CHAPTER – I
INTRODUCTION

Personal life of an individual as an employee is being largely affected by his or her quality of life. Therefore, intentions of the researchers in the field of organizational psychology is to focus on the association between personality factors of employees who are responsible for executive decision making (for e.g. assistant managers, managers, executives etc.) and impact of personality factors (attachment style, emotional intelligence, coping style, adjustment, optimism, and so on) on quality of life.

In the recent past, particularly in Indian context, private jobs in multi-national companies (MNC’s) have attracted the youths in masses for which certain reasons could be identified such as, high salary packages, working conditions, early promotions, attractive designations etc. These factors more significantly works for management level positions where employees are more or less are responsible for decision making and handling a team or group of employees with certain fixed work profile.

There is also significant work culture variation worth regard to private or public sector jobs in India and working positions in multi-national companies located in India. Majority of the multi-national companies have their service providing units in India instead of manufacturing plants. Initially they were termed as ‘call-centers’ later called as ‘business processing outsourcing’ (BPO’s) and in recent trends they are being designated as ‘knowledge-processing outsourcing’ (KPO).

Working hours in most of the multi-national companies are fixed i.e. upto eight working hours but they run twenty-four hours in three shifts with different employees in each team. For which every decision making authority is responsible to construct a quality team so the goals at individual level, team level and at organizational level could be achieved. In other words if the organization at large attains its objective, team will get the appreciation and reward from the management, and if team being rewarded that may lead to enhance the quality of life of an the employees at management level.

Therefore, one could say that quality of life of an employee is the effort put on by him or her with the support and contribution of the effective team members. Further, the support and significant contribution of the team members depends largely on attachment style or
status, ability to understand and deal with own personal and emotional of significant others, and orientation towards life i.e. optimism.

It was the post-world war II when masses were dissatisfied with the dominance of opinion related to economic developments (such as Gross National Product, GNP per capita) and debates were developing about the quality of life. In 1972 a report entitled “The limits to Growth” was presented in Rome Club and discussions of considerable issues were held. Particularly, the issues “regarding development were extended from science of economics to social development” (Lu, 2002). Out of which, quality of life, gradually, became significant element by and large as social aspect related to basic needs. Though, it had been concluded and emphasized that quality of life may not necessarily established as an outcome of GNP growth.

Simultaneously, some of the experts were making efforts to draw new outlines for quality of life. Initially, various indexes were used to establish quality of life including, life expectancy, per capita income, literacy level, fatality rate, outbreak of disease and morbidity. But some of the indexes which gained recognition are – The Physical Index of Quality of Life, Human Development Index and Index of Economic Well-Being.

Table 1.1:
List of Quality of life Indexes:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Index of Quality of life</th>
<th>Indicators</th>
<th>Measures</th>
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</table>
| 1     | *The Physical Index of Quality of Life (PQLI; Morris (1979))* | • life expectancy at age one,  
• infant mortality and  
• literacy rate | “actual conditions existing in the general population and may be seen as an indicator of the outcome of political and economic processes operating within a given nation, as directly as possible.” |
| 2 | **Human Development Index (HDI; United Nations Development Plan (UNDP) centre, 1990)** | • life expectancy at birth,  
• educational achievements,  
• real gross domestic product per capita | “the quality of life in different countries in the framework of a scale of 0 to 100 (0 representing the worst performance and 100 the best) with respect to any indicator; and then it is obtained by a simple arithmetic average of the scale indicators.” |
| 3 | **Index of Economic Well-Being (IEWB; Osberg & Sharpe (1998))** | • the process of consumption,  
• accumulation of produced shares,  
• inequality in distribution of income,  
• lack of confidence in earning future income | “measure the level of people’s quality of life through nine indicators of material wellbeing, Health, political stability and security, family life, community life, climate and geography, job security, political freedom, and gender equality.” |

Moreover, quality of life is multidimensional and its parts affect each other as well as the sum. Hence, for defining it, a number of indicators are commonly used representing the most important aspects in the life of a person, such as feelings about safety, health state, emotional state, environmental quality, accessibility to services provided by government, and economic condition. Quality of life is an unstructured and broad construct concerned with overall well-being in civilizations. While the term “quality” implies the “degree of excellence of a characteristic, different people may value different areas of life, and therefore quality of life means different things to different people” (Bowling, 2003).

Emerson (1985) defined the very term “Quality of life” as “the satisfaction of an individual’s values, goals and needs through the actualization of their abilities or lifestyle.”

Fahey et al. (1999) summarize the existing conceptualizations of the notion of quality of life according to three principal characteristics:
1. It refers to individual's life situations - it is essentially a micro concept.

2. It is a multi-dimensional concept, emphasizes “not only the description of several life domains, but emphasizes the interplay between these domains.”

3. It could be defined by both objective and subjective indicators – subjective and attitudinal perceptions help identify individuals' goals and orientations, but these insights are most valuable when linked to objective living conditions.

In the tradition which is known as hedonic approach of quality of life the nobility of the individual with an emphasis upon personal freedom, self-preservation and self-enhancement is stressed. Here quality of life is based on the integrity of Persons’ individual conclusions about the “good and bad elements of their lives, the attainment of pleasure and the avoidance of pain.”

Quality of life (QOL) means a “good life” which is identical as “living a life with a high quality.” All great religions and philosophies have an opinion of a good life oscillating from saying that “a good life is attained by practical codes of conduct to requests to engage in a certain positive attitude to life or to search into the depths of one’s own being.” Philosophies about a good life are closely interconnected to the culture. When people in an Eastern culture view a good life, the cultural conditioning makes them tend to include attachment, bliss, optimism, fulfillment of needs, functioning in a social context, etc. These notions can then be divided into three loosely separate groups, each concerned with an aspect of a good life:

1. The **subjective** quality of life that is “how good a life each individual feels he or she has. Each individual personally evaluates how he or she views things and his or her feelings and notions. Whether an individual is content with life and happy are aspects that reflect the subjective quality of life.”

2. The **existential** quality of life means “how good one’s life is at a deeper level. It is assumed that the individual has a deeper nature that deserves to be respected and that the individual can live in harmony with. We might think that a number of needs in our biological nature have to be fulfilled, that these factors — such as conditions of growth — must be optimized, or that we must all live life in accordance with certain spiritual and religious ideals laid down by the nature of our being.”

3. The **objective** quality of life means “how one’s life is perceived by the outside world. This view is influenced by the culture in which people live. The objective quality of life
reveals itself in a person’s ability to adapt to the values of a culture and tells us little about that person’s life. Examples may be social status or the status symbols one should have to be a good member of that culture. (Objective is used here in the sense of non-subjective or objective facts. Non-subjective is concerned with the external and easily established conditions of life that many observers can rate identically.)”

As these three global facets of the quality of life are roughly gathered with ideas appropriate to the quality of life, which tend to overlap, they can be positioned in a spectrum vacillating from the subjective to the objective. The existential element could be placed in the middle, because it ties the both subjective as well as the objective elements. This existential center also represents the depth of the being of humanity (Fig. 1). Other social scientists of the quality of life assimilated the subjective and the objective aspects of a person's life at a higher state in life. This has been expressed variously by the terms flow (Csikszentmihalyi, 1993) and sense of coherence (Antonovsky, 1987).

This range, from the subjective to the objective quality of life via the quality of life in the existential depths, incorporated a number of existing quality-of-life theories. Ventegodt, Merrick, and Andersen (2003), therefore called this range the Integrative Quality-of-Life (IQOL) theory. The theories and their main aspects, depicted in Fig. 1.

**Figure 1.1: The integrative theory of the quality of life.**
According to this theory, an individual could best be equated to a “green apple with red patches (a subjective and an objective quality of life, respectively, at the surface of an individual’s existence) with a hidden nucleus (humanity’s inner depth). If this picture is combined with the picture of humanity one could identify it as an onion with a number of layers between the surface and the nucleus, the taxonomy underlying the quality-of-life analysis is achieved. Between life’s surface and its inexpressible depth lie well-being, satisfaction, harmony, and meaning and deep concord.”

THE INTEGRATIVE THEORY OF THE QUALITY OF LIFE

1. Subjective quality of life:
   a. Well Being: it is the most natural aspect of the subjective quality of life as it includes individual’s own assessment on quality of life. When people meets, each time they say, "How are you? or "How’s life?" They are thus asking the other person to give an evaluation of his/her quality of life. Such questions do not require a lengthy explanation of matters of life, merely a spontaneous assessment of life in general. If, however, one is being asked how content one is with life or how happy one is, these questions are assessed differently to such a question as "How are things?" Such questions are much more complex.

   In other words, satisfaction with life and happiness are deeper dimensions that are not as straightforward as well being. The question about well-being is followed by an explanation: if one told that things are not going well, what was just said may typically be extended as follows: "Things are not going too well at work (home);" "My health is not what it used to be." This means that well-being is closely linked to how things function in an objective world and with the external factors of life.
b. **Satisfaction with Life:** People are usually less satisfied with life than their state of well-being would indicate. They tend to feel good, but are not very satisfied, just satisfied. In retrospect, there is always something to be dissatisfied or disgruntled about. Being satisfied means feeling that life is the way it should be. When one's expectations, needs, and desires in life are being met by the surrounding world, one is satisfied.

Satisfaction is “a mental state: a cognitive entity.” This symmetry and concord can come about in two ways: (1) either one tries to change the external world so that it matches personal dreams or (2) give up dreams because they are unrealistic, and adapt them to the world as it is, thus creating concord between the external world and personal dreams. Both approaches generate the same satisfaction. However, these two strategies of life generate entirely different lives: “one life meets with one’s dreams and the other life is lived in resignation; but both lives will be satisfactory.”

There are classical types of satisfaction theories. One of these is called preference theory. It is typically formulated in such a way that a good life lies in seeing one’s wishes come true. "Seeing" because it is not enough that one’s wishes be fulfilled. One has to experience that they actually are. This theory leaves the individual free to make his or her choice. One may, for instance, choose to collect stamps or good friends. The quality of life is based on whether one gets what one wants.

c. **Happiness:** Being happy is not just being cheerful and content. It is a special feeling that is precious and very desirable, but hard to attain. Happiness is something deep in the individual that involves a special balance or symmetry. Happiness is an intoxication, a rare sweetness of life, when tiny bubbles sparkle. It is best described in metaphors, preferably by poets.

Happiness is closely associated with “the body, but is not limited to it. It comprises an individual’s whole existence and is signified by a certain intensity of an experience, which is also the case with unhappiness. The intensity of the experience is a dimension that does not separate happiness from more superficial aspects of the quality of life such as being satisfied with life and well-being. Many
people link the concept of happiness with human nature: happiness comes to people who live in extraordinary harmony with his or her nature.”

d. **Meaning in Life:** People who seek meaning in life are often catapulted into a confusing situation, where the value of all aspects of life is viewed quite differently. “Are relations with my friends or partner as meaningful as they ought to be?” “Am I doing the right thing in life?” “Have I got the right job?” “Am I using my talents in the right way?” “Are my beliefs in life really correct?”

A search for meaning in life involves “an acceptance of the meaninglessness and meaningfulness of life and an obligation towards oneself to make amends for what is meaningless. In this way, the question of meaning in life becomes deeply personal, and very few people attempt to answer it because, by doing so, we risk our security in everyday life. The problem of having a meaning in life is that it can be lost. One way of expressing it is that one become lost in oneself; do not live in accordance with one’s deepest self.”

For instance, the classical goal of Hinduism is to attain the experience of unity with the world, “*tat tvam asi*” – (you are it) and the highest meaning in life. In Buddhism, the highest goal is emptiness or nirvana, which centers on being at one with the deepest meaning in the world. Many Native American tribes see it as their ultimate goal to find their own wholeness. In Christianity, the message of the love of God leads to the central meaning in life. The depths of being, the distance between the surface and the deeper layers, leaves ample room for what people term life lies. They hide the depth of existence.

2. **Objective Quality of life**

a. **Biological Order of the Quality of Life:** From a biological point of view, a human is a living organism, a colony of cells that, through intense exchange of information, realizes a deep biological potential to create a human being. Viewed from this perspective, physical health reflects the state of the biological information system, as the cells of the body need precise information to function correctly and to keep the body healthy and well. According to this conception, “the quality of life lies in the conformity between the actual life lived and the formula for being a person that lies deep within the organism.”
As human consciousness and life experiences are also biologically conditioned, the experience that life has or does not have meaning can also be seen as conditioned by the state of the biological information system. If communication between the cells of the organism is not optimal, states of experience and of conscious life cannot be optimal either.

Meaning in life and biological order go hand in hand in such a life theory (Fig.1). The person who lives in such a way that their meaning in life is gradually lost is also the kind of person who is susceptible to illnesses that affect the physical appearance and well-being of the body, seemingly without cause.

b. **Realizing Life Potential:** Humans are in constant development that starts with a fertilized egg, which contains a vast array of information. Throughout life, it must manifest and realize the potential of this information. Therefore, realization of life potential becomes a key concept in the quality of life. Just as a sunflower seed uses its potential to become a sunflower with flowers and leaves, humans use a store of potential for creative activities, good social relations, a meaningful job, and starting a family: living life to the full.

In the course of “realizing life potential, one links with reality on a number of levels. The central nervous system — the brain — enabled to arise from the earth in which one was planted and relocate to another place better suited for self-realization. Human life is thus far more complex than that of the sunflower. It develops in far more abstract ways.”

c. **Fulfillment of Needs:** The concept of fulfillment of needs is far less abstract than the previous aspects. “It is also more superficial and culturally conditioned. It is used in a broad sense, also popularly. The needs traditionally relate to the quality of life such that, when needs are fulfilled, quality of life is high. The needs are an expression of one’s nature: that is, something all human beings have in common.” The notion of fulfillment of needs is ubiquitous: "I need a cup of coffee" or "We all need the security a family can give us."

The concept is used far more stringently in scientific terms because a closer look reveals that the meaning of the concept is unclear and ambiguous. Maslow provided a very important formulation of the concept of needs. Besides such well-known needs as “food, sex, and social relations, Maslow talks about a more
abstract need to realize oneself. This idea has become an integral part of our culture. As outlined above, the notion of fulfillment of needs is intuitively meaningful. It is a stage between the deep, extremely existential aspects and the superficial objective phenomena, and we have therefore included it in our spectrum. The need is also closely linked with desires and the satisfaction we all achieve by having our needs fulfilled.”

d. **Objective Factors:** The objective aspects of the quality of life are related to the external factors of life and are fairly easy to establish. They include income, marital status, state of health, and the number of daily contacts with other people. There is a need to distinguish these aspects of the quality of life, because a good life is easily confused with the sort of life generally consider as being "right", and rich in an external sense of the word. One could be unhappy in a sports car and happy in a tram car. This general truth is lent credence by the clinical fact that there is often little agreement between a physician’s evaluation of a person's (objective) quality of life and the patient’s own evaluation of his or her (subjective) quality of life. The factors chosen to indicate the objective quality of life are closely associated with the culture in which we live.

**THE INTEGRATIVE THEORY AND THE DEPTHS OF LIFE**

“All these theories are aspects of life that can be placed on a horizon moving from the subjective to the objective. Number 1, well-being, and number 8, objective factors, are the most superficial, as they are concerned with our superficial ability to adapt to our culture. Number 2, satisfaction with life, and number 7, fulfillment of needs, are concerned with somewhat deeper aspects: is there symmetry between what I want from life and what life gives me? Number 3, happiness, and number 6, realizing life potential, encompass our deepest existence and nature as individuals. Number 4, meaning in life, and number 5, order and disharmony in the biological information system, deal with humanity's innermost being.”

“One might choose other words for this deepest pool, which is what great religious, mystical, and philosophical systems do. They all reckon with the occurrence of a depth in life from which all that is truly valuable in our existence originates. No matter what one calls this
depth, life is the ability to contact it and bring it in accordance with what each of us considers to be the true essence of life. If one believes sufficiently in oneself, one can bring forth this essence from the depths of one being and let it be part of own lives.”

**Forms of the Quality of Life Function (QLF's)**

Drewnowski (1980) The Quality of Life Function may take different forms. For the purpose of theoretical reasoning it may be conceived as being similar to the familiar preference function. In that case it can be written in the general form:

\[ Q = f (X_1, X_2, X_3, X_4, \ldots, X_n) \]

where: Q is the Quality of Life Index

\( x_1, x_2, x_3, \ldots \) are numerical values of social indicators referring to selected components of the quality of life.

A difference with the traditional preference function may be noted. In the traditional function the dependent variable expresses utility (non-measurable) and the independent variables quantities of various goods, the number of which is very great. In the QLF the dependent variable is expressed in terms of a Quality of Life Index and the independent
variables in terms of social indicators (their respective physical units). The number of variables is limited (say 20 to 40) and all of them are measurable and observable.

For the purpose of empirical investigations which would lead to the computation of the numerical value of the function it is more practical to conceive the function as a linear one. Such a function can be written:

\[ Q = a_1x_1 + a_2x_2 + a_3x_3 + a_4x_4 + \ldots + a_nx_n \]

where \( a_1, a_2, a_3, a_4, \ldots \) are parameters expressing respective weights assigned (as expression of preference) to particular variables (indicators).

This is evidently a form which the objective function takes in linear programmes. The quality of life may perform that role i.e. to be maximized subject to constraints conceived in the usual way.

**Attachment** is a significant personality aspect that determines the quality of life on an individual on personal as well as on professional fronts. It is so because attachment under lies a special emotional bond between two individuals and involves an exchange of comfort, care and pleasure. The very concept of attachment has its roots in the psychoanalytic theory about love, but Bowlby (1969) had been credited as the father of the concept as the father of the notion of attachment, who described it as a “lasting psychological connectedness between human beings.”

Bowlby, further identified that development ad behavior in later life are being significantly influenced by the nature of attachment developed in early life between infant/child and caregiver. According to Bowlby (1969) there are four distinguishing characteristics of attachment:
1. **Proximity**
   
   **Maintenance** – it represents the desire of the two individuals with attachment bonds to remain close.

2. **Safe Haven** – it includes the wish to return “to the attachment figure for comfort and safety in the face of a fear or threat.”

3. **Secure Base** – it focuses on the perception of the attachment figure “as a base of security from which the child can explore the surrounding environment.”

4. **Separation Distress** – it highlights the feeling of “anxiety that occurs in the absence of the attachment figure.”

Schaffer and Emerson conducted a longitudinal study on 60 infants to analyse – how the attachment relationships develops between infant and caregiver? On the basis of their observations, they proposed four developmental phases of attachment style, which are as follows:

**Table 1.2:**

**Developmental Phases of Attachment style**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Stage</th>
<th>Age</th>
<th>Characteristics</th>
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<tbody>
<tr>
<td>1</td>
<td>Pre-attachment</td>
<td>birth</td>
<td>three months</td>
</tr>
<tr>
<td></td>
<td></td>
<td>From</td>
<td>To “infants do not show any particular attachment to a specific caregiver. The infant's signals such as crying and fussing naturally attract the attention of the caregiver, and the baby's positive responses encourage the caregiver to...</td>
</tr>
<tr>
<td></td>
<td>Attachment</td>
<td>Age</td>
<td>Description</td>
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<tr>
<td>2</td>
<td>Indiscriminate</td>
<td>six weeks</td>
<td>seven months                                                                                                                                                “infants begin to show preferences for primary and secondary caregivers, to develop a feeling of trust that the caregiver will respond to their needs. While they will still accept care from other people, they become much better at distinguishing between familiar and unfamiliar people as they approach seven months of age. They also respond more positively to the primary caregiver.”</td>
</tr>
<tr>
<td>3</td>
<td>Discriminate</td>
<td>seven months</td>
<td>eleven months of age                                                                                                                                       “infants show a strong attachment and preference for one specific individual. They will protest when separated from the primary attachment figure (separation anxiety), and begin to display anxiety around strangers (stranger anxiety).”</td>
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<tr>
<td>4</td>
<td>Multiple Attachments</td>
<td>After approximately nine months of age</td>
<td>“children begin to form strong emotional bonds with other caregivers beyond the primary attachment figure. This often includes the father, older siblings, and grandparents.”</td>
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A Model of Adult Attachment:

The model of the self and the model of the other as conceptualized by Bowlby could be combined to describe prototypic forms of adult attachment (Bartholomew, 1990). If a person’s abstract image of the self is dichotomized as positive or negative (the self as worthy of love and support or not) and if the person’s abstracted image of the other is also dichotomized as positive or negative (other people are seen as trustworthy and...
available vs. unreliable and rejecting), then four combinations can be conceptualized. Figure 1.3 shows the four attachment patterns that are derived from a combination of the two dimensions.

**Cell I** represents secure attachment style which is the combination of positive self and positive others, and characterized by “sense of worthiness (lovable) plus an expectation that other people are generally accepting and responsive.”

**Cell II** represents preoccupied attachment style which is the combination of negative self and positive others, and characterized by “sense of unworthiness (unlovable) combined with a positive evaluation of others. This combination of characteristics would lead the person to strive for self-acceptance by gaining the acceptance of valued others.”

**Cell III** represents fearful attachment style which is the combination of negative self and negative others, and characterized by “sense of unworthiness (unlovable) combined with an expectation that others will be negatively disposed (untrustworthy
and rejecting). By avoiding close involvement with others, this style enables people to protect themselves against anticipated rejection by others.”

Cell IV represents dismissive attachment style which is the combination of positive self and negative others, and characterized by “sense of love-worthiness combined with a negative disposition toward other people. Such people protect themselves against disappointment by avoiding close relationships and maintaining a sense of independence and invulnerability.”

The dimensions exhibited with the help of Fig. 1.3 could also be conceptualized as multi-axial in terms of anxiety on the horizontal axis and the avoidance of intimacy on the vertical axis. Anxiety and avoidance could vary from low to high as shown in Fig. 1.3.

![Figure 1.4: The dimensions of Adult Attachment patterns](image)

- Attachment style with **low anxiety and low avoidance** “hold a positive view of self and others because of the consistent responsive care they received. They are comfortable relying on others, and are easily comforted.”
- Attachment style with **high anxiety and low avoidance** “hold a negative view of themselves, but a positive view of others due to inconsistent caregiving. This style is also characterised by emotional dependency on others, negative affect, being hyper-vigilant to any potential threats, and having low self-esteem.”
• Attachment style with **low anxiety and high avoidance** “have a positive view of self, where they view themselves as resilient and not needing others, but a negative view of others due to early unresponsive care. Although they are uncomfortable being close to others, they have a positive view of themselves. This strategy leads to the denial of attachment needs, avoidance of closeness, intimacy, dependence in close relationships, and self-reliance and independence.”

• Attachment style with **high anxiety and high avoidance** “have a negative view of both themselves and others. Akin to preoccupied styles they seek social contact, but in this case are inhibited by fear of rejection. This leads to a behaviour style of approach and avoidance in inter-personal interactions in adult life. In common with preoccupied styles they experience high levels of negative affect and poor self-esteem.”

In conclusion three key propositions made by Bowlby (1969) could be highlighted as the underlying features of the attachment style.

1. According to first proposition “when children are raised with confidence that their primary caregiver will be available to them, they are less likely to experience fear than those who are raised without such conviction.”

2. Second proposition states that “confidence is forged during a critical period of development, during the years of infancy, childhood, and adolescence, and that the expectations that are formed during that period tend to remain relatively unchanged for the rest of the person's life.”

3. In the third proposition Bowlby suggested “that these expectations that are formed are directly tied to actual experience. In other words, children develop expectations that their caregivers will be responsive to their needs because, in their experience, their caregivers have been responsive in the past.”

Conclusively, a basic principle of attachment theory is that “attachment relationships continue to be important throughout the life span.” Even though attachment styles indication exists authenticating the continuity of attachment-related behaviors but researchers have only recently surveyed the connection between working models of attachment and social and emotional adaptation in adults.

This is somewhat surprising, as attachment theory explains “the human need for close interpersonal relations with others, especially during early development, that impact on emotional development.” Bowlby’s (1973) pioneering work on attachment theory outlined
assumptions of the theory that share notable similarities and connections with emotional intelligence. Firstly, Bowlby asserts that attachment behaviours are evolutionary adaptive a feature that is shared by many of the skills relevant to emotional intelligence. A second relevant feature is that the early attachment bond is said to influence systems’ within individuals that influence future expectations, thoughts, beliefs, and emotions about themselves and others. The relationship can be examined by reviewing studies that indicate that specific orientations relate to differences in the four areas of ability emotional intelligence – management, understanding, facilitation, and perception of emotions (Kafetsios, 2004).

*Emotional intelligence* as a concept of understanding and managing emotions has emerged as a captivating concept since the past two decades because it has been researched that higher level of intelligence or intelligence quotient alone is not sufficient for success in life. Psychologists, and behavioural and social scientists have been exploring other aspects of intelligence and grouping them mainly into three clusters:

(A) **Abstract intelligence** (“the ability to understand and manipulate with verbal and mathematical symbols”);

(B) **Concrete intelligence** (“the ability to understand and manipulate with objects”); and

(C) **Social intelligence** (“the ability to understand behaviour related to people”).

The impact of emotional intelligence on prevalent cultures and the academic community has been fast and well-known. While this has stimulated a surprising number of research initiatives across a wide range of domains within psychology, the swiftness with which the concept of emotional intelligence has caught on perhaps inevitably created a gap between what we know and what we need to know. Understandably, this has led to a great deal of controversy and debate among researchers and practitioners eager to understand and apply the principles associated with

“Emotional intelligence is not the opposite of intelligence, it is not the triumph of heart over head – it is the unique intersection of both.”

David Caruso

RootsOfAction.com
emotional intelligence.

Emotional intelligence has its roots in early work on non-cognitive aspects of intellectual behaviour (Wechsler, 1944). He realized that the non-cognitive aspects are also important in the understanding of intellectual behaviour. He emphasized that “the non-cognitive abilities are essential for predicting one’s ability to succeed in life.” Not only this, but he also raised the question “whether non-cognitive i.e. affective and cognitive abilities are admissible as factors of general intelligence.”

There are several definitions of emotional intelligence which have been designed by various researchers over a period of time. The term emotional intelligence was initially defined as “a form of intelligence that involves the ability to monitor one’s own and other’s feeling and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (Salovey & Mayer, 1990).

Later in 1997, Mayer & Salovey revised their initial definition of emotional intelligence and accordingly emotional intelligence has been defined as “the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth.”

Reuven Bar-On is another researcher who helped coin the term “emotion quotient”, defined emotional intelligence as “an individual trait which helps an individual understand oneself as well as others and it also helps the individual to adjust with the immediate surroundings thereby helping him/her in successfully coping with the environment demands” (Bar-On 1997).

The most basic definition of emotional intelligence (E.I.) which is more commonly used and appropriate in the present scenario has been designed by Goleman who described emotional intelligence as “a skill to identify and control emotions within ourselves as well as of others” (Goleman, 2001).

In describing the current status of the overall field of intelligence, Sternberg, Lautrey, and Lubart (2002) commented, “few fields seem to have lenses with so many colors. Yet the field of traditional intelligence has not seriously been threatened or discredited for having
multiple theories. While still in its infancy, the field of emotional intelligence would seem to be following a trajectory.” While several theories associated with the emotional intelligence paradigm currently exist, the three that have generated the most interest in terms of research and application are the theories of Mayer and Salovey (1997), Bar On (1988), and Goleman (1998, 2002).

While each theory represents a unique set of contents that represents the theoretical orientation and context in which each of these authors have decided to frame their theory, all share a common desire to understand and measure the abilities and traits related to recognizing and regulating emotions in ourselves and others (Goleman, 2001). All theories within emotional intelligence paradigm seek to understand how individuals perceive, understand, utilize and manage emotions in an effect to predict and foster personal effectiveness.

(1) Bar-on Model of Emotional Intelligence:

The first of the three major theories to emerge was that of Bar on (1988). In his doctoral dissertation he coined the emotional audience (EQ), an analogue to intelligence Quotient (IQ). Bar-On (2000) currently defines his model in terms of an array of traits and abilities related to emotional and social knowledge that influence our overall ability to effectively cope with environmental demands, as such it can be viewed as a model of psychological well-being and adaptation.

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<thead>
<tr>
<th>Components</th>
<th>Subcomponents</th>
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<td>Intrapersonal</td>
<td>Self-Regard</td>
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<td>Emotional Self-Awareness</td>
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<td>Independence</td>
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<td>Interpersonal</td>
<td>Empathy</td>
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<td>Interpersonal Relationship</td>
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<td>Adaptability</td>
<td>Reality Testing</td>
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<td>Flexibility</td>
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<td>Stress Management</td>
<td>Problem Solving</td>
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<td>Stress Tolerance</td>
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<td>Impulse Control</td>
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Figure 1.5
Bar-on Model of Emotional Intelligence
This model includes the ability to

1. Be aware to understand, and to express oneself.
2. Be aware of, to understand and relate to others.
3. Deal with strong emotions and control one's impulses; and
4. Adapt to change and to solve problems of a personal or social nature.

The four main domains in this model are inter-personal skills, adaptability, stress management, and general mood (Bar on, 1997).

(2) Mayer and Salovey's (1997) Four-Branch Model of Emotional Intelligence

Mayer and Salovey in 1997 formulated emotional intelligence in the theory that has been framed four-branch model of emotional intelligence. The significance of the framing of model has been described as “it defines emotional intelligence more specifically as the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth” (Mayer and Salovey, 1997). This focus on objective, performance based assessment is similar in spirit to the methods used to measure traditional intelligence (IQ).

Figure 1.6
Mayer and Salovey's (1997) Four-Branch Model of Emotional Intelligence
(3) Goleman: A Mixed Model of Emotional Intelligence

The most recent addition to theory within the emotional intelligence paradigm is the framework of emotional intelligence put forward by Goleman (1998) in his book "working with emotional intelligence", and clarified in a later article (Goleman, 2001). This theory represents a framework of emotional intelligence that reflects how an individual's potential for mastering the skills of self-awareness, self-management, social awareness, and relationship management translates into success in the workplace (Goleman, 2001). Goleman's model of emotional intelligence, then, offers these four major domains.

![Goleman's model of emotional intelligence](image)

**Emotional Intelligence**

**SELF**
- **Self Awareness**: the ability to recognize and understand your moods, and emotions, and drives, as well as their effect on others.
- **Self Management**: the ability to control or redirect disruptive impulses and moods, the propensity to suspend judgement – to think before acting.

**SOCIAL**
- **Social Awareness**: the ability to understand the emotional makeup of other people, skill in treating people according to their emotional reactions (empathy).
- **Social Skills**: proficiency in managing relationships and building networks, an ability to find common ground and build rapport.

Figure 1.7
Goleman's model of emotional intelligence

i. Self-awareness deals with “an individual’s ability to identify one’s emotions and analyze its impact. It also deals with the ability of gut feelings while taking decisions.”
ii. Self-management involves “controlling one’s emotions and impulses and thereby adapting to the situation and changing circumstances.”

iii. Social-awareness highlights on an “individual’s ability to identify, perceive and react to other’s emotions while being a part of a social network.”

iv. Relationship management talks about the “ability to motivate, influence and train others when dealing with conflict” (Goleman, 1998).

In the corporate world, there are some highly priced skills of managers which are linked to their emotional intelligence. An effective group leader, a successful negotiator, an excellent team member and a high flier go getter have one thing common among them, that is, they have higher emotional intelligence than their peers. Besides this, emotional intelligence has contributed in plenty to other areas of human development. Recent studies of the emotional brain have opened new doors to the understanding of human behavior, character development, relationships, happiness and well-being.

It is one of the common observations that E.Q. is not opposite to I.Q. Some people are higher on E.Q. While others are higher on I.Q. or some are higher on both. Investigators are putting efforts to comprehend how E.Q. and I.Q. complement each other, how a person’s ability to handle stress, for instance, affects his/her ability to concentrate and put his/her anger very well but cannot handle fear. Others are not capable of reacting to job, so some emotion need to be viewed differently.

According to Salovey and Mayer (1990) emotional intelligence is a multidimensional construct and subsumes Gardner’s inter-personal and intra-personal intelligence, and involves abilities that may be categories into five domains including self-awareness (observing oneself and recognizing a feeling as it happens), managing emotions (handling feelings so that they are appropriate and realizing), motivating oneself (channeling emotions in the service of a goal, emotion, self-control, delaying gratification and stifling implies), empathy (sensitivity to others feelings and concerns and taking their perspective, appreciating the differences in how people feel about things), and handling relationship (managing emotions in other, social competence, social skills, and self-awareness are essentially dimensions of social intelligence).
Now a days job does not only depends alone on academic qualifications or what expertise one has? But also depends on how well one handles own and others emotions. So there is no doubt that a person who has high level of E.Q. is more successful than a person who has high I.Q. level. I.Q. of an individual might help him/her in understanding and dealing with the world at one level but one needs to understand emotions and deal with them appropriately. The term “emotional intelligence” is used everywhere, when read any magazine and newspaper, most of them challenge to “know E.Q. and on Internet site know E.Q.” Simply; Goleman (1995) presented empirical evidence that “emotional intelligence accounts for about 80% of a person’s success in life and remains can be attributed to I.Q.”

As for as the development of the emotional intelligence is concerned, it has been observed that unlike intelligence quotient, emotional quotient can be improved throughout life. Life offers innumerable chances to tone one’s emotional competencies. In the normal course of lifetime, emotional intelligence tends to increase as one learns to be more aware of
his moods. As one become mature, emotional quotient is supposed to be increased upgrading your emotional skills can develop emotional intelligence. Emotional quotient is not entirely inherited. It is not fired at birth. It is something that is learnt. Its development is closely related to the development of a child. Good caring development of a baby leads to the healthy development of emotional intelligence. It is believed that having a high emotional quotient in today’s world is not exactly discounted but emotional quotient is what is becoming increasingly popular irrespective of our current level of emotional quotient, one can learn to develop it. The process of developing emotional quotient is not that difficult. Emotional quotient can be developed and emotional quotient can be developing. Emotional quotient can be developed through a step-by-step process.

Emotional intelligence helps the people in many ways. The exponents of emotional intelligence are of the view that our emotional make up largely determines our professional success. In any discussion of emotional intelligence, it is important to be identified one of the key determinants of success in work place. Finally, emotional intelligence forcefully impacts working life in many ways:

- Emotional intelligence in sales, administration, customer service and management stimulates motivation, eases change, reduces stress, improves communication and enhances decision-making.
- Positively impacts one’s ability to sustain both mental and physical health.
- Emotional intelligence is a primary factor in healthy aging permitting to live long and well.
- Emotional intelligence empowers the romantic relationships enabling to attract others and love deeply.
- Emotional intelligence permits to raise children high on emotional intelligence and create loving families.
- Because of high emotional intelligence one can identify and express feelings.
- Emotional intelligence enables to assume responsibility for own feelings by saying ‘I feel….’ instead of ‘I shouldn’t have…’ person is.
- Emotional intelligence allows one to address his fears using reason, rather than avoiding them or allowing them to paralyse.
- Because of high Emotional intelligence one can empathise with others’ feelings, acknowledge them, and seek to help soothe them.
To be optimistic is significantly associated with the better abilities to deal with the emotions of own and significant others, and the attachment bonds in a relationship whether at home or at workplace. The broader term to differentiate optimistic attitudes with pessimistic has been conceptualized as life Orientation. Additionally, it is also one of the highly valued attribute which could influence the quality of life on an individual indirectly, if not directly always.

Life orientation as an personal attribute addresses skills, knowledge, values and attitudes about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity and career choices. These include opportunities to engage in the development and practice of a variety of life skills, to solve problems, to make informed decisions and choices and to take appropriate actions to live meaningfully and successfully in a rapidly changing society. It, therefore, not only focuses on knowledge but also emphasizes the importance of the application of skills, values and attitudes in real-life situations and participation in physical activity, community organizations and initiatives.

It is highly valued because it “guides and prepares learners for life and for life's responsibilities and possibilities by equipping learners to interact on a personal, psychological, neuro-cognitive, motor, physical, moral, spiritual, cultural and socio-economic level.” It also prepares learners for the following:-

- to respond positively to the demands of the world,
- to assume responsibilities, and
- to make the most of life's opportunities.
- introduces to constitutional rights and responsibilities,
- to the rights of others and

Real optimism is aware of problems, but recognizes solutions; knows about difficulties, but believes they can be overcome; sees the negatives, but accentuates the positives; is exposed to the worst, but expects the best; has reason to complain, but chooses to smile.

- William Arthur Ward
to issues of diversity, health and well-being.

More specifically, life-orientation explains how people feel, how they behave and cope with stress, and how they keep healthy (Blättner, 2007). On the other hand, Antonovsky’s (1979) perspective on “life orientation” also referred to as a “sense of coherence” is largely determined by a single psychological factor, which is the general attitude towards the world and one’s own life. A sense of coherence (SOC) has been explained in terms of “a sense of comprehensibility, sense of manageability and sense of meaningfulness” (Antonovsky, 1979). To make sense of the world, a person with this life-orientation prefers classified, categorised and structured information.

a. A sense of comprehensibility, refers to the “expectation or the ability of a person to process familiar and unfamiliar stimuli as ordered, consistent, structured information, and not as chaotic, random, accidental and inexplicable”.

b. A sense of manageability specifies “confidence in the perception that resources are at one’s disposal, are adequate to meet the demands posed by the stimuli” A person with a high sense of manageability is convinced that challenges can be resolved easily.

c. A sense of meaningfulness is being described as "the extent to which one feels that life makes sense emotionally, that at least some of the problems and demands posed by living are worth investing energy in, are worthy of commitment and engagement, are challenges that are 'welcome' rather than burdens that one would much rather do without" (Antonovsky, 1987).

Keeping healthy is also closely related to life-orientation and the ability to cope with stress. The extent of how well developed “life-orientation” is in an individual impacts on the individual and his/her work (Strümpfer, 1990). Individuals with a well-developed sense of coherence can maintain personal balance despite high levels of stress (Howard, 2008). They can make cognitive sense of a stressful situation and of the workplace organizational culture. They also perceive stimulation in the workplace as clear, ordered, structured, consistent and predictable, and can therefore deal with challenging situations. Managers with a high sense of coherence usually feel that they can deal with the workplace challenges by activating personal or collective resources (Mayer, Louw & Louw, 2010). They also feel that their work and life make sense and that work demands are welcome challenges in which they like to invest their energy.
One enduring factor that affect social behavior is beliefs which could proactively shapes the ways of individual’s perceptions and make sense of social situations, and beliefs can affect how individuals behave toward others and towards life. A belief orientation and life orientation that has received a great deal of attention in a variety of domains is optimism. The optimism has been defined as “a tendency to expect favorable outcomes.”

Scheier and Carver (1985) proposed a new definition of optimism, “optimism is a stable tendency to believe that good rather than bad things will happen.”

It has been argued that optimism prepares the individual to define goals, make commitments, cope with adversity and pain and recover from trauma and stress. Many studies have been conducted to examine the role an Optimistic Bias in adolescents and adults and it has been found that there exists a strong relationship between an optimistic outlook and self-reported happiness (Scheier and Carver, 1985; Schneider and Leitenberg, 1989).

There are two styles of Optimism: Optimistic Explanatory Style and Dispositional Optimism. Explanatory style is explained as, the manner in which people normally explain their life events. It originated from attribution theory and Seligman’s work of learned helplessness. Seligman proposed that our motivation the can be potentially drained due to the way in which we choose to explain events in our lives, reduce our persistence and increase vulnerability to depression. This style has three dimensions, internal vs. external, stable vs. unstable and global vs. specific. The explanation for a good event in Explanatory Optimistic Style would be internal. It relates to one’s characteristics and stability. However, the opposite would be true for an optimistic explanation of a negative event.

On the contrary, dispositional optimism, is a generalized expectancy for favorable outcomes (Scheier and Carver, 1987). Dispositional optimism has been found to buffer the effects of stressors in numerous studies. Patients with dispositional optimism who had undergone coronary artery bypass surgery were found to show a significantly faster rate of recovery than pessimists. “Volumes of robust research have added value to the field of Psychology in general. Above hundred studies have been carried out to measure the impact of optimism on people's lives. Optimism has been shown to add to physical and mental health, longevity, performance excellence, creativity and to success in attaining goals and dreams” (Srivastava, 1997).

A global, dispositional tendency to be “optimistic will typically manifest itself in a variety of more specific beliefs tied to particular times, situations, or life domains; and over
and above any dispositional tendency, optimistic or pessimistic beliefs may be activated or diminished by short-term factors (for example, people in happy or angry moods are more optimistic than people in fearful moods).” Optimism and pessimism are generally conceptualized as opposite sides of a continuum. Thus, when this entry refers to “optimists” or “pessimists,” that is used as shorthand for relative differences along such a continuum, not for qualitatively different types of people. Optimism has been defined as "the conviction that the future holds desirable outcomes irrespective of one's personal ability to control those outcomes" (Marshall & Lang, 1990).

Seligman (1991) defined “an optimist” as “a person who believes defeat is a temporary setback which is not his or her own fault”. In addition, optimists have excellent social relations and feel satisfied with themselves. Optimists continue to gain satisfaction during their attempts to achieve goals, as well as after success has been met (Snyder, 1994). Optimists attempt to “resolve conflict rather than give up without a fight. They are confident that obstacles can be overcome, whether or not that is actually possible. Pessimists, on the other hand, become depressed easily and often. They surrender easily and assume they are at fault for any negative aspects of their lives.”

Seligman (1991) described optimists and pessimists in terms of their explanatory style. An optimist is a person who believes that the positive events which happen to him- or herself involve an internal locus of control. The optimist “actually achieves the positive outcome and negative events have an external cause, and the optimist is not at fault. They believe that either they are in the wrong place at the wrong time, or the event was caused by an external source.”

Pessimists believe that positive events occur because one is lucky, not because ability played any role in the situation. “Negative events are caused by the pessimist, and they are explained internally. Optimists and pessimists must work together in many situations. For example, optimistic supervisors may expect more out of their employees, and may be disappointed in employee performance after setting standards that are too high. The optimist
will recover from this disappointment in a short time” (Seligman, 1991). A pessimistic supervisor may not expect anyone to do much, but if disappointed, this person may take more time to recover from the disappointment.

When a goal is of sufficient value, the individual would produce an expectancy about achieving that goal (Scheier & Carver, 1985). The generalized outcome expectancies may involve perceptions about being able to move toward desirable goals or to move away from undesirable goals. Optimism may be considered as a faith to which achievement is the outcome. Nothing is possible without hope or confidence. An optimist is someone who sees silver lining in every cloud and views the world through rose-tinted spectacles (Restonon, 2005). Possessing optimistic attitude has many benefits like optimists are better at coping with stressors, take a problem solving approach, are more planful, sees the best in situations, appraise daily stresses in terms of potential growth and tension reduction more than their pessimistic counterparts do.

Precisely, this information has equipped us with the conceptual understanding about quality of life, attachment style, emotional intelligence and life orientation and their role at individual level in the workplace.

With this conceptual understanding now we can move on to the next Chapter dealing with the review of literature.