The pleasant life- It consists of having as much pleasure as one can, as many of the positive emotions, and learning some of the dozen or so techniques that actually work for increasing the duration and intensity of one’s pleasure. As one gets pleasure during shopping or watching television etc.

Engaged life-An engaged life is being one with the musing, being totally wrapped up in the people one loves or what one is hearing. There are no shortcuts to engaged life. The engaged life can only be had by first knowing what one’s higher strengths are, and re-crafting their life to use them at work, in love, in leisure, in parenting, and in friendship etc.

Meaningful life- A meaningful life consists of again knowing what one’s higher strength and talents are and using them in the service of something. The pursuit of pleasure makes almost no contribution at all to a satisfying life. It is pursuit of meaning and the pursuit of engagement.
Effects of happiness:

Martín Seligman (2002) has argued that positive and negative emotions may be distinguished from each other in terms of the degree to which they prepare us for win-lose or win-win transactions, or zero-sum and non-zero-sum games. From an evolutionary perspective negative emotions such as fear or anger are our first line of defense against threats for example; fear and anger tell us danger is probable or that harm is imminent. Negative emotions narrow our attention to the source of the threat and mobilize us for fight and flight. Negative emotions prepare us for zero-sum games in which there are a winner and a loser and the amount lost and won is identical, so there is no net gain from transaction. In contrast positive emotions like pleasure or contentment tell us that something good is happening. Positive emotions broaden our attention so we become aware of the wider physical and social environment. Thus positive emotions offer us opportunities to create better relationships and show greater productivity.

Theories of happiness:

Theories of happiness have been divided into three types: (1) need/goal satisfaction theories (2) process/activity theories and (3) genetic/personality predisposition (Diener 2002).

Need/Goal Satisfaction Theories:

It was theorized that we are happy because we have reached our goals such happiness as satisfaction makes happiness a target of our psychological pursuits. For example, psychoanalytic and humanistic theorists (Sigmund Freud and Abraham Maslow) respectively suggested that the reduction of tension or satisfaction of needs lead to happiness.

Process/Activity Theories:

The process/activity theorists (e.g. Emmons, 1986; Snyder, 1994) have emphasized how the process of pursuing goals generates energy and happiness. For example Mike
Csikszentmihaly, experience flow in daily life tend to be happy. And his work suggests that engagement in activity produces happiness.

**Genetic / Personality Predisposition Theories:**

These theories tend to see happiness as stable, whereas theorist in the happiness-as-satisfaction and process/activity camp view it as changing with life conditions (Diener and Larsen, 1984 Watson, 2000). Costa and McCare (1988) found that happiness changed little over a 6 year period, thereby leading credence to theories of personality-based or biologically determined happiness. Lucas and Fujita (2000) showed that extraversion and neuroticism, two of big-5 factors of personality, were closely related to the characteristic of happiness.

**Creativity and Productivity: Broaden and Build Theory:**

Barbara Fredrickson (2002) has developed the broaden and build theory of positive emotions to explain how positive affective experience not only signal personal well-being but also contribute to personal growth and development. Many negative emotions such as anxiety or anger narrow people’s momentary thought action repertoires, so that they are ready to act in a particular self-protective way. Positive emotions, in contrast, broaden momentary thought action repertoires. This broadening of momentary thought action repertoires offers opportunities for building enduring personal resources, which in turn offers the potential for personal growth and transformation by creating positive or adaptive spirals of emotions, cognition and action. Increased social support artistic and scientific productions, and successful problem-solving experiences are all relatively enduring outcomes of joy and may contribute to personal transformation and development. This, in turn, may lead to more positive emotions contentment; other positive emotions may create an urge to contemplate our life circumstances. This may lead to new and more positive ways of viewing ourselves and the world around us and of carrying on our day to day lives. Further positive emotions may arise from these new and enduring insights and practices. This process is diagrammed in Figure 4.
There is good evidence that positive mood states broaden thought–action repertoires. Clinical studies of bipolar disorder show that manic and hippomanic states are associated with over inclusive thinking and that bipolar patients treated successfully with lithium show diminished creativity. In laboratory a bias towards global visual processing and broaden attention is shown by people with positive mood states or people who receive success feedback on laboratory tasks show a bias towards local visual processing.

Figure 4: The Broaden and Build Theory of Positive Emotions by Barbara Fredrickson
Causes of Happiness:

Pleasure and pursuit of pleasure may sometimes, but not always, lead to happiness. For example, the repeated short-term pleasure of smoking cigarettes or using other drugs may lead to the long term unhappiness associated with illness. An act of murderous revenge, assault, rape, or theft may bring immediate satisfaction or short term pleasure but in the long term they may reap social, psychological or physical consequences which lead to misery and despair. Individual differences in happiness may be partly accounted for by differences in personality which are partially genetically determined. The set-point for happiness that is the stable point around which people’s mood varies over periods such as a decade is about 98 percent genetically determined. (David Lykken, 1999).

A review of researches related to emotional, social intelligence and happiness has been presented in the next chapter.