CHAPTER I

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Emotion is an affective process which is of great importance in human life. Even Plato noted at 2000 years ago that ‘all learning has an emotional base’. Additionally, it is the soul of every human relationship. It is just impossible for human being to live without emotions such as joy, happiness, love, fear, anger, sorrow etc. So being very important and significant part of human life and the motivation for behavior, emotions are the most important ingredient of human nature. Emotions refer to positive and negative feelings that are produced by particular situations. Emotions are ultimately associated with feelings. If we suppress our feelings, it leads to abnormal behavior across the life span (Plutchik, 2000). So it is very necessary to express the feelings for our well being. But it is very important and difficult to express the emotions in proper manner. It is the ability or skill to understand one’s own emotions and that of others, and to deal effectively with them, more specifically it is called as ‘emotional intelligence’.

The intelligence quotient is a score resulting from one of the several different standardized tests to measure intelligence. In various field IQ been used to evaluate giftedness, and sometime underpin recruitment. Lot of studies argued that IQ or conventional intelligence is too narrow: some people are academically brilliant but socially and interpersonally incompetent. Success does not automatically go behind those who possess a high intelligence score. It has been recently proved that emotional intelligence is more and more relevant to important life related outcomes because its principles provide a new way to know and appraise the behaviors, interpersonal cleverness, management approach, attitude, and potential of people. Misra (2007) argued that better communication skills and feelings of people promote more productive living. More specifically it includes self acceptance, anger management, ability to cooperate, resolve conflict, and the power to express one’s self, peacefully and
honestly. Emotional intelligence helps people get harmonized. Emotional intelligence is the new era in the field of psychology. Keeping in view the importance of emotional intelligence in personal and professional life of human beings, the present study is aimed at studying emotional intelligence in relation to gender, socio-economic status, family environment and area of living (rural and urban).

1.1 Emotional Intelligence

1.1.1 Historical Perspectives of Emotional Intelligence

The historical roots of emotional Intelligence can actually be traced back to the nineteenth century when Darwin worked on the importance of emotional expression for survival and adaptation (Darwin 1872/1965). The importance of the relationship between emotion and cognition was already recognized by the earlier philosophers (Aristotle, 1984; Spinoza, 1677). Socrates declared that the attainment of self knowledge is greatest challenge to humanity. Aristotle added that this challenge was about managing our emotional life with intelligence (Lajoie, 2002). Aristotle (1984) emphasized the importance of understanding the reason underling angry behavior at the right time and that to the proper extent. Spinoza (1677) believed that both the emotion and the intellect together contribute to the ultimate cognitive tool. According to him there are three levels of cognition (or knowledge), that are emotional cognition, intellectual cognition and a kind of intuition. Ellis (1962) argued that human emotion and thinking are not separate processes, both are matching but that they significantly overlap and can never be viewed completely apart from each other.

Emotional intelligence gained popularity toward the end of the 20th century, but its foundation had already been laid down by earlier psychologists and philosophers, when Edward Thorndike (1920) identified his concept of social intelligence. Thorndike (1920) conceptualized intelligence into three broad categories: abstract or verbal, visual or spatial, and social or practical
intelligence. Social intelligence is less researched because of the difficulty in distinguishing it from the other two types of intelligences, both theoretically and empirically. Social intelligence may be subdivided into emotional and motivational intelligence (Mayer and Geher, 1996). According to Wagner and Kihlstrom (1987) motivational intelligence involves understanding emotions such as affiliation, need for achievement, power as well as understanding tacit knowledge related to these motivations and goal settings (Cantor and Kihlstrom, 1987). Humanistic psychologists like Maslow (1954) describe how people can build emotional strength in his ‘theory of self actualization’, this is relevant to emotional competencies, by knowing that self-actualizers naturally have stronger emotional quotient than non-self-actualizes.

In the last two to three decades the field of psychology broadened the ‘non-intellective’ paradigm of these early psychologists as, Gardner (1983) introduced the idea of multiple intelligence, in his book “The Scattered Mind”, he included intrapersonal and interpersonal intelligences. He conceptualized intrapersonal intelligence as the ability to understand one’s own emotion, and interpersonal intelligence as the ability to understand other’s emotion and intentions. The third components of Sternberg’s (1985) triarchic theory, contextual intelligence overlap with emotional intelligence because it is concerned with the management of one’s ability to handle everyday life affairs in an efficient and practical way. Additionally, Saarni (1997a) describes emotional competence as including eight interrelated emotional and social skills. In the last ten years emotional intelligence has received much attention as an aspect that is potentially useful in understanding and predicting individual performance and success in the workplace.

The first academic use of the term ‘emotional intelligence’ is typically attributed to Payne’s doctoral thesis, in the year 1985 (Payne, 1986). Afterwards, in the year of 1990, Mayer and Salovey were published in two academic articles in journal and trying to develop a scientific and objective way of measuring the difference between people’s ability in emotional area. They
found that some people were better than others at things on self awareness, social awareness, and problem solving involving emotional matter. They have been very cautious about making claims as to what emotional intelligence means on a practical level and what it might predict in terms of success, happiness or the ideal member of society. Further Bar-On (1997) claimed about emotional-social intelligence, which is composed of a number of interpersonal and intrapersonal competencies, skills and facilitators that combine to determine human behavior. However, the person most commonly associated with the term 'emotional intelligence' is actually a writer and consultant of New York, named Goleman. In 1992 he was doing research for a book about emotions and emotional literacy when he discovered the 1990 article by Salovey and Mayer. Additional in 1995 Goleman wrote a book named Emotional Intelligence: why it can matter more than IQ? This book became a best seller book in international level. In his book he collected a lot of interesting information on the brain, emotions and behavior. Goleman (1995) in his bestselling book, made a very provocative chain about the importance of emotional intelligence by comparing with IQ. He claimed that IQ contributes 20% in life success; whereas emotional intelligence has to be filled remaining contribution. He said that if IQ contributed up to 20% of life success, the remaining has to be filled in by emotional intelligence. In his book, Goleman discussed at length the significant contribution of emotional intelligence to success at home, at school, and at work. Goleman’s book of emotional intelligence (1995) has led to widespread use of emotional intelligence in business, industrial training and education.

Taken into consideration the above historical perspectives of emotional intelligence it can be stated that in the field of psychology, the historical thought behind emotional intelligence is not totally new. Although emotional intelligence is one of the modern development in the field of intelligence the existing models of emotional intelligence are overlapping in some extent with many other constructs such as practical intelligence, social intelligence, intra and interpersonal intelligence, and practical intelligence etc.
To know more about the concept of emotional intelligence (EI) or emotional quotient (EQ) it becomes necessary to understand the nature of emotion; here we shall try to explore the concept ‘emotion’ through previous literature.

1.1.2 Emotions

Emotions are reactions consisting of physiological reactions, subjective cognitive styles and expressive behaviors. Emotions influence the way we think, i.e. how we process information about ourselves or the external world (Sharma, 2000). Persons in a good mood are able to process information effectively, but they are less motivated to do so when in a neutral mood. When emotions are guided constructively, they enhance intellectual performance. When the Ss are treated warmly while being administered Intelligence Quotient (EQ) tests, they score higher as compared to when they were treated harshly (Rosenthal and Forgas, 1991).

According to Goleman (1995) people who have a control over their life can manage and know their feelings well and read and deal effectively with other people’s feelings. In contrast, he suggests that the people who have lack of control over their emotions they fight inner battles that damage their ability to focus on work and thought clearly.

Emotion has traditionally been identified as a category different from cognition or reasoning. The ‘New Shorter Oxford English Dictionary’ (1993) “defines emotions as any of the ‘natural instructive affections of mind (example – love, horror, pity) which come and go according to one’s personality, experiences, and bodily state, mental feelings. Also mental feeling as distinguished from knowledge and from will. In psychology emotion has been conceptualized differently in various theories like the James-Lange theory (James, 1984 and Lange, 1985), the Cannon-Bard theory (Cannon, 1927 and Bard, 1934), behaviorist theories (Skinner; 1938, 1953, Watson, 1924), motivational theory (Leeper, 1948), psychoanalytic theory (Rapaport, 1950),
attitude theory (Bull, 1952), and activation theory (Scholsberg, 1954). In addition, other psychologists (Drever, 1952; Frijda, 1986; Lazarus, 1991; Plutchik, 1962; Rathus, 1990) have given their own definition of emotion. However, there appears a tendency to consider emotional state as a complex organismic reaction involving a high level of activation and visceral changes, accompanied by a strong feeling, or affective states. Emotion is, therefore, often treated as an aroused state of the organism involving conscious, visceral, and behavioral changes. Also, as it is commonly conceived, emotion is intimately associated with feelings (Sibia, Srivastav and Misra, 2003).

Human feelings are complex and multilayered aspects. Self-awareness is a major dimension of emotional intelligence it helps us to identify and label our feelings and to understand their causes and effects in our life. Schutte and Malouff (2002) suggested that people are often expected to control their ability to recognize, regulate and control emotions which has been found to be associated with such personality characteristics as greater persistence at a challenging task, more positive mood and more resistance to negative mood induction, more empathy and better social skills as well as better relationships with others.

According to Smith (2002), emotions are internally manifested and may include perceptual, psychological and cognitive components existing simultaneously on different levels; biochemical (cellular level), physiological (body system level), psychological (or individual level) and interpersonal (group or sociological level) within the system. Emotions are neurotransmitters with specific effects and structures. The human brain follows patterns or neural pathways. Sets of ideas and feelings from that become our filters of how we interpret the world. Emotions connected to an events (or a stimulus) that yields a reaction – an expression or behavior, a complex reaction pattern of changes in nervous, visceral and skeletal-muscle tissues in response to a stimulus (Smith, 2002). He further argued that the type and intensity of the reaction is suitable to the stimulus, which may be pleasant, threatening or of another type of nature.
1.1.3 The Concept of Emotional Intelligence

Emotional intelligence (EI) is a relatively new area of research in the Indian context. The term emotional intelligence itself was used in the 1960s in an incidental fashion in literary criticism (Van Ghhent, 1961) and Psychiatry (Leuner, 1966). At the end of the 19th century, it was employed more extensively in a dissertation (Payne, 1986). The merging of emotion and intelligence as a cognitive ability under the caption emotional intelligence was formally proposed by Yale psychologist Salovey and Mayer in 1990 in the ‘Journal of Imagination and Personality’. The concept was popularized by Goleman’s (1995) bestselling book ‘Emotional Intelligence’ the cover article in the ‘Time’ (Gibbs, 1995) and then some other popular books.

Salovey and Mayer (1990) at first used the term “Emotional Intelligence” in published writing and defined emotional intelligence as: “a form of intelligence that includes 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 actions”. Again, they (Salovey and Mayer, 1997) improved the definition of emotional intelligence as “the ability to perceive emotion, to assess and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth”. After some days Salovey, Mayer and Caruso (1999) had given one another definition of emotional intelligence as “the ability to process emotion-laden information completely and to use it to guide cognitive activities like problem solving and to focus energy on required behavior”.

According to the cognitive model of emotional intelligence introduced by Salovey and Mayer, emotional intelligence chiefly focuses on the complex potentially intelligent tapestry of emotional reasoning. Emotions express knowledge about a person’s relationship with the world; it is the assumption of this view.
Emotional intelligence involves ability to managing emotions, empathy, awareness about self, motivating others, and handling relationships in our life circumstances. According to Mayer, Salovey, Caruso and Sitarenios (2001) emotional intelligence is the ability to perceive accurately, appraise, and express emotion: the ability to access and or generate feeling when they facilitate thought: the ability to understand emotion and emotional knowledge: and the ability to regulate emotions to promote emotional and intellectual growth. Emotional intelligence is multifaceted in nature, including individuals skills and insights, regarding inter and intrapersonal factors which influence the competency profile of person (Mayer, Salovey and Caruso, 2004). It means human beings are both rational as well as emotional in nature. Emotional intelligence implies something having to do with the intersection of emotion and cognition. Hence, According to Salovey, Bedell, Detweiler, and Mayer, (2000) adaption and coping abilities in life are depends on the functional combination of both rational and emotional capacities. It involved the ability to reason using emotions and of emotions to enhance reason. Emotional intelligence is a highly important skill that numerous individuals have accounted for their success. It is dynamic yet practical concept. Salovey, Brackett and Mayer, (2004) states that emotional intelligence is a set of skills which contribute to the actual appraisal and emotional expression, the effective regulation and control of emotion, and the use of feelings to motivate, plant and achieve the processes involved in the recognition, use, understanding and management of one’s own and other’s emotional states, to regulate behavior and solving emotion related problems, are the core ingredients of emotional intelligence. In academic literature various terms have been employed as a substitute for emotional intelligence. Such terms include emotional literacy, emotional competence, emotional maturity and emotional creativity.

Goleman (1995) attracted attention of world towards the term emotional intelligence and defined emotional intelligence generally, as the ability to recognize and regulate emotions in ourselves and others.
Goleman in 1995 defined emotional intelligence as the ability to know, manage one's own emotions, and recognize them in others and to handle the relationships. According to Goleman (1995) emotional intelligence includes an abilities such ability to motivate oneself and persist in frustrations, ability to regulate impulse and delay gratification, ability to regulate one's mood and keep distress from emotional intelligence. Later, he revised his definition of emotional intelligence. He (Goleman, 1998b) defined emotional intelligence as: "the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships". His framework includes 25 emotional competencies which can be grouped into five clusters: (a) Self-awareness; (b) self regulation; (c) self motivation; (d) empathy; and (e) social skills.

Bar-On (1997) also proposed a model of emotional intelligence "as an array of non-cognitive abilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures".

Emotional intelligence, according to rational model (Bar-On, 2000) is identified in terms of an array of emotional and social knowledge and abilities that influence our overall ability to effectively relate with environmental demands. According to rational model (Bar-On, 2000) emotional intelligence includes (a) the ability of self awareness, ability to understand, and ability to one's emotional expression; (b) ability to relate others; (c) the ability to deal with strong and complex emotions and ability to control one's impulse and (d) the ability to adapt in changing circumstances and to solve personal or social problems. Emotional intelligence is closely aligned with emotional literacy and can be described as being about a set of non-cognitive abilities that influence the individual's capacity to succeed in life. It involves the integration of head and heart. The concept of emotional intelligence predominantly deals with the areas given ahead: a) the ability to understand and express emotions constructively, b) the ability to understand other's feelings and establish cooperative interpersonal relationships, c) the ability to manage and regulate
emotions in an effective manner, d) the ability to cope realistically with new situations and solve problems of a personal and interpersonal nature as they arise, and e) the ability to do positive thinking, self motivated in order to place and accomplish the goals and adequately optimistic (Bar-On, 2002).

According to the western view, emotional intelligence is a mental ability or skill to be acquired by an individual through hierarchical sequence of these abilities. It is, however, distinguished from socially valuable traits such as warmth, trust worthiness, sociability etc. This view of emotional intelligence believed that an individual's competencies can regulate through external environment. The direction of emotional regulation is externally, i.e. changing the environment for personal benefit. This has been considered as competence or reflectance. This has implications in the development of self (i.e., independent) in western cultures as compared to extended or interdependent self prevailing in non-western culture.

Abraham (1991) discussed the three components of Emotional Intelligence. First, it refers to the accurate appraisal and expression of emotion both in self and others. Second, it involves an adaptive regulation of emotions. Third, it includes the ability to use emotional knowledge to solve problems. Thus, emotional intelligence is the ability that motivates a person to pursue his unique potential and purpose, and actuates his innermost values and aspirations transforming them from things he thinks about to what he lives.

According to Saarni (1997b) emotional competency is the ability to understand, emotional management, and expression of one's socio-emotional aspects on his/her life that facilitate the successful life management. It involves awareness about self, emotional control, ability to working cooperatively, and the ability to caring about oneself and others. Heinz (2000) thinks, "Emotional intelligence is the mental ability underlying the emotional sensitivity, awareness and management skills which help us maximize our long term health, happiness and survival." Forgas (2001) argues that, emotional thought is sometime intelligent and sometime un-intelligent. Macrae (2001) claimed
that, the processing emotional experiences involve both particular trait and specific abilities.

Maree and Ebersohn (2002) continued by explaining that emotional intelligence involves various abilities like social skills, stability of emotions, compassion and truthfulness. According to Erasmus (2007) emotional intelligence is the ability to keep distress from interfering with the ability to think, to motivate oneself, to stick in the time of frustration, to control or regulate impulse, to manage one’s moods, to optimism, to execute, to be inspire and creative. Douglas et al. (2004) regard the emotional intelligence construct as a forum of social effectiveness, a set of skills enabling one “ability to read and perceive others, and ability to use such knowledge to influence others in organizational as well as other aspects of life”.

Emotional intelligence refers to a broad set of individual skills and dispositions, usually it is known as soft skills or intrapersonal skills, these skills build competency profile among human beings. According to Perkins et. al. (2005) such skills or abilities are beyond the conventional areas of specific knowledge. Emotional intelligence is the ability to acquire and apply knowledge from our own emotions and the emotions of others in order to be more successful and lead a more fulfilling life. It is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions (Heinz, 2000).

Simply, Bala (2011) explained the term emotional intelligence in terms of ability to perceive about good and bad feelings and the idea about transformation from bad to good feelings. Consequently, emotional intelligence refers to emotional reasoning used to understand and manage the expressions of emotions of self as well as others. Emotional intelligence is ability to emotional balance for increase efficiency, happiness, pleasure and well-being. Emotional intelligence is not about being nice all the time; it is not about being emotional. However, it is ability to being honest with our emotional world,
being aware of social and our own feelings and finally, it is the ability about being smart with our emotions.

The models of emotional intelligence keenly describe its various dimensions, consequently clarifying the concept more appropriately. Hence author presents here the major models of emotional intelligence.

1.1.4 Models of Emotional Intelligence

In the field of emotional intelligence the theorists such as Thorndike and Gardner are given the concrete perspective to the current experts. Each theoretical model conceptualizes one of two point of view; abilities model and mixed models. A) Ability models regard emotional intelligence as pure form of mental ability and thus as a pure intelligence. B) In contrast, mixed model of emotional intelligence combine mental ability with personality characteristics such as optimism and well-being (Mayer, 1999). Ability model of emotional intelligence has been proposed by Myer and Salovey. However, two mixed models of emotional intelligence have been proposed by Bar-On and Goleman respectively. Each model approached somewhat different conceptions. Mixed model of Bar-On is based on context of personality perspective. This model highlights the co-dependence of the ability aspects of emotional intelligence with personality traits. The model also focuses applications of emotional intelligence for personal well-being and happiness. However, Goleman put a mixed model in terms of performance, combination of an individual's abilities and personality. Goleman (2001) demonstrates the applications of corresponding effects of human ability and personality (he called it emotional intelligence) on performance in the workplace.

1.1.4.1 Four Branch Ability Model: Salovey and Mayer

First, In 1990 Salovey and Mayer coined the term emotional intelligence and they have continued to conduct a research on the significance of the construct. They proposed the 'ability model' of emotional intelligence (Mayer and Salovey, 1997). It may also term as 'cognitive model' of emotional
intelligence because it perceived emotional intelligence as a form of pure intelligence, or more specifically a 'cognitive ability'. Their pure theory of emotional intelligence integrates key ideas from the field of intelligence and emotions. From intelligence theory comes the idea that intelligence involves the capacity to carry out abstract reasoning. Some studies conducted on emotions have conveyed the notion that emotions are signals that convey regular and discernable meanings about relationships and that the numbers of basic emotions are universal (Mayer, Salovey and Caruso, 2002). They propose that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition.

Mayer, Salovey and Caruso have found it convenient to divide the abilities and skills of Emotional Intelligence into four branches: known as 'four branch ability model of Emotional Intelligence'. All the four branches are discussed here:

The first branch, 'emotional perception' is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. Emotional perception is a basic aspect of emotional intelligence; it is useful to make possible all other processing of emotional information. It also includes the ability to distinguish between honest and dishonest expressions of emotions. It includes the core capacities of identifying feelings and thoughts through proper and appropriate words in self as well as in others and discriminating between real and unreal emotional expression.

The second branch, 'emotional assimilation', is the ability to distinguish among the different emotions, one is feelings and to identify those that are influencing their thought processes. It includes the ability to use emotions to focus attention and to think more rationally, logically and creatively. It is the ability to connect emotions for assists various cognitive activities like thinking, perceiving, taking decisions, to solve problems, and communication in each other. Furthermore, it includes the core abilities of using emotions in appropriate judgment and memory concerning feelings. This ability also
includes emotional facilitation to be optimistic, using emotions in tasks requiring reasoning as well as creativity.

The third branch is ‘emotional understanding’ which is the ability associated with perceive complex emotions and the ability to recognize emotional changes. It involves a fair amount of language and propositional thought to analyze emotions. Also, it is the ability to comprehend emotion language and to appropriate complicated relationships among emotions. The basic capacities of this branch are to understand the emotional differences, the results of emotions, and identifying complex feelings etc.

‘Emotion management’, is the forth branch of this model which is the individual’s ability to connect or disconnect from an emotion. It is depending on its helpfulness in a specified situation (Mayer and Salovey, 1997). It also includes the ability to regulate moods and emotions in self and in other people. The basic capacities of this branch include the ability to emotional openness, capability to observe emotions and ability to emotional management in oneself and others by moderating harmful emotions and improving pleasant ones, without repressing or exaggerating information they may express. So, this branch is associated with the ability to be open to feelings, to adapt them in oneself and others so as to promote individual’s personal understanding and growth.

1.1.4.2 A Mixed Model of Emotional Intelligence: Goleman

Goleman, a psychologist and science writer wrote emotional intelligence (1995), the land mark book which familiarized both the public and private sectors with the idea of emotional intelligence. According to him (1995) emotional intelligence is an “abilities such as to motivate oneself and to stick with frustration, to control and regulate impulse, to control one’s mood, to think, to understand, and to optimism”. This definition of emotional intelligence includes control on self, and the ability to motivate oneself. He proposed a ‘mixed model’ of emotional intelligence known as ‘Model of
Affective Regulation'. The model proposed by Goleman (1998b) focuses on emotional intelligence as a wide array of competencies and skills that drive leadership performance. The present model involves a set of emotional competencies. This type of intelligence is something that we are born with; this is an ability which we can learn. In addition, emotional capabilities are not inborn talents, but somewhat learned skills that must be worked on and can be improve to attain terrific performance. This model outlines four main emotional intelligence constructs. Goleman’s conceptual model of emotional intelligence and corresponding emotional competencies are described as under:

The first, 'self-awareness', is the ability to read one’s emotions and recognize their impact while using gut feelings to guide decisions. In other words, it is to be aware of what one feels and being able to name which emotions is happening at any given time. It further includes the following sets of skills:

(I) Emotional Awareness: Emotional awareness is emotional recognition and to recognize their antecedents and to know how feelings affect performance.

(II) Accurate Self Assessment: It is the ability associated with knowing one's strength and weakness and to be reflective and ability to learn from experience.

(III) Self confidence: It deals with the ability to be self assured, to be decisive and make decisions despite uncertainties.

'Self-management', the second construct, involves controlling ones emotions and impulses and adapting to changing circumstance. It is the ability to use the awareness of our emotions to stay flexible and direct behavior positively. Components of self management are given below:

(I) Self control: Self control is the ability to manage disturbing emotions and impulses, staying cool and collected, positive even in difficult moments.
(II) Trustworthiness: Trustworthiness is the ability to keep standards of sincerity and integrity, building trust and authenticity.

(III) Conscientiousness: It is the ability to taking responsibility for personal performance, meet commitment and keep promises.

(IV) Adaptability: Adaptability concerns about flexibility in handling changes, to change priorities and quick changes in emotions.

The third construct, 'social-awareness', is the ability to perceive, understand and emotional reactions while comprehending social networks. It has following components:

(I) Empathy: Empathy means perceiving other’s feeling and taking dynamic interest in their concerns to show kindliness and to understand other’s perspective.

(II) Service orientation: It is about anticipating, recognizing, and meeting needs of peoples and tries to match response to need.

(III) Organizational Awareness: It deals with reading a group emotional current and power relationships, accurately read situations and organizational realities.

Finally, 'relationship management', the fourth part of this model; is the ability to motivate others, to influence and to develop others while conflict management (Goleman, 1998). It involves interacting with people and being adapt at others emotion management. It has following components:

(I) Influence: It is about using effective tactics and persuasion and to use compound strategies like indirect influence to build consensus and support.

(II) Communication: It is the ability to sending clear and persuasive message, pay attention, try for mutual understanding and welcome sharing information fully, which abilities are vital for communication process.
(III) Conflict Management: It deals with negotiation and resolving disagreements by handling difficult people and tense situation with diplomacy and tact.

(IV) Collaboration and Co-operations: It deals with working well with others towards shared goals balance a focus on task with attention to relationships by promoting a friendly cooperative climate.

In Goleman's mixed perspective self awareness and self management are related with personal competence and social awareness and relationship management are related with social competence. Goleman includes a set of competencies within each construct of emotional intelligence. According to this model emotional competencies are learned capabilities which are not innate talents and these competencies developed to achieve excellent performance. Goleman (1998) argued that every person born with a general emotional intelligence and these general EI decide their potential for learning emotional skills. According to Boyatzis, Goleman, and Rhee (1999) the organization of the emotional competencies under the various constructs are appear in clusters that support and facilitate each other.

1.1.4.3 A Mixed Model of Emotional Intelligence: Bar-On

Bar-On proposed the second mixed perspective of emotional intelligence it focuses on the concept emotional-social intelligence. Socio-emotional intelligence is interrelated with emotional and social capabilities or skills of person. These competencies facilitate to determine effective understanding, self expression, social understanding and relations, and ability to cope with daily demands. Bar-On constructed a instrument to measure emotional intelligence in terms of emotional quotient (EQ). According to Bar-On (2002) model relates to the human potential for success and performance and is considered process-oriented not outcome-oriented. Bar-On (1997) defined emotional intelligence is "an array of non-cognitive abilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures". This definition gives an attention on an
arrangement of emotional and social skills, it includes ability of awareness, understanding, and self expression, ability to relate social situation, to deal with strong emotions, ability to persuasion and problem solving with respect to social or personal nature (Bar-On, 1997). In his model, Bar-On outlines five components of emotional intelligence: ‘intrapersonal’, ‘interpersonal’, ‘adaptability’, ‘stress management’ and ‘general mood’. These aspects of ‘Bar-On Emotional Intelligence Model’ are presented below:

(a) Intrapersonal aspects: It includes self awareness and self expression. It includes its five subcomponents:

(I) Emotional self awareness: it includes the ability to recognize one’s own emotions.

(II) Assertiveness: It is the ability to define what is right, to express one’s own thought, beliefs, feelings, in a non destructive manner.

(III) Self Regard: It is the ability to respect and accept what is basically good.

(IV) Self actualization: It includes the ability to realize one’s own potential capacities, to strive to achieve personal goals and actualize one’s potential.

(V) Independence: It is the ability which is related to self direction and self control in thinking and actions.

(b) Interpersonal aspects: It includes social awareness and interpersonal relationship. It includes its three subcomponents are as follows:

(I) Empathy: It is to understand, appropriate and be aware of the feelings of others.

(II) Interpersonal relationship: It includes establishing and maintaining positive mutual relationships that are characterized by intimacy and by giving and receiving affection.

(III) Social responsibility: It is to identify with one’s social group and co-operate with others.
(c) Adaptability: It includes the change management. Following are the sub-components of this aspect:

(I) Problem solving: It is the ability to effectively solve problems of a personal and interpersonal nature.

(II) Reality testing: It is the ability to objectively validate one's feelings and thinking.

(III) Flexibility: It is the ability to adapt and adjust one's feelings and thinking to changing situations and conditions.

(d) Stress management: It includes emotional management and regulation. It has two sub-components which are presented below:

(I) Stress tolerance: It includes to withstand adverse events and stressful situations without falling apart and to cope with stress actively and positively.

(II) Impulse control: it is to resist or delay impulsiveness, by controlling emotions effectively and constructively.

(e) General mood: It is the ability which is associated with self motivation it includes following subcomponents:

(I) Optimism: It is the ability to look at the bright side of life and to maintain a positive attitude even in the face of adversity.

(II) Happiness: It is about the feeling of satisfaction with self, others and life in general.

Bar-On assumed that high achievers in emotional field are more successful in meeting environmental demands and pressures than that of low achievers. He proposed that lack of emotional intelligence among person creates failure in various fields and emotional battles. According to Bar-On (2002) emotional intelligence and cognitive ability contribute interdependently to a person's general intelligence and it offers an indication of one's potential to life success.
All of the models aim to understand and measure the elements involved in the recognition and regulation of one’s own emotions and the emotions of others (Goleman, 2001). All models believe certain key components of emotional intelligence. All three models of emotional intelligence implicate the awareness (or perception) of emotions and the management of emotions as being key elements in being an emotionally intelligent individual.

1.1.5 EI in Indian Socio-Cultural Context

As psychological processes are assumed to be culturally constituted and may be expected to vary with differences in cultural meanings and practices. Indian as well as western literature has increasingly highlighted the importance of socio-cultural context to study the nature and use of cognitive and other psychological processes (Berry, Dasen, and Saraswathi, 1997; Berry, Poortinga, Segall, and Dasen, 1992; Das and Thapa, 2000; Irvine and Berry, 1998; Misra and Gergen, 1993). Studies have shown emotion to be dependent on cognitive appraisal of experiences as well as culturally grounded process (Lutz and White, 1986; Miller, 1984). Individual approaches emotions differently across cultures, subcultures, within societies or families (Sibia, Misra and Srivastava, 2004). Therefore regulation of emotion is the attempt of the individuals to change their behaviors, actions etc. and also to adapt themselves according to the environment. Indian culture is different from that of the western culture in many respects.

Indian families are based on unlimited and everlasting emotional attachments. Other’s well being and fulfilling one’s duty constitute a dominant part of Indian traditions, along with social skills such as respecting elders or helping others constitutes the salient features of India (Bala, 2011). Emotional learning in Indian context is being viewed as a life-long process of investigating him/herself, towards the discovery of true self. The moral values like non-violence, caring, kindness, benevolence are actually the emotional expressions valued by Indians. These moral values provide the basis for emotional expressions and response. The Indian view of emotional learning
may therefore be related to the construction of 'self' through the process of self-perception and self-monitoring in accordance with the socio-cultural context.

The concept of emotional intelligence in Indian context is enriched with valuable social concern, qualities, traditions of religion, and cultural practices. In Indian context, the use of emotional intelligence concept is extremely important because Indians, by and large, have high affiliation need which, if effectively tapped through the appropriate use of concept of emotional intelligence, can lead to significant gains in the productivity. The Indian traditions has from time to time and through different systems of beliefs and practices, emphasized certain independent but interrelated concepts with reference to stress and suffering. It was also found that emotional intelligence helps to minimize the negative impact of emotions on failure (Kumar and Bhatia, 2006).

According to western view, emotional intelligence is a mental ability or skill to be acquired by an individual through hierarchical progression of these abilities. It is, however, distinguished from socially valuable traits like warmth, trustworthiness, sociability etc. This view of emotional intelligence hold that an individual become a competent or successful if a person can regulates the external environment. The direction of emotional regulation is outwardly, i.e. changing the environment of personal benefit. This has implications in the development of independent self in western cultures as compared to interdependent self prevailing in non western culture (Sibia, Misra and Srivastav, 2004). In western culture 'self' is considered as an independent, self contained and autonomous entity (Markus and Kitayama, 1991). It promotes an individual centered world view, emphasizes knowledge as means to control others and seek power and personalized control (Misra and Gergen, 1993). In contrast, 'self' in non-western societies, particularly in India, is defined in relation to others, as the person is not considered separate from the social context but more connected and less differentiated from others (Srivastav and
The Indian society prefers social identity to highly preferred self accomplishments evaluation in the western agenda of self-actualization. For example, peace of mind and being free of worries have been emphasized as aspects of self in India (Roland, 1984). The private self is more organized around 'we', 'our', and 'us' in India than in western society. People in individualistic (western) cultures often have greater skills in entering and leaving new social groups. They make 'friends' easily, and by 'friends' they mean no intimate acquaintances. In contrast, People in collectivist cultures like India have favourable skills in making new 'friends', but new 'friends' in their case implies a life-long intimate relationship, with many obligations (Triandis, Bontempo, Villareal, Asai and Lucca, 1989).

According to distinctive characteristics of the Indian socio-cultural context Sibia, Srivastav and Misra (2005a) proposed a culturally appropriate model of emotional intelligence. They proposed five dimensions of emotional intelligence:

1. Social Sensitivity: This refers to the quality of relationship between individual and between individual and groups. It also includes the way people relate to all other beings. Social sensitivity may be expressed in different ways:
   a) Showing respect for significant others, for instance, parents, elders, and all beings.
   b) Pro-social activities including helping, cooperating, comforting, showing affection, empathizing, being in relationship.
   c) Expressing and experiencing affection: It is the ability to connect with people. It also includes understanding and expressing emotions in day to day interaction and its implication for future.
   d) Building social support for oneself: This refers to the effectiveness with which one can organize others in support of oneself. It requires understanding the minds of others and influencing them in one's favor.
e) Expression and control of negative emotions such as anger, aggressiveness, unhappiness, jealousy, greed, and intolerance.

2. Time Orientation: This dimension refers to the awareness of the significance of time. The importance of time is reflected in emotional intelligence in relation to the following:
   a) The extent to which an individual is mindful of the future consequences of behavior.
   b) The extent to which an individual remains prepared to meet future contingencies.
   c) The extent to which an individual is able to regulate and control the self and is thus able to monitor progress in his life course.

3. Pro-social values: Values like patience, affect, tolerance, kindness, and endurance are closer to the concept of emotional intelligence and these are related to the welfare of the Indian society.

4. Action Tendencies: Competencies such as persistence, dedication, discipline, punctuality, and sense of time are closely related with the emotional intelligence in the Indian context.

5. Affective States: Emotional intelligence is closely related to the quality of emotional life of people. It is concerned with these emotions which facilitate one's life course. Thus, emotionally intelligent persons would be optimistic, happy, pleasured, challengeable, creative, open to exposure and hopeful etc.

From time to time and through different religious and health customs, emphasized some independent but In Indian tradition interrelated concepts in relation to stress and suffering. These are detachment, impulse control and transcendence (Palsane and Lam, 1996) these concepts are also reflected in emotional intelligence. Certain religious training are conceive in Indian tradition and culture help an individual to control and regulate his emotions.
Taking into consideration above explanation some cultural traditions and moral values provide the frame of emotional competencies especially in Indian context.

1.1.6 Assessment of Emotional Intelligence

The contemporary view on emotions proposes that emotions convey information about relationship and, therefore, emotions and intelligence can work together. There are two major perspectives; the mental ability model and the mixed model of EI. Mental ability model operates in the area defined by emotion and cognition whereas the mixed model labels a multitude of components as emotional intelligence; it is the central differences between these two models. (Sibia, Srivastava and Misra, 2003). In response to the excitement over emotional intelligence (EI), based on both the mental ability model and mixed models, several instruments have been developed to measure emotional intelligence. Following are the most important tools to measure the emotional intelligence; those are used more commonly in worldwide.

The first measure is *Multifactor Emotional Intelligence Scale* (MEIS) developed by Mayer, Caruso and Salovey (2000). The MEIS consists of twelve tasks divided into four classes of abilities including: a) Perceiving and identifying emotions, b) Facilitation of thought, c) understanding emotions, and d) managing emotions. The inventory has sufficient psychometric properties.

The second measure of emotional intelligence was created by Bar-On (1997) and it is *Emotional Quotient Inventory*. This measure generates whole score as well as five composite scores namely intrapersonal dimension, interpersonal dimension, dimension of stress management, adaptability and general moods dimension are incorporated in this measure. The inventory has adequate psychometric properties.

Third important measure of emotional intelligence is *Mayer, Salovey Caruso Emotional Intelligence Test* (MSCEIT) is developed by the named authors. The present measure analyses provable skills or knowledge; and it
designed systematically and scientifically should provide systematic, objective and standardized samples of performance of a task. Differentiating itself from most other measures of emotional intelligence, the MSCEIT is based on more traditional intelligence model, and is thus a performance based measure as opposed to self or other report.

The next measure of EI is developed by Salovey, Mayer, Goldman, Turvey, and Palfai and it is ‘Trait Meta-Mood Scale’ (1995) (TMMS). It is a self report tool, based on the Mayer and Salovey model of emotional intelligence. The inventory contains adequate psychometric properties.

Schutte et al. (1998) developed ‘Schutte Self-Report Inventory’ (SSRI) to measure emotional intelligence. It is self report measure based on the Salovey, and Mayer (1990) theory of emotional intelligence. It has satisfactory internal consistency reliability as well as test-retest reliability. Other psychometric properties found to be adequate.

One another well-known measure of emotional intelligence is ‘EQ map’ is developed by Orioli et al., (1999). This map measures various means of emotional intelligence such as current environment, awareness, competencies, beliefs, and values that nourishments person’s emotional intelligence as well as creativity, performance and success outcomes. The measure has sufficient psychometric properties.

Cameron (1999) designed self report measure of emotional intelligence, Work Profile Questionnaire EI version’ including various competencies which were demonstrated in Goleman’s model of emotional intelligence. ‘

One another measure of emotional intelligence is ‘Emotional and Social Competence Inventory’ – 1999 (ESCI) was developed by Boyatzis, Goleman, and Rhee. The present tool examined twelve competencies of emotional intelligence which were organized into four areas. This is a multi-rater instrument, so it is called by the authors are 360 degree instrument. The test is
administered through online as well paper. Psychometric information is available for this measure.

'Emotional Intelligence Appraisal' (EIA) developed by Bradberry and Greaves (2001) to measure EI. This measure helps to analysis the various areas of emotional intelligence such as self awareness, social awareness, self management and relationship management. Necessary psychometric properties are calculated by the authors and it if found adequate.

'Swinburne University Emotional Intelligence test' (SUEIT) is a 65 item self report measure with five subscales of emotional intelligence. The coefficient alpha for the total scale is good. Its authors have found a significant relationship between self reported leadership style and emotional intelligence.

Now a day one another measure of emotional intelligence is developed by Wong and Law (2002), is 'Wong and Law Emotional intelligence Scale' (WLEIS). It contains four subscales based on the Mayer and Salovey model of emotional intelligence. It can be used free of cost. The internal consistency is adequate with similar consistency for the subscales.

One another measure of emotional intelligence is the 'Trait Emotional Intelligence Questionnaire (TEIQue.)' is developed by Petrides and Furnham (2003). It is on combination of the Bar-On, Goleman and Mayer and Salovey model of emotional intelligence. Internal consistency of the overall scale is adequate (r=.86). The shorter 30 item version is also available, the TEIQue-s.

Various researchers in India like Shanwal, 2002, Pant and Prakask, 2004; Mangal, 2007, Singh, 2004; Sibia, Misra and srivastev, 2005; have give emphasis to the adaptation of the tool of emotional intelligence to make it suitable to the Indian socio-cultural context specially. All of these measures are good attempt to create emotional intelligence measures based on Indian cultural norms. However, some of them are needed to be further validated, in consonance with most of the reliabilities for the Indian sample (Bala, 2011).
1.2 Family Environment

Family is the oldest and the most important of all the institutions that man has devised to regulate and integrate his behavior to satisfy his basic needs (Bhatia and Chadha, 1993). According to Oxford Dictionary family is defined as: a) the body of persons who live in one house it includes parents, children, servants, etc., b) the ground consisting of parents and their children, whether living together or not; c) a person’s children reared collectively; and d) those descended, or claiming descent from a common ancestry. It is recently proved by the research conducted by psychologists, sociologists, educationalists and other behaviorists that the family furnishes the basic environment for building healthy personality of a child by satisfying their emotional needs. Family is the most significant and primary unit of society having a strong influence upon the social and emotional development of an individual. It is viewed as the primary context in which children’s emotional competencies are developed. Family is basically a unit in which parents and children live together. Parents directly or indirectly influence children’s reaction to or way of coping with emotionally evocative situations. According to Larson and Richard (1991) in the context of family reinforces adult values; encourage success in academic level and it supports emotional security. So, positive interaction especially with adolescents is developmentally beneficial for all.

Parents often ask professionals how they should modify their parenting practices as their children become better in various life skills such as coping, adjustment, managing relationship, empathy etc. Favorable and warm parenting style, proper guidelines, suitable developmental demands, support, and motivation etc. from parents encourage the adolescents to enhance their own values tend to be most significant to them. The parents having above characters apply various strategies to develop emotional bonds such as reasoning skills, influencing strategies, they gives clarification of rules, discussion with their children on various related issues, involvement of children in decision making and they listen carefully about opinion of their children etc. If above strategies
are utilize effectively its influence will be seen among their children. These children tend to accomplish more in academic level and they show least amount of anxiety and characteristics of depression. According to Carlson et al., 2000; Dornbusch, Ritter, Liderman, and Fraleigh, 1987; Sessa and Steinberg, 1991; Steinberg, 2001 adolescence having higher score on self-reliance and self-esteem are less likely to involve in anti social behavior such as delinquency, aggression, alcoholism, addiction, drug abuse etc.

1.3 Relative Importance of Family Environment in Development of EI

Emotional development in children and adolescents stems from their interactions at family with parents and siblings, parent-child interaction and parents way to deal with their children, it governs their relationships and interactions at family and outside. The perception of the individual of one's family environment seems to affect the understanding of emotions and skills required to manage the emotions so as to solve various psycho-social and emotional problems (Kaur and Jaswal, 2005). The home environment is influenced by a number of factors like nature of family constellation, number of family members, parental employment and income, sibling relationship, and socio-economic and religious background of the family. Large families are less capable to support the physical as well as the emotional demands of the adolescents. Conflicts among parents or other family members threaten the sense of security and emotional stability of the adolescents. Adolescents express themselves better when their parents were warm and more involved in their children's lives. A warm cohesive home environment with low level of interpersonal conflicts do a better job of meeting children's physical and psychological needs as compared to the families characterized by high level of conflicts and disengagement from each other (Sandler, Miller, Shart, Wolehik, 1989). Lewin (1955) reported that parents with unsatisfactory family environment were found to be causative in children's psychological disorders. Families in which intellectual cultural orientation is given raise more emotionally stable adolescents. Such families develop analytical attitude in the
family members which helps analysis of the situation thus emotional control is higher. The sympathetic attitude of parents and guardians is necessary for a good development of adolescent's personality. In the absence of this sympathetic approach, the emotional difficulties of the adolescents are aggravated. Parental expression of emotion score related to the development of socio-emotional competencies of children as it shapes the children's feelings about themselves and others (Eisebberg et al., 1997).

According to Mehata (1995) children having positive relation with their parents are share warm and healthy relationships with their parents. These children tend to more intelligent, get benefits of parental suggestions, learn vast amount of skills and critical sense of security during the development of symbolic thought. These are important cognitive ability of preschoolers which may help during school age.

Specific emotion related parental practices are associated with children's expression of appropriate emotion. Parental discouragement of the expression of emotion is related to deficits in understanding other's emotions and is linked with lower levels of social competence and peer acceptance (Saarni, 1997a). In contrast, parental support and environment that afford opportunities to children influence emotional regulation. Factors within the family like warmth, responsiveness, and empathy with the child's emotional experience contribute to the development of emotional intelligence (Sibia, Srivastav and Misra, 2003). The adolescents having parents with high emotional intelligence may be less prone to self destructiveness because the family environment is rich and permissible for the adequate personality development of child. If home environment is favorable, it could make an average person into a distinct personality but on the other hand poor family environment could destroy all the chances for success of a brilliant person. More educated and socially advantaged parents have proved as the better psychological and practical support to their children. The parents should guide rather than directly control the adolescent's actions. Adolescents who feel warmth and support from their
parents are less likely to engage in risky behaviors. Perceived loving behavior or neglecting behavior of parents affects the personality of children to a great intent. Adolescents who perceived behavior as loving, develop good personality, good social contact, more outgoing, more intelligent, emotionally stable, tender minded, competitive, etc. Whereas, who perceived parental behavior as neglecting, develop personality like reserved, less intelligent, serious etc (Bala, 2011).

In early adolescence, who learns most lessons about emotions from their family, it includes the ability to control impulse, delay gratification, motivate them, read other people’s social cues, and cope with life difficulties they are most competent in their life. In addition, early adolescence whose parents consistently practice emotion coaching have better physical health and score higher academically than early adolescence whose family do not offer such guidance. (Naghavi and Redzuan, 2012). Ozabaci, (2006) proposed that, Family environment where the foundations of emotional intelligence are first laid is a setting the child grows up and acquires some information relating to life. Family environment bearing healthy and high quality characteristics affect the development of the child in many ways like ego concept of the child and his or her emotional and social development. Social status of the parents, the residence, relations with the family, the number of siblings and the relation among the siblings determine the characteristics of the family environment (Ozabaci, 2006). Parenting with love and laughter raise the emotionally intelligent in teenagers (Elias, 2004). The impulsive behavior of children can be modified by developing emotional intelligence in children. Emotional intelligence allows children and parents to know how they and others are feelings; to regulate strong emotions; set goal and make effective plans to reach them; show empathy and caring; and function soundly in relationships (Elias, 2004). With emotional intelligence parents can guide their children through a positive portal to adulthood. According to Gardner (1993) by providing support and inspiring surroundings by parents to adolescents produce a chance to
develop their talents in a variety of academic and creative fields and enhance to developing their multiple intelligence.

Thus by fostering child’s emotional intelligence, parents can make the child’s life more favorable and healthy.

1.4 Area of Living (Culture)

People inhabit in different parts of the world and lead different types of life. Their life style change across the various regions of this world and so do their thought process. People all over the world have been divided into two distinct groups, classified as rural and urban depending on the density of human-created structures and resident. The resources available in their regions or areas have a direct impact on their way of living. Mostly the rural culture inhabits small size of community and simple living with the importance of primary relations, religions, customs and morals. While urban areas are equipped with all the modern facilities.

Recently various facilities are extensively available in urban area such as satellite, mobile phone, internet, television channels and other means of communication. A lot of families from urban area are getting such technological advantages. Additionally, Bala (2011) proposed that they have wide opportunity to get advantage of all modern facilities, number of academic facilities, career opportunities due to all such facilities their life enriched economically and they live luxurious life.

Some of the most important criteria for distinguishing the rural social world from the urban are occupational and environmental differences, differences in the size of communities, in the density of population, homogeneity and heterogeneity of the population, and differences in social mobility. Moreover, the social differentiations and stratifications are also observed. Rural life acquires comparatively simplicity and sincerity of relationships with predominance of personal and relatively durable relation,
while urban lifestyle acquires greater complexity, manifoldness, superficiality and standardized formality of relationships (Singh, 2004).

With the spread of education, the institutional arrangements of the urban areas are also changed. The urban areas gradually grew up as the centers of new social-political thoughts, various economic activities and of varied population. Unlike rural areas, urban settlements are defined by their advanced public facilities, educational opportunities, interactions in business and social level, means of transport and high living standards. The stress that results from a fast life in urban areas is not a part of the peaceful and relatively slow paced life of the rural area of residence. The rural family is composed not only of the members of the family but also frequently includes distant relation which hardly happens in the urban lifestyle. Rural family is more disciplined and integrated unit than the urban family which is in contrast, less authoritarian but also less cooperative. Educational, recreational and number of other needs of its members are satisfied by extra-family institutions like school, club and others. The Indian rural society is undergoing transformation under the impact of numerous forces today. Government programs for industrialization, electrification, land reforms, commercialization, and unification of the country through developments of means of communication, are producing important changes in the rural areas also. Besides these variations, the urban and rural areas also process difference on psychological ground. In a rural family the solidarity of its members is organic and spontaneous. It emerges naturally as a result of co-living, co-working, co-feeling and co-believing. They have generally stronger social urges, a stronger felling of social-cohesion and possess greater ability for co-operation. Spontaneous co-operation and solidarity feeling are found to be appreciably less among the urban people than that of among the rural people (Bala, 2011).

1.5 Area of Living (Culture) and Emotional Intelligence

Psychological processes are assumed to be culturally constituted and may be expected to vary with differences in cultural meanings and practices.
Thus, emotions can be taken as dependent on cognitive appraisal, experiences and necessarily a culturally grounded process (Lutz, 1988). Culture shapes the amount of emotions people express to other. As culture is a multifaceted construct, it is important to understand and measure what it is, that can account for emotional difference. Area of residence is one of the most important facets of culture. Therefore rural and urban area of residence is taken into account in the present study.

Parker et al. (2004) Cautioned that the emotional intelligence constructs in different cultures might vary because culture can influence the experience and expression of emotions (Scollon, Diener, Oishl, and Priswas-diener, 2004). A meta-analysis of 190 cross-culture quantitative studies on emotions revealed that the size of cross-cultured differences reported in the literature might be overestimated although different patterns in emotions were noticed along the lines of the distinction between political system of countries, individualism versus collectivism values, and religiosity (Van Hemert, Poortinga, and Van de Vijver 2007). Culture influences the emotional adjustment of individual. Rural peoples develop more collectivistic family consciousness and less individualistic emotion. The interdependence of the family members strengthens their emotions making it a compact unit. Recent literature has revealed that the character and meaning of emotions are systematically related to the kind of ethic prevalent in a culture community. Strong emotional connections are seen among people in rural area with their friends, neighbors and relatives. However, such emotional connections are not seen in urban locale. According to Bala (2011) the way people relate to one another in rural communities is more personal nature, emotional, direct, socially supportive, with a feeling of genuine affection and belongingness. In contrast, social interaction pattern in urban communities are more impersonal, indirect and often conflicting. Urban people operate at both personal and impersonal level and they have their own social network for social support. Furthermore, the rural value system is primarily communitarian and relational. These values are found primarily in ethnic neighborhoods, agricultural communities and tribal
communities. These communities underpin the psychology of being rooted in a particular place and having lifelong relationships with friends. While the dominant value system in the cities is that of individualism, Dominant values flourish in western societies, and are rooted in the various fields such as media, economy, schools, and other institutions. Belonging, emotional support, security and predictability are the basic characteristics of rural value system.

These were the evidences found in different area of residence regarding various psychological attributes, difference in area of residence is considered as one of the important determining variable of the emotional intelligence of adolescents.

1.6 Gender

Sex is naturally dichotomous biological variable. Psychologists and sociologists make a distinction between sex and gender. Sex refers to a distinction between male and female based on biological characteristics. It is biological and unchangeable component of human sexuality. In contrast, Gender, is the psychological experience of being a male or female. It is the socially constructed and malleable component of human sexuality. Both the male and female differ biologically in several ways and further these differences may reflect in various psychological differences. Gender of a person may have significant impact on his/her personality as well as behavioral characteristics.

Conceptualizing gender as the social category suggests that boys and girls grow up in different cultures. Gender role is the behaviors and characteristics that a culture expects of male and female. Gender role differ from one culture to another and provide a set of expectations for persons on the basis of their sex. Feminine behaviors are expected of females and masculine behaviors are expected of males. Girls are expected to be naturally more caring, socially understanding, dependent and more likely to conform. Boys to be more autonomous concerned with justice, independent and less likely to conform.
1.7 Gender and Emotional Intelligence

Ample studies conducted to assess the gender differences in general level of emotional intelligence. Neurobiological differences in men and women exists in brain lateralization and emotional processing (Llyod, 2006; Cahill et al. 2004; Motluk, 2002). Women show a significantly greater activity in the left amygdale when encoding and remembering emotionally arousing pictures (Motluk, 2002). Some evidence exists that certain areas of the brain dedicated to processing emotions could be larger in women than in men (Baron-Cohen, 2003, 2005; Gur, Gunning-Dixon, Bilker and Gur, 2002) and that there is a difference in cerebral activity based on sex (Jausovec and Jausovec, 2005). Goleman (1998b) asserts that no gender differences in emotional intelligence, overall levels of emotional intelligence among men and women are equivalent, but men and women have different profiles of strengths and weaknesses in different areas of emotional intelligence. However, study conducted by Mayer and Gehar (1996), Mayer, Caruso and Salovey (2000), and Mandell and Pherwani (2003) have found that women are more superior on emotional competencies than men, both in professional and personal settings.

Brackett, Mayer, and Warner (2003) showed that females are more superior to male in emotional intelligence, but emotional intelligence is more distinguish predictor in men’s life. Men’s low level of emotional intelligence: inability to understand emotions and using them to facilitate thinking are associated with negative consequences such as weakness in relation with friends. Emotional intelligence had a meaningful relation with male student’s inadaptable and negative behaviors, but no such relation was found in females.

According to Brody and Hall (1993) boys and girls acquire different lessons in emotional training; pattern of their emotional control is not unique but dissimilar. Parents mostly talk to their daughters, rather than sons, about emotions (except for anger). Compared to sons, parents give more information about feelings to their daughters. Since girls get mastery over language faster than boys this causes them to be more experienced in precisely expressing their
feelings and more skillful in using words to name emotional reactions and replace words for physical reactions than that of boys. Boys, for whom emotions expression has not been emphasized, are probably unaware of their and others emotional state to a large extent (Scharfe, 2000). Grewal and Salovey (2006) explained that men usually labeled as violent, angry, aggressive, well-built, self-regulating, dynamic, rational, closely controlled, purposive, logical and practical. However, women are usually viewed as emotionally sensitive, illogical, friendly, gracious, tactful, sensitive, caring, helpful. Women reported greater intensity of both positive and negative affect than men, and also have a more intense and more frequent experience of affect, joy, and love but also experience more guilt, shame, sadness, anger, fear, and distress (Niedenthal, Kruth-Gruber, and Ric, 2006). Moreover, women perform better than men in tests involving emotional interpretation such as understanding facial expressions and empathy (Hall, 1978; Hall, 1984; Hall, Carter, Horgan, 2000; Fisher and Manstead, 2000).

Brackett and Mayer (2003) found that females scored higher than males on emotional intelligence when measured by a performance measure. However, when using self-report measures they found no evidence for gender differences. Perhaps gender difference exist in emotional intelligence only when one defines emotional intelligence in a purely cognitive manner rather than measurement artifacts such as over-estimation of ability on the part of males are more likely to occur with self-report measures.

Researchers have been investigated cognitive and behavioral differences between men and women, because social and environmental factors affect brain activity and behavior. In addition to biological differences between men and women, there are also documented differences in socialization that could contribute to sex difference in emotion and to differences in pattern of brain activity. Boys are generally expected to suppress emotions and to express anger through violence, rather than constructively. They are taught to shut down their feelings such as empathy, sympathy and other key components of positive and
pro-social behavior. In this context, gender roles play an important part. Some specific ideas related to gender role are developed in young age and which are gender specific. Girls are supposed to be more nice, kind, care taker, nurturing and in other side boys believed to take authority and assert themselves.

Studies conducted on gender differences with respect to emotional intelligence do not provide unique results they demonstrate disagreement in conclusion. It is also seen that gender differences in emotional intelligence is depending on which tool is used for assessment. Additionally, self reported measure and performance measure gives different results, because skills used in both are varied. In a self-report measure of emotional intelligence subjects provide perception of their own and social information with respect to their emotion by responding to various statement. Self report measure contains verbal items which are estimates subjects specific emotional level. According to Mayer, (2001); Mayer, Salovey and Caruso; (1999) performance measure gives attention on cognitive performance. In such type of measure subjects are asked to solve the specific emotional problems which are based on cognitive abilities.

1.8 Socio-Economic Status

Socioeconomic status refers to as a finally graded hierarchy of social positions which can be used to describe a person’s overall social position or standing. Graetz (1995) explained that socio-economic status usually indicated by a number of sub-concepts such as educational achievement, employment status and salary, professional status, earnings and wealth etc., so it is usually understood as a multi-faceted concept. The most prestigious occupations (Such as surgeons) would be at the top of the hierarchy and the least prestigious at the bottom. Parental education is also as important aspect of the socioeconomic status of students because it is expected that parental and student education is strongly correlated. Highly educated parents are more likely to instill more positive values about education to their children have a better understanding of
what schools require and more probably better equipped to help their children in their school work (Marks, et al. 2000).

Psychologists, educators, researches and policy makers are concerned about the degree to which students from lower socioeconomic status are systematically disadvantaged with respect to performance at school, school completion, and participation in post-secondary education and training. When a relationship between social background and educational achievement is present, then it follows that students from disadvantaged backgrounds face disadvantages at school and latter in adult life. Furthermore, it follows that there will be a less efficient matching of ability with occupational destinations, leading to wastage of human resources and arguably economic inefficiencies.

Socioeconomic status (SES) has been linked to health. Individuals higher in the social hierarchy typically enjoy better health (Physical and mental) than do those lower (Adler, et al, 1994). Socioeconomic status differences are found for rates of mortality and morbidity from almost every disease and condition (Antonovsky, 1967; Illsley and Baker, 1991).

Socioeconomic factors are fundamental determinants of human functioning across the life span, including development, well-being and physical and mental health. These are primary concerns for psychological research, practices, education, policy, etc. Report of APA task force (2007) claimed that in other disciplines also such as economics, sociology, epidemiology etc there has been exponential growth in work on SES.

A lot of researches have conducted to study the impact of socioeconomic status on emotional intelligence. Later on some of the major studies are presented in detail, in the next topic, which show the importance of socioeconomic status in the development emotional intelligence.
1.9 Adolescence

As we venture into the dawn of the new millennium, adolescent development has emerged as a major area of psychological research. Adolescents have long been regarded as a group of people who are searching for them to find some form of identity and meaning of their lives (Erickson, 1968). They have also been regarded as a unique group with a wide range of difficulties and problems in their transition to adulthood, because the child is being transformed into adult physically, intellectually, culturally and socially. In that process the boys and girls must relinquish much of their previously learnt patterns of action, speech, beliefs and learn new patterns as they struggle to master their life task. Various types of development such as physiological, psychological and sociological are takes place in the period of adolescence.

Gang war, alcoholism and related accidents, underachievement at school, drug abuse, and suicides tendency teens are all too frequently reflected in newspaper headlines and movie plots (Gentry and Campbell, 2002). According to Arnett (1999) in the professional literature, too, adolescence is repeatedly showed that adolescence is a negative stage of life. Survey of the general public by Public Agenda (1999) reported that “almost all teenagers can get back on track” with the right kind of guidance and attention. According to Scales, Benson and Roehlkepartain, (2001) most adults agree about which kind of things are important for adults to do with young people-encourage success at various fields such as academic success, determination of goal, give emotional training, teach respect for adults as well as cultural differences, in decision making, give financial guidance and so on. Though, fewer people are act on these ideas to give support to young people which is basic need to them. Present research is tried to serve theoretical information regard with development of emotional intelligence of adolescents for their better emotional adjustment.

The term adolescence is derived from the Latin verb ‘adolescere’, which means ‘to grow up’. This is the period of transition from childhood to
adulthood or from dependence to independence. The length of time generally recognized as a transition from childhood to adulthood varies with different cultures (Patil, 2008). In modern western societies adolescence includes the year approximately from 12-19 years. This period sometime is called teen-age years. According to Sadock and Sadock (2003) adolescence is commonly divided into three periods: early (ages 11 to 14), middle (ages 14 to 17) and late (ages 17 to 20). Myers (1996) claimed that age range of the adolescence varying from twelve to twenty one year. Sadock and Sadock (2003) stress that the divisions of the three periods that they refer are arbitrary and that growth and development occur along a continuum that varies from person to person. Ages 8, 11, 14 and 17 are representatives of childhood, pre-adolescence, early adolescence and later adolescence respectively (Pandit, 1999). Raynolos (1950) defines adolescents as childhood is behind them, adulthood just a step away. They are capable young people ready to assume their share of responsibility in a world that insists on treating them as children. Cole and Nelson (1970) reported that ‘adolescence’ is more important stage of development than that of any other. But it is last stage before adulthood, and it offers, therefore, to both parents and teachers the last opportunity to educate a child for his adult responsibilities. Puberty, a physical process of change characterized by the development of the secondary sex characteristics, differs from adolescence which is largely a psychological process of change. The various developmental changes are seen during the period of adolescence it involves physiological, psychological and social. According to Coleman (1997) the physiological development of adolescence is seen by physical sex development and quick skeletal growth. The psychological growth includes development of various cognitive skills and personality development. Finally, social development is the development which is related to preparation for the future role i.e. role of young adulthood.

According to Sadok and Sadok (2003) in the primary stage of the adolescence, some important cognitive changes will take place. Their thinking becomes more conceptual and it is seen to be future oriented they shows high
extent of creativity, which is expressed through various means. During the period adolescence people achieves secure sense of self which is their major task at this stage.

According to Richardson (2002) this shift from puberty to adolescence, which is also known as the transition from primary school to secondary school, can some time be accompanied by a lowering of self-esteem especially for girls and low achieving students. Boys significantly under achieve following early adolescence with all its developmental challenges, middle adolescence appears to be the peak time for substance abuse, conduct disorder, eating disorders and depressions.

One of the most important aspects of adolescents is their emotions, and within schools and society as a whole, this aspect has often overlooked. Students are measured in terms of their performance and grades. Students are usually evaluated on the basis of how well they play various necessary roles given to them. However, one of the important intrinsic factor of adolescents as well as every human being is under assessed which is emotional intelligence.

1.10 Emotional Intelligence and Adolescence

Emotional intelligence is a relatively new concept in the field of psychology which is basically connected with human competency. Approximately, twenty years back this concept is largely unacknowledged by research experts working in various fields. However, now it becomes a major part in the life of every person. Today scientists working in psychology, education, anthropology, OB, hotel management etc are much more concentrated on the term emotional intelligence. Today emotional intelligence is a new area with respect to research fields; especially, it is a challenge to determine the association of emotional intelligence during the adolescence with various life dimensions. Our individuated and self center society is looking for a different perspective to assess achievement and success. The new buzz word is no longer IQ, but EQ, it is an interesting perspective with adolescents, it is
important to acknowledge the benefits of recognizing emotional intelligence among adolescents and understanding how it may influence their growth and development (De Lazzari, 2000). On the other hand we have recently seen adolescents engaging in outrageous, hateful behavior such as sending hate mail and letter bombs, putting viruses on computers, discriminating on the basis of race and ethnicity and conspiring against or killing people who disagree with them. Some have defended such actions as signs of the times, while others have blamed them on the lack of moral imperatives in society. In reality, this inappropriate behavior is a result of people’s inability to control their emotions (Erasmas, 2007). Goleman (1995) quote some troubling data that today near about all universal students are suffering from loneliness, depressive symptoms, aggressiveness, emotional un-stability, disturbing, nervousness, prone to worry and more impulsive. These results are very shocking to all and consequently, it becomes rising need to deal with the emotional health through emotional intelligence of children and adolescents.

There were several researches were conducted on this issue. The amygdale which is part of the limbic system in the brain and commonly associated with the regulation of the emotional responses does not mature until the age of 15 to 16 years (Pool, 1997). Adolescents in the middle stage are beginning to develop more emotional stability (Wootton, 2001). They may be able to cope with emotionally charged situations more easily and tend to be less defensive. However, these same adolescents are not always predictable in their emotional maturity and may experiences lags, which lead to unpredictable behavior (Erasmas, 2007).

Sadock and Sadock (2003) quotes that early psycho-analytical thinkers believed that a period of significant psychological upheaval, personality disorganization and mood behavior changes- called adolescent turmoil- was not only widespread, but desirable as a necessary part of the process of adolescents separating from their parents. It is now recognized that adolescent turmoil is neither common nor normal. Halimana (2006) stated that adolescent boys were
not naughty just because they could be naughty. Most teenagers can negotiate the demands of school and family life with little disruption. Serious mood and behavior disturbances during adolescents should be considered potential symptoms of psychopathology and be duly investigated. Parkar, Summerfeld, Hogan (2008) suggest quite strongly that intra-personal, adoptability and stress management abilities are important factors in the successful transition from high school to university. The intra-personal dimension to which they refer to involve the ability to distinguish between and label feelings as well as the ability to use information about feelings to understand and guide behavior. From the research it is clear that there is a general consensus that the emotional development of the adolescent plays an important role in the successful transition from adolescence to adulthood. It appears from the review of the literature that the youth of the today is more troubled emotionally (Aronstam, 1996).

1.11 Justification of the Study

It has been proved that the role of emotional intelligence is most important in the success of life, even in educational success and personality development. Goleman (1995) revealed that there is a "worldwide trend for the present generation of children to be more troubled emotionally than the previous: more lonely and depressed, more angry and unruly, more nervous and prone to worry, more impulsive and aggressive". These results indicate that there is an increasing need to address the emotional health of children and adolescents. Emotional intelligence is a relatively new area of research in the Indian context. Very few researches have been conducted on this issue in India; maximum research is conducted in western countries. So it is necessary to study emotional intelligence with reference to some psycho-social variables especially related to Indian Culture. Emotional intelligence influenced by several factors that directly or indirectly participate in the development of emotional intelligence It is just impossible to undertake all variables, since the present study deals with a few i.e. family environment, area of living, SES and
gender which are major and are related to especially Indian culture. These variables are treated as independent variables and emotional intelligence is treated as dependent variable.

1.12 Operational Definitions

There are various concepts operationally defined here:

a) Emotional Intelligence

Emotional intelligence refers to intrapersonal and interpersonal awareness as well as it is intrapersonal and interpersonal management which is measured through Mangal Emotional Intelligence Inventory (MEII).

b) Family Environment

Family environment is a psychological environment of Ss family which is measured in terms of various dimensions given in Family Environment Inventory by Bhatia and Chadha (1993). Sometimes it is synonymously taken as home environment in the present study.

c) Gender

Gender, is the subjects psychological experience of being a male or female.

d) Area of Living

Area of living refers to regional characteristics such as population, facilities available and status of the residing area. Urban and rural areas of living are taken into consideration as per government norms.

e) Socioeconomic Status

Socioeconomic status refers to factual information about the social, economic and educational status of the Ss family which is measured through Socio-economic Status Scale developed by Janbandhu.