CHAPTER-2
REVIEW OF LITERATURE

As the new millennium advances Psychology now focuses more on positive approach of human development. Earlier the changes occurring during the adolescent period were often portrayed in largely negative terms. The popular stereotypic picture of adolescence as a period of "storm and stress" turbulence, inner turmoil and confusion changes and emerges as a relatively peaceful, tension-free, and full of energy and happy period of life. The success in life is dependent more upon emotional and social intelligence rather than academic intelligence.

Most people view emotional intelligence as being a relative new field, fragments of the concept has been identified by cognitive intelligence researcher for over a century. The first book on emotional intelligence was published in 1872 by Charles Darwin entitled “The expression of the emotions in the man and animals.” This was the first comprehensive study and written account of the expression of emotions and is still valid today.

Daniel Goleman (1995) wrote a book entitled as “Emotional Intelligence: why it can matter more than IQ,” created an explosive of EI research, book, instruments and training. Salovey and Mayer coined the term “Emotional Intelligence” in (1990). They described EI 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.”

Mayer and Salovey (1993) initiated the pioneering work in the field of emotional intelligence, They criticized the authors linking emotion and intelligence by explaining that many intellectual problems contain emotional information that must be processed. Salovey and Mayer (1990) regarded emotional intelligence as a type of social intelligence that involves the ability to monitor one’s thinking. Christophe and Rime (1997) examined the impact of being exposed to communication. Emotion involves a social sharing
process in which the subject communicates about emotional intelligence. First, it was predicted that being exposed to the social sharing of an emotion is emotion-inducing. Second. It was reasoned that this holds true, then the listener should later engage in socially sharing with other persons and emotional narrative heard. Their predictions were supported. Exposure to a social sharing situation was confirmed as itself emotion inducing. Both studies also showed that exposure to the sharing of highly intense emotional episodes elicited more repetitive secondary social sharing and a superior number of target persons than exposure to episodes of low or of moderate emotional intensity.

In 1996, Dr. Reuven Bar On explained emotional intelligence as it reflects our ability to deal successfully with people and our feelings. He concluded on the basis of his research that emotional intelligence is helpful in predicting one’s success in personal pursuits.

Emotional intelligence is an acquired ability. In 1997, Richardson and Evans explored some method for teaching social and emotional competences within culturally diverse society. Their purpose was to help students connect with each other in order to assist them developing interpersonal, intrapersonal and emotional intelligence, arguing that these intelligence are essential for personal accomplishment.

Parents play a pivotal role in the development of emotional intelligence. Martinez (1999), in his study, surveyed 11-15 years olds to assess their perception of their parent’s influence on their emotional intelligence and their own emotional intelligence, as well as their task-oriented (TO), social functioning (SF), and depression symptomatology. Path analysis disclosed a substantial effect of parental modeling, encouragement, facilitation and rewarding on the social intelligence, emotional intelligence and important effect of emotional intelligence on TO, SF and DS were found.

Emotional intelligence is helpful in enhancing the social network. As A.F kutter, A.M LaGreca and M.J Prinstein (1999) studied that the significance of having close sex
friendships in adolescent with only same-sex friends were compared with both same and cross-sex friends in terms of their social and emotional functioning. In addition, the friendship qualities (companionship, intimacy, pro-social support, esteem support) of adolescents with same and cross-sex friendship were compared. Result reveals that having a close cross-sex friend is a common experience in adolescence and increases with adolescent’s age. Findings reveal that adolescent reported more companionship in their same Vs cross-sex friendships; younger adolescent’s girls reported more prosocial support in their same Vs cross-sex friendships, and adolescents boys reported receiving more esteem support from their cross-sex friends.

Empathy is particularly an important aspect of emotional intelligence, and researchers have known for years that it contributes to occupational success. Rosenthal and his colleagues at Harvard discovered over two decades ago that people who were best at identifying others emotions were more successful in their work as well as in their social lives. More recently, a survey of retail sales buyers found that apparel sales reps were valued primarily for their empathy. The buyers reported that they wanted reps that could listen well and really understand what they wanted and what their concerns were.

Barret and Gross (2001) suggested on the basis of their study that emotions can be generated and regulated in better or worse ways and how individuals go about doing this shape their adaptive success. Schutte, Malouff, C. Bobik and T.D Coston (2001) also examined the link between emotional intelligence and interpersonal relations. In study 1 and 2, participants (college students: mean 27.5 years old) with higher scores for emotional intelligence had higher scores for empathic perspective taking and self-monitoring in social situation. In study 3, the participants with high scores for emotional intelligence had higher scores for social skills. In study 4, the participants with higher scores for emotional intelligence displayed more co-operative towards partners. In study 5 the participants with higher scores for emotional intelligence had higher scores for close affectionate relationships. In study 6, participant’s scores for marital satisfaction were higher when they related their marital partner higher scores for emotional
intelligence. In study 7, the participants anticipated greater-satisfaction in relationship with partners described has having emotional intelligence.

Emotional intelligence is related with happiness. There are plethoras of studies emphasizing the significant relation of emotional intelligence with happiness or well-being.


Furnham and Petrides (2003) studied relationship with trait emotional intelligence and happiness while investigating the association of happiness with cognitive ability and trait emotional intelligence. Trait emotional intelligence was found to be positively associated with happiness. Cognitive ability was not related either to happiness or to trait emotional intelligence. This study showed that a large amount of variance in happiness is determined by people's emotions related perceptions and disposition like, for example, emotional regulation, relationship skills and social competence. As in 2003, Brackett and Mayer reported that emotion affects behavior, because it correlates with positive social relationships.

Donaldson-Feilder and Bond (2004) compared acceptance and emotional intelligence in the terms of their ability to predict various well-being outcomes (i.e., general mental health & physical well-being and job satisfaction). Results from United Kingdom workers showed that emotional intelligence did not significantly predict any of the well-being outcomes, after accounting for acceptance and job control. Acceptance predicted general mental health and physical well-being, but job satisfaction and job control was associated with job satisfaction only. Results supported the suggestion that not controlling one's thoughts and feelings may have greater benefits for mental well-being than attempting consciously to regulate them.
Gannon & Ranzijn (2005) predicts unique variance in life-satisfaction beyond IQ and personality. Warner and Bosco (2005) reported that couples who are both low in emotional intelligence report less happiness in their dating relationship.

Similarly in 2005, Brackett, Cox, Gaines & Salovey examined a study on college age couples. They completed the M S C E I T and then answered the questions about the quality of their relationships. The couples were classified by how well matched the partners were in emotional intelligence. The couples in which both individuals scored low on M S C E I T reported the greatest unhappiness with their relationship, as compared to the happy rating of the other two groups. The couples in which both partners were emotionally intelligent were very happy. Further more, couples in which only one partner had high emotional intelligence tending to fall in between the other groups in happiness. Extremera and Berrocal (2005) and Gannar and Ranzijn (2005) reported that emotional intelligence predicts happiness.

Tamra Sillick and Nicola’s (2006), research explained the extent to which perceived parental love is associated with happiness level in adulthood and investigated whether emotional intelligence and self-esteem mediate the relationship. Emotional intelligence and self-esteem were related to both perceived parental love and happiness. The relation between perceived parental love and happiness were mediated by emotional intelligence and self-esteem. When perceived maternal and paternal love was explained separately, maternal love was positively associated with adult happiness with mediation through higher emotional intelligence and self-esteem. While early paternal love had a direct association with adult happiness, there was no mediating effect of self-esteem or emotional intelligence. Also only maternal love made a unique contribution to predicting adult happiness, suggesting that perceived love received from a mother during childhood may be particularly important to the development of happiness.

Amal Jugdesh (2006) aimed at exploring and finding the correlation among emotional intelligence, happiness and self confidence in university students. They also investigated the effect of the gender on emotional intelligence, happiness and self
confidence. Their results revealed that, emotional intelligence was positively related to happiness and self-confidence. Further the results indicated that there existed no significant mean differences in total scores on emotional intelligence and happiness and self-confidence due to gender.

Chamorro-Premugic, Bennett and Furnham (2007) found that the four of big-five factors, namely stability, extraversion, conscientiousness and agreeableness, were positively correlated with both happiness and trait emotional intelligence, which explained 18% of unique variance (over and above age and Big-Five) in happiness. Further a significant amount of shared variance between happiness and big-five was explained by trait emotional intelligence, which partly mediated the path from stability and conscientiousness to happiness and fully mediated the link between agreeableness and happiness.

Adrian Furnham and Irene christoforous (2007) indicated through their study which set out to re-examine the predictors of self reported trait happiness types. It was hypothesized that extraversion and neuroticism would be respectively positively and negatively correlated happiness, and trait emotional intelligence would be positively predictors of happiness. It was hypothesized that specifically individual difference variables (extraversion, trait emotional intelligence, religiousness, neuroticism) would be predictive of different happiness conditions or motivations. They found that neuroticism was not a significant predictor of negative happiness, this study demonstrated that high trait emotional intelligence and extraversion are predictive of over all happiness and most happiness types, although other factors, like religiousness are also important. Permuzic, Bennett and Furnham (2007) found emotional intelligence as a strong predictor of happiness.

Sparkman and Larry Austin (2008) conducted a study on emotional intelligence, which is considered as a predictor of student’s retention and performance overtime. Their study suggests that there is a statistically significant relationship predominately between empathy, social responsibility, impulse control, flexibility and enrollment status and
graduation status. The emotional subscales, that positively predictor were self-actualization, social responsibility and happiness. Gallagher and Brodrick (2008) found emotional intelligence as a pertinent predictor of happiness.

Hafen Christoper, Kamlesh singh and Brett Laursen (2010) examined the relations among the Big-five personality trait, emotional intelligence and happiness of male-female university students. Their findings revealed that specifically for females, emotional intelligence mediated association from conscientiousness and emotional instability to happiness, while males evidenced only direct association. The finding suggests different associations than those of past studies regarding personality and happiness in western sample. According to this study, results from an Indian sample, emotional intelligence may serve as an intermediary from personality to happiness for females, but has independent contributions to happiness for males.

Samuel .S. Salami (2010) investigated how emotional intelligence, self-efficacy and psychological well-being contribute to student's behaviors and attitudes. They found that emotional intelligence, self-efficacy, happiness and life-satisfaction over and above depression predicted student's behaviors and attitudes. The research indicates that the need to emphasize positive psychology in improving the positive elements in students proactively rather than retroactively trying to solve problems that emerge in order to improve the quality of higher education.

Meetu khosla and Vandana Dokania (2010) examined the influence of happiness on experienced affect, emotion regulation and emotional intelligence. Happy as compared to unhappy men had significantly greater in emotional intelligence. Similarly happy women were found to be more emotionally intelligent than unhappy women. The findings revealed the significance of happiness in promoting emotional intelligence.

Meisler (2010) has proposed this study which has shown that employees with higher level of emotional intelligence are assets to their organization and examined the effect of emotional intelligence on aspects of organizational politics, employees work
attitudes, formal and informal behavior, feeling of justice, burnout and the link. The result showed that those employees with high level of emotional intelligence were more satisfied with their jobs and more committed to their organization and they were happier than those employees whose emotional intelligence is low.

Joshi and Narender, (2011) Explored the role of emotional intelligence and perceived paternal - support in happiness among young adults and concluded that emotional intelligence has positive association with happiness and three out of five variables of emotional intelligence such as handling relationships, motivating oneself and self awareness emerged as significant predictor of happiness among young adults.

Over the years, a growing interest has been manifested in the concept of social intelligence (the ability to understand and manage men, women, boys and girls to act wisely in human relations). It consists of three main elements which are: capacity for social towards society, social knowledge and individual’s capacity for social adjustment (Thronike, 1920). It has highlighted that in various fields today the capacity of the individual to interact effectively with his/her environment is of primary importance. The emphasis placed on inter personal relationships during the period of adolescence is itself a reflection of the importance of social intelligence. There are some studies emphasizing the significant relation of social intelligence with happiness.

B.Headey, E.Holemstrom and wearing (1984) presented that ill-being as distinct, although not orthogonal dimensions using data from an Australian panel study (N-942), four measures of well-being (life as a whole index), self fulfillment index, index of positive affect and 3 points happiness scale and three measures of ill-being, index of negative affect, index of romantic complaints and worries index were factor analyzed, comforting the existence of distinct dimensions. The value of the distinction was underlined by findings indicating that well-being and ill-being have different correlates and cause. Well-being depends more than ill-being on the personality traits of extraversion and optimism and also on the existence of supportive social networks. Ill-
being is more strongly related to socio-economic status, poor health and low scoring on trait “personal competence”.

Costa, McCare and Zonderman (1987) noted that laypersons and social scientists typically assume that well-being or happiness is a response to objective circumstances or events. The study contributes to the literature showing that stable individual differences are more predicting well-being.

Diener, Suh, Lucas and Smith (1999) identifying social economic factors that contribute happiness. They observed that education level is positively correlated with happiness and this relationship particularly strong for low income groups in developed countries.

Further it was reported that association between marital status and happiness has been found in studies of 40 nations around the world regarding the divorce rate of living in an individual culture. Mayer (2000) concluded that married people are happier than unmarried people by than divorce, separated or never married. However the least happy of all people are trapped in unhappy marriages.


Phylamean Lila Desy (2009) looked at whether experience, such as going on a vacation, being greater happiness that marital acquisition, such as purchasing a new car. Her study revealed that the positive purchases, the conventional wisdom that experience has a higher happiness pay off is probably accurate. The result of this study also suggests that this is not the case of every one.

Mare Hooghe (2011) demonstrated that subjective well-being and one’s view on society are two distinct concepts. Both measurements are related, however with some spill-over effect from individual well-being toward the assessment of society. Most
notable, ethnocentrism does not have any impact on subjective well-being. But it has a strong (-ve) impact on the view on the society. Ethnocentrism has a strong effect on distribution of discontent with society.

On the basis of above studies it may be concluded that emotional and social intelligence play a pivotal role in determining one’s happiness.