EMOTIONAL INTELLIGENCE ACROSS THE LIFE SPAN: THE MEDIATING EFFECTS OF PERSONALITY AND PERCEIVED SOCIAL SUPPORT

A Dissertation Submitted

To

Sikkim University

In Partial Fulfilment of the Requirement for the
Degree of Master of Philosophy

By

Dipanker Rai

Department of Psychology
School of Human Science

February, 2018

Forwarded by

Dr. Satyananda Panda

Head,

Department of Psychology,

Sikkim University,

Gangtok

Dr. Satyananda Panda
Associate Prof. & Head
Department of Psychology
Sikkim University, Gangtok

PLAGIARISM CHECK CERTIFICATE

This is to certify that the check for plagiarism has been carried out for the following M. Phil dissertation with the help of Urkund software and the result is within permissible limit decided by the University.

EMOTIONAL INTELLIGENCE ACROSS THE LIFE SPAN: THE MEDIATING EFFECTS OF PERSONALITY AND PERCEIVED SOCIAL SUPPORT

Submitted by Mr. DIPANKER RAI under the supervision of Dr. Nutankumar S. Thingujam of the Department of Psychology, School of Human Sciences, Sikkim University, Gangtok, 737102, India.

Signature of the candidate

Countersigned by the supervisor

Prof. N.S. Thingujam

सिक्किम विश्वविद्यालय
SIKKIM UNIVERSITY

(भारत के संसद के अधिनियम द्वारा वर्ष 2007 में स्थापित और नैक (एनएएसी) द्वारा वर्ष 2015 में प्रत्यायित केंद्रीय विश्वविद्यालय)
(A central university established by an Act of Parliament of India in 2007 and accredited by NAAC in 2015)

Forwarded by

Dr. Satyananda Panda

Head,

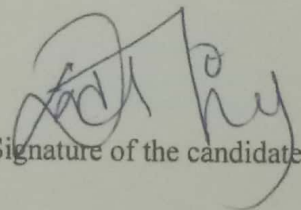Department of Psychology,

Sikkim University,
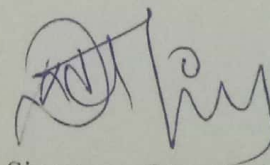
Gangtok

Dr. Satyananda Panda
Associate Prof. & Head
Department of Psychology
Sikkim University, Gangtok

Declaration by the Candidate
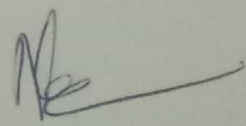
I declare that the dissertation entitled "EMOTIONAL INTELLIGENCE ACROSS THE LIFE SPAN: THE MEDIATING EFFECTS OF PERSONALITY AND PERCEIVED SOCIAL SUPPORT", submitted by me as the partial fulfilment for the degree of Master of Philosophy is the record of work carried out by me during the period from 1/8/2016 to 15/12/2017 under the guidance of Dr. Nutankumar S. Thingujam and has not formed the basis for the award of any degree, diploma, associate ship, fellowship, titles in this or any other university or other institution of higher learning.

I further declare that the material obtained from other sources has been dully acknowledged in the thesis.

Date: 7/2/18

Signature of the Candidate

i

Declaration by the candidate

I declare that the dissertation entitled **"EMOTIONAL INTELLIGENCE ACROSS THE LIFE SPAN: THE MEDIATING EFFECTS OF PERSONALITY AND PERCEIVED SOCIAL SUPPORT"**, submitted by me as the partial fulfilment for the degree of Master of Philosophy is the record of work carried out by me during the period from 1/8/2016 to 15/12/2017 under the guidance of Dr. Nutankumar S. Thingujam and has not formed the basis for the award of any degree, diploma, associate ship, fellowship, titles in this or any other university or other institution of higher learning.

I further declare that the material obtained from other sources has been dully acknowledged in the thesis.

Date: Signature of the Candidate

i

Acknowledgement

Dedication

Dedicated to my loving, heavenly abode Grandfather (Chuchu) Late.

Arun Chandra Rai.

Abstract

Emotional intelligence has been the subject of much attention in the past as well as in the present when it comes to managing, regulating, and understanding one's own and others emotions and how EI can have a significant impact over successful performances on various domains of life such as mental health, academic and work place performances even on the roles that we play as a teacher, student, researcher etc. The purpose of the study was to examine the age group differences i.e. late adolescents, young adult, middle adult , and elderly with respect to emotional intelligence despite of having controlled ones personality and perceived social support. The participants ($n= 200$) were age ranged from 18 to 71 years from the state of Sikkim. The findings of the study revealed that there exist a significant age group differences with respect to overall perceived emotional intelligence. Preceding age group participants scored significantly higher than the lower age groups. The correlation analysis demonstrated the results that overall perceived social support and some dimensions of personality had a significant positive correlation with EI. Further results indicated that age group differences with respect to overall EI remained statistically significant even after controlling for perceived social support, agreeableness, conscientiousness, and neuroticism.

Keywords: Emotional intelligence (EI); Life span; Late adolescents; Young adult; Middle adult; Elderly; Perceived social support; and Personality.

List of Tables

Chapter I

1. Introduction

The construct emotional intelligence refers to the extent to which individuals deal effectively with their own as well as of others emotions. There has been a tremendous amount of popular and academic interest in emotional intelligence, probably because of the idea or of the scientific findings that emotions are considered to be the important determinant of successful performance in various domains of life including health, leadership, workplace and academic performance, life satisfaction and on many other psychosocial factors.

The question of relationship between age and Emotional intelligence has profound implications for academics and organisations as the literature and workforce gets older. The findings of the past studies has shown that the older adults or age and experience matters more in terms of self-regulating their emotions through either rearranging their environments or acquiring strategies and capacities to manage their emotions (Carstensen et al., 2000; Labouvie-Vief & Medler, 2002). It might be expected that such strategies and capabilities would be reflected in measures of emotional intelligence that have been proposed to assess how we understand, manage and use emotions and how age groups varies in terms of EI despite of having controlled perceived social support and personality.

1.1 Emotional intelligence and its conceptual background

Emotional Intelligence as a term or construct actually has two different concepts of psychology one as emotion and the other as intelligence. These two different concepts

1

were clubbed together and were referred as Emotional Intelligence by the work of a Yale psychologist Salovey and Mayer, 1990 which they defined as the subset of social intelligence that involves the "ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions."

At times the researchers were much focused on cognitive aspects such as memory and problem solving when they think, talked, discussed and wrote about intelligence simply because of the reason that they were easy to measure which came to be known as intelligent quotient or IQ. However, few researchers pointed out early on the non cognitive aspects which are also an important element in making up human intelligence. The non cognitive or non intellective elements they meant personal and social factors. Furthermore they argued that these non cognitive or non intellective abilities are essential for predicting someone's ability to succeed at a given task, work and in life. Thus we have taken few theories to discuss about such non cognitive aspects which have been taken into consideration and have paved a way for the emergence of the construct of emotional intelligence EI.

The roots of Emotional Intelligence can be trace back from the sayings of Aristotle to the different theories of intelligence and even in the old concept of clinical psychology as "*Alexithymia*" that tends to relate with the current model or with the concepts of Emotional Intelligence.

Aristotle once remarked over one specific emotion i.e., anger, "Anybody can become angry - that is easy, but to be angry with the right person and to the right degree and at

the right time and for the right purpose, and in the right way - that is not within everybody's power and is not easy."

Even there is an old concept in clinical psychology as Alexithymia. The word comes from Greek word: a = lack or no, lexi = words and thymos = mood or emotion. Furthermore, individuals with alexithymia have difficulty in distinguishing and appreciating the emotions of others, which is thought to lead to unempathetic and ineffective emotional responding. Alexithymia is generally defined as difficulty in identifying feelings and distinguishing between feelings and the bodily sensations of emotional arousal, difficulty describing feelings to other people,

The evolution in models of intelligence which viewed intelligence strictly as how well one engaged in analytic tasks associated with memory, reasoning, judgment, and abstract thought, theorists and investigators began considering intelligence as a broader array of mental abilities (Gardner, 1983; Sternberg, 1985).

Thorndike (1920) theory of Intelligence has included one aspect of intelligence as social intelligence which he defined as "the ability to understand and manage men and women and girls and boys, to act wisely in human relations". Thus, EI can be consider as a type of social intelligence since it has been defined in a very broader way the point where EI gets more clearly distinguished from general or social intelligence as it involves wider aspects of emotions and emotional content.

Gardner (1983) theory of multiple intelligence contains two concepts as interpersonal and intrapersonal intelligence. "Interpersonal intelligence denotes a person's capacity to understand the intentions, motivations, and desires of other people and, consequently, to

work effectively with others" and, "intrapersonal intelligence involves the capacity to understand oneself, to have an effective working model of oneself including one's own desires, fears, and capacities and to use such information effectively in regulating one's own life".

Thus, it seems quite relevant that the existed concepts of different theories, philosophical quotes and clinical concepts had laid down the foundation and provided a compatible backdrop for considering emotional intelligence as a viable construct.

1.2 Models of emotional intelligence

There are three scientific approaches to emotional intelligence which can be characterized as the ability model, mixed model and trait model. The ability model views emotional intelligence as an ability with performance assessments. Mixed models are so called because they mix the ability conception with personality traits and competencies such as optimism, self-esteem, and emotional self-efficacy (Cherniss, 2010) on the other hand trait model views EI as an individual's self perception of their emotional abilities. Proponents of these two approach i.e., mixed and trait model use self-report instruments as opposed to performance assessments to measure emotional intelligence i.e., instead of asking people to demonstrate how they perceive an emotional expression accurately, self-report measures ask people to judge and report how good they are at perceiving others' emotions accurately.

Salovey and Mayer (1990) who first used the term emotional intelligence postulated that emotional intelligence consists of the following three categories: appraisal and expression of emotion, regulation of emotion and utilization of emotions. The first category consists

of the components of appraisal and expression of emotion in the self and in others. The component of appraisal and expression of emotion in the self is further divided into the subcomponents of verbal and non-verbal and as the component of appraisal and expression of emotion in the others is broken into the subcomponents of non-verbal perception and empathy. The second category of emotional intelligence i.e., regulation of emotion, has the components of regulation of emotions in the self and regulation of emotions in others. The third category, utilization of emotion, includes the components of flexible planning, creative thinking, redirected attention and motivation.
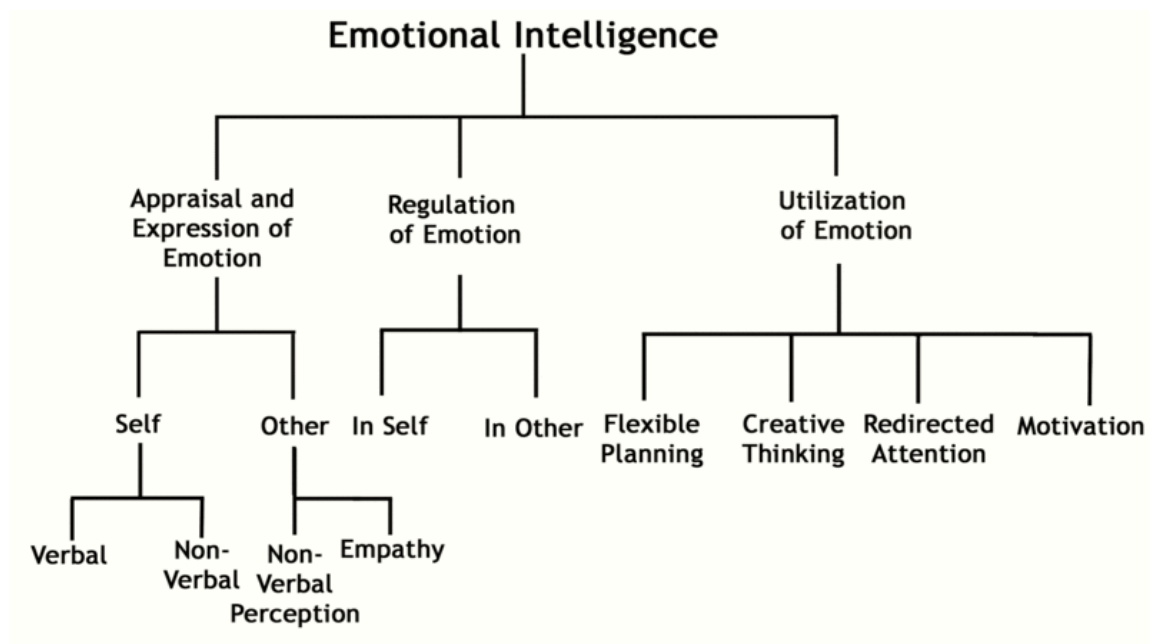
(Source: Mayer and Salovey, 1990)

1.2.1 Appraisal and expression of emotion (self)

The emotional appraisal determines various expressions of emotions; one medium through which emotions are appraised and expressed is in the form of language i.e., verbally. Learning about emotions depends upon speaking clearly about them and another

way through which emotions are appraised and expressed is in non verbal level and it has been overlooked mostly as mental abilities. Thus appraising and expressing emotions are an integral part of emotional intelligence because people who are more accurate can more quickly perceive and respond to their own emotions and better express those emotions to others, such emotionally intelligent individuals can also respond more appropriately to their own feelings as because of the accuracy which they perceive them. Such skills seem to be more of important elements for adequate social functioning.

1.2.2 Appraisal and expression of emotion (others)

The medium through which emotions are appraised and expressed in others are non verbal perception of emotions and empathy:

Non verbal perception of emotions means the ability of perceiving, judging and interpreting correctly of other emotions and such perceptual abilities ensure smother interpersonal cooperation. Another medium among emotional appraisal and expression is that they appear related to empathy, the ability to comprehend another's feelings and to re-experience then in oneself. These skills enable an individual to gauge accurately the affected responses in others and to choose social adaptive behavior in responses.

1.2.3 Regulation of emotion (self and others)

There are number of experiences that one has about his or her moods or emotions and it can be as a result of regulatory system that monitors or evaluates and sometimes acts to change mood or emotions. EI includes the ability to regulate and alter the affective reactions of others such as understanding the contribution of one's behavior in creating

favorable impressions. Emotionally intelligent individuals however adapt this process and do so as to meet their particular goals.

1.2.4 Utilization of emotion

Individuals differ in their ability to harness their own emotions in order to solve problems and may influence some of the components and strategies involved in problem solving (Mayer and Salovey 1990). These sorts of problem people identify and the way they frame them will probably be more related to internal emotional experiences than the problems addressed by others. Individuals with such skills may be more creative and flexible in arriving at a possible alternative to a problem. Finally emotions may be used to facilitate flexible planning, creative thinking, mood redirected attention, and motivating emotions to assist performance at complex intellectual tasks.

1.3 Popularization of emotional intelligence

Initially the concept of emotional intelligence was mostly unfamiliar to researchers and the general public until Goleman (1995) wrote the best-selling book, Emotional Intelligence: Why it can matter more than IQ and described how scientists had discovered a connection between emotional competencies and pro social behavior, with a view that emotional intelligence was 'as powerful and at times more powerful than IQ' in predicting success in life. People from all professions educators, psychologists, human resource professionals, and corporate executives began to incorporate emotional intelligence into their professional practices.

Daniel Goleman (1995) defines Emotional intelligence as the "abilities to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification;

to regulate ones moods and keep distress from swapping the ability to think; to empathize and to hope".

Goleman identified five domains or dimensions of EI. Three dimensions self-awareness, self-regulation, and motivation described personal competencies, that is, knowing and managing emotions in one self. Two dimensions empathy and social skills described social competencies, that is, knowing and managing emotions in others that were comprised of twenty five competencies. The current model reflects recent statistical analyses by Richard Boyatzis that supported collapsing the twenty-five competencies into twenty, and the five domains into the four domains i.e., Self-awareness, Self-management, Social awareness, and Relationship management (Boyatzis, Goleman, & Rhee, 2000). Self-awareness, the first construct is the ability to read one's emotions and recognize their impact while using feelings to guide decisions. Self management, the second construct, involves controlling one's emotions and impulses and adapting to changing circumstances. The third construct, social awareness, includes the ability to sense, understand, and react to other's emotions while comprehending social networks. Finally, relationship management, the fourth construct, refers to the ability to inspire, influence, and develop others while managing conflict (Goleman, 1998).

Later in 1997, Mayer and Salovey revised the definition and conceptualization of emotional intelligence because in some cases it seems to be vague and they did only talk about perceiving and regulating emotion, and omit thinking about feelings. A revised definition and conceptualization are as follows:

"Emotional intelligence involves the ability to perceive accurately, appraise and express emotions; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth."

The later developed or conceptualized model of EI (Mayer and Salovey, 1997) includes four branches that comprise emotional intelligence: (i) Perception, appraisal and expression of emotion, (ii) Emotional facilitation of thought, (iii) Understanding, analyzing emotions; employing emotional knowledge of emotion, and (iv) Reflective regulation of emotions to promote emotional and intellectual growth. These four inter-related abilities are arranged hierarchically such that more basic psychological processes i.e., perceiving emotions are at the base of the model and more advanced psychological processes i.e., reflective regulation of emotion which requires complex processing are at the top. Each branch has four different abilities on it and the abilities that emerge early in development has been talked or discussed at the earliest part of the model and later developing abilities that requires more integrated adult personality has been placed in the later process of each branch.

Perception, appraisal and expression of emotion refers to the ability that emerge early in development is to identify emotions in ones bodily states or expressions, feelings and thoughts as well as in others peoples design, artwork through language and behavior. On the other hand, the skills associated with the later developing abilities is to express emotions and needs related to those feelings accurately and to identify or discriminate between real or fake expressions of feelings.

Emotional facilitation of thought involves the early developing abilities of prioritizing feelings and directing attention to identify important information and to use emotions as aids to judgment and memory concerning feelings (Mayer and Salovey, 1997) on the contrary of this domain the later developing abilities concerns with facilitating emotional states to different problem solving such as using emotions in thinking, judgment, reasoning and creativity.

Understanding, analyzing emotions; employing emotional knowledge of emotion refers to the abilities that are associated with the early developing abilities is to employ emotional knowledge, the ability to understand emotions and to use emotional knowledge such as understanding differences in emotions, ability to label emotions and recognize relations such as differences or relations between liking and loving (Mayer and Salovey, 1997) and ability to understand the consequences of emotion. The abilities that are marked by the later developing is to understand complex feelings and an ability to recognize emotions transition.

Reflective regulation of emotions to promote emotional and intellectual growth involves the ability that are associated with early developing abilities is to stay open to both pleasant and unpleasant feelings and an ability to engage or detach from emotions based on its utility. Later developing abilities involves the ability to monitor and manage emotions in oneself and in others by moderating negative emotions and enhancing pleasant or positive ones.

Table 1.1 Summary of EI models

Salovey and Mayer (1990)	Goleman (1995)	Mayer and Salovey (1997)
Appraisal and expression of emotion	Self-awareness	Perception, appraisal, and expression of emotion
Utilization of emotion	Self-management	Emotional facilitation of thinking
Regulation of emotion	Social awareness	Understanding and analyzing emotions
	Relationship management	Reflective regulation of emotions to promote emotional and intellectual growth

1.4 Measuring emotional intelligence

At present, there are three broad categories of measures of emotional intelligence related to each models. There has been a debate about the ideal method to measure emotional intelligence with a view that respondents can provide socially desirable responses rather than truthful ones. On the contrary, self-report (or self-judgment) scales are desirable: they are less costly, easier to administer, and take considerably less time to complete than performance tests (Brackett et. al., 2006).

i. Ability measures: The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes 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.

Salovey and Mayer's conception of EI strives to base on the ability model of EI. Example: The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).

ii. Mixed model measures: The model introduced by Goleman and Bar-On is based on the mixed model of EI. Example: Emotional Competency Inventory (ESCI), Bar-On Emotion Quotient Inventory (EQ-I).

iii. Trait model measures: Trait EI refers to an individual's self-perceptions of their emotional abilities. Example: The Swinburne University Emotional Intelligence Test (SUEIT), Schutte Emotional Intelligence Scale, Wongs and Law Emotional Intelligence Scale (WLEIS), Bracket Self Rated Emotional Intelligence Scale.

1. 5 Age / Life span

The age as a variable has generally represented one of the most popular independent variables used in research probably reflecting the idea that it has on an individual variation in behavior, which is not only readily measurable but accounts for a variance in a variety of behavioral measures. The popularity of this variable in psychological research arises when differences in behavior are related to age. Thus, age refers to the process of undergoing changes in mental, emotional, social and physical maturity as a result of passage of time, where each individual goes through a series of developmental stages carrying these changes with regard to age.

Life span refers to the ongoing process that we go through while growing up. It is the period of time from conception extending to death. Studies related to life span development would help in describing, determining and explaining the mysteries related phenomenon of human development and includes issues such as the extent to which

development occurs through the accumulation of knowledge, learning through experiences in each stage of development. The interaction between personal characteristics and environmental factors including social context, and their impact on overall development has been the area of much interest among researchers.

The studies of developmental psychology and researchers have divided the life span into periods with age levels as encompassed by the different stages such as Erikson has divided the life span into eight different stages as infancy, early childhood, preschool age, school age, adolescents, young adulthood and adulthood. In the book of Elizabeth B. Hurlock, 2008 Developmental psychology: A life span approach, has mentioned ten different developmental stages of a life span with certain behavioral and developmental patterns namely, Parental period, Infancy, Babyhood, Early childhood, late childhood, Puberty or Preadolescence, Adolescence, Early adulthood, Middle age and Old age with changes or development related to different aspects of social or psychological changes. Hence, we will be specifically discussing in brief about the four developmental stages of human life span with regard to its consideration in the present study.

1.5.1 Late adolescence

The face in the mirror stares at me demanding who are you? What will you become? And taunting, you don't even know. Chastened, I cringe and agree and then because I'm still young, I stick out my tongue.

(Reproduced: Human development; Papalia et. al., 2004)

Adolescence is the phase of transition from being a child to an adult. This period generally extends from 12 to 19 years of age and varies across culturally too. It can be

broadly categorized into three stages – early adolescence, middle adolescence and late adolescence. The term adolescence has broader meaning as it includes cognitive, emotional social and as well as physical maturity.

Cognitive development refers to development in the ability to think and reason. During the period of late adolescence complex thinking process are used to make personal decision and over global concepts of socio cultural and political areas. They begin to develop idealistic views on specific topic and focus on their thinking over their career and role in adult society.

The period of adolescence are said to be a period of "storm and stress" a heightened time of emotional tension resulting from biological changes and as well of the social conditions too, as a, matter of fact that adolescence emotionality can be attributed by peer or social pressures. Emotional development or maturity are said to be achieved by the end of adolescence, they do not blow up emotionally when others are present rather wait for a convenient time or place to let off emotions in a socially acceptable manner. An important indication of emotional maturity during this period is that individual respond rather than reacting to certain stimuli by assessing the situation critically (Hurlock, 2008).

Social changes during adolescence period of development relates to mainly of social adjustment such as adjustment needed to make with adults outside of his/her conform zone and to the member of the opposite sex being in a relationship that predominant mostly at this stage. In the process of socialization the adolescence comes up with the most important and difficult respects of socialization such as influence of peer groups,

new values in social acceptance and rejection and social groupings and such factors may influence their subjective well being either in positive or negative way.

1.5.2 Young adults

If Happiness is the absence of fever, than I will never know happiness. For, I am possessed by a fever for knowledge, experience, and creation.

(Reproduced: Human development; Papalia et. al.,2004)

Young adults or early adulthood is the period of life between the ages from 20 to 40 years old. Generally characterized by being vibrant, active, healthy, autonomous, and independent, and are more focused on romance, child rearing, and careers. Since it is the first stage of adulthood the changes that encompasses are physically; where one remains healthy and reach peak performance, cognitively; to make life decisions, and socio emotionally; takes roles of oneself in family and society.

The cognitive stages during the period of young or early adulthood can be discussed as a period of realistic and pragmatic thinking. The young adults were quantitatively advanced in their thinking, however, they are qualitatively similar (Piaget,). Realistic thinking means looking at all aspects of a situation in positive, negative, or in neutral before making conclusions.

The psychosocial development for the young adult can be identified with a desire to be socially independent and with a high ambition to succeed and can include occupation selection, selecting a life-partner, starting a family, accepting responsibilities, and social networking (Nevid & Rathus, 2005).

1.5.3 Middle adult

To accept all experience as raw material out of which the human spirits distills meanings and values is a part of the meaning of maturity

(Reproduced: Human development; Papalia et. al., 2004)

Middle adulthood is the period of age beyond young adulthood but before the onset of old age. This period of development is aged between 40 to 60 years of life. Middle age is generally characterized by competence, maturity, responsibility and stability. The meaning of middle age varies with health, gender, ethnicity, socioeconomic status, and culture (Helson, 1997; Staudinger and Bluck, 2001).

Middle adulthood is the period of developmental stage in which an individual changes in their cognitive functioning as concerned to intelligence, memory, religion, and health. Since development is considered to be multidirectional the changes or development gains in some area and losses in others. Cognitive abilities are more likely to increase than decrease such as the ability to use knowledge, experience, vocabulary, and verbal memory (Horn & Hofer, 1992).

The psychosocial development during middle age has been view by developmental psychologist as objectively and subjectively, in terms of finding people's sense of self and the way they actively construct their life. Some of the theorists hold the view that personality is essentially formed by middle life and also proclaim it as an opportunity for a positive change (Maslow & Rogers,1968). The key psychosocial issues during middle adulthood concern the existence of identity development and psychological well being.

1.5.4 Late adulthood

There is still today and tomorrow fresh with dreams. Life never grows old

(Reproduced: Human development; Papalia et. al.,2004)

Late adulthood or old age is the time of life in each person that takes after the time of his or her life after he/she turns 60+ years old. Individuals can be viewed as old due to specific changes in their activities or social roles. This period is marked by the process of growing old resulting in failure of body cells to function normally or to produce new body cells to replace those that are dead or malfunctioning. This in turn results in significant physical, psychological and cognitive changes, like digestive malfunctioning, depression, and impaired memory functioning and so on.

Social and emotional life does change with age. Social networks get narrow down. Experienced emotions are more predictable and less labile. Negative emotions become more and social roles change quantitatively and qualitatively resulting great impact over the psychosocial and emotional well being of the elderly people.

1.6 Perceived social support

Perceived social support refers to the degree of taking privilege of love, assistance provided by family members, friends and other people. Social support is a social network that can provide an individual with actual psychological resources to deal with the stressful events of life and daily problems such that there has been an increasing number of an interest in the role of social support as a coping mechanism or resources (Zimet et. al., 1998). A number of studies and researchers have showed that the influence of social

support is directly related to an individual's psychological well being (Procidano and Heller, 1978; Di Fabio and Kenny, 2012).

Although many of the researchrs in this area agree that it involves some kind of relationship transaction between individuals, the nature of transaction is specified in a variety of ways (Zimet et. al., 1998). Shumaker and Brownell (1984) , defines social support as "an exchange of resources between at least two individuals perceived by the provider or the recipient to be intended to enhance the well being of the recipient". On the other hand, Lin (1986) defines social support as "perceived or actual instrumental or expressive provisions supplied by the community, social networks, and confiding partners". Trady (1985) argues by stating that the best way to clarify differences in definition and approach to social support is to specify direction, disposition, description of support, evaluation of satisfaction with support, content and network.

1.7 Personality

A personality trait does account for the variance in individual differences and it does also appear to be influential to an individual well being (McCrae and Costa, 1991). Thus, we can assume personality as the combination of characteristics or qualities that makes an individual's distinctive character.

Personality has been defined as "one's characteristic pattern of thinking, feeling, and acting" (Myers, 1998). Personality has been explored using a variety of theories including psychoanalytic, humanistic, social-cognitive, and trait theory. Out of which the most predominant and well accepted personality theories, trait theory attempts to explain personality in terms of the dynamics that underline behavior. Traits are characteristic

patterns of behavior or dispositions to feel and act in a certain way which distinguish one person from the next.

A more recent and more widely accepted trait model is the "Big Five" Personality Factor Model. It proposes that personality can be factored into five domains: neuroticism, extraversion, openness, agreeableness, and conscientiousness.

Neuroticism is a trait which has been included in many of the models of personality theory, generally characterized by negative emotions such as anxiety, worry, fear, guilt, jealousy, and loneliness. It can be viewed as emotional instability in contrast to emotional stability or a lack of self control and poor ability to manage psychological stress.

Extraversion refers to the ability to take pleasures in an activity that involves social gatherings and can be viewed as opposite to neuroticism i.e. being emotionally stable in contrast to emotional instability and are generally characterized by enthusiastic, talkative, sociable, and assertive.

Openness as a trait reflects the degree of intellectual curiosity, creativity and a preference for novelty and variety a person has and is characterized by intellectually curious, open to emotion, sensitive to beauty and willing to try new things.

Agreeableness as personality traits manifests individual behavioral characteristics that are perceived as kind, sympathetic, cooperative, warm, considerate, trusting and trustworthy, helpful, and willing to compromise their interests with others.

Conscientiousness refers to the trait or characteristics that are generally marked by a tendency to exhibit self discipline, dutiful, systematic and also possess the tendency to

think carefully before acting and also believed to be related to control, regulate and direct their impulses.

1.8 Summary

This chapter focuses on the introductory part with regard to the definitions and conceptual background, models and theoretical findings and perspective of the variables that have been used in the present study. Viz, Emotional intelligence, Age groups, Perceived social support and Personality along with its five dimensions as extraversion, agreeableness, conscientiousness, neuroticism and openness to experience.

Chapter II

Literature Review

Most of the research studies with regard to emotional intelligence and age have revealed that emotional intelligence increases with an increase of age. Earlier study in this direction was initiated by Salovey and Mayer (1990), they reported that EI increases with age and experience and the emotional competence was found to be greater among older children than their counterparts and it has also been reported that emotional maturity was positively related with physiological maturity.

Goleman (1998) also stated that emotional intelligence increases with age and it can be learned, cultivated and increased in adulthood. It was shown that people can change their EI competencies over two to five years (Boyatzis et al., 2000). In another study, Mayer et al. (2000) also explored that EI increases with age and experience, which states it as ability rather than a personality trait. Wong and Law (2002) in a study in the context of various job on a different group of subjects found that age is positively correlated with emotional intelligence.

One of the most systematic studies of emotional experience across the lifespan was conducted by Carstensen et al. (2000). They sampled 184 adults aged from 18 to 94 years across one week using an experience sampling method. Older adults experienced less negative affect than younger adults. Older adults were able to maintain positive moods for longer and negative moods were terminated more quickly than for younger adults. Older adults also experienced more mixed and complex emotions, more frequently experiencing both positive and negative emotions simultaneously. This apparent capacity

to regulate emotions effectively and evidence from studies suggesting neuroticism decreases with age (Costa et.al., 2000) suggests that emotional instability i.e., neuroticism gets decreased a form of stability in emotions gets developed and with regard to emotional utilization, understanding and regulating becomes stronger as aging happens.

Socioemotional Selectivity Theory proposes that these progressions as to age contrasts in EI result from a developing attention to the restricted time that the individual has left in their lives (Carstensen et al., 2003; Carstensen et al., 2000). As individuals acknowledge they have little time left, they are more disposed to concentrate on prompt positive enthusiastic experience got from social connections than to put resources into acquiring knowledge and experience to better deal with what's to come. Different examinations have exhibited different routes in which the remarkable quality of feeling increments with age. For instance, as individuals develops or grow older established they recollect emotional material more easily and effectively (Carstensen and Turk-Charles, 1994), utilize more enthusiastic substance in their portrayals of other individuals, and make more utilization of emotions in social and critical thinking (Blanchard-Fields, 1997).

Mayer and Salovey's (1997) various levelled model of emotional abilities expressly incorporates a formative movement. The four 'branches' of this model, emotion perception, emotional facilitation, emotional understanding and emotional regulation and control are estimated to unfurl logically and incrementally through improvement. Emotional perception emerges in early adolescence. Emotional facilitation is the capacity to bring emotional encounters into general mindfulness. Emotional understanding incorporates thinking about emotions including understanding how and why they emerge. The last, and most elevated, capacity is emotional administration and regulation. Thus the

model gives us a general idea about how the emotions related capacities and skills tends to get developed with a span of age, maturity and experiences.

Subsequently, Srivastava and Bharamanaikar (2004) also explored the relationship between age and EI among 291 Indian army officers. Their study also supported the idea that EI increases with age. These findings have also been supported by the studies conducted by Bar-On (2002), which concluded that gender and age have an impact on emotional intelligence. On the other hand, the study that tried to investigate the role of gender differences in EI and whether age acted as a mediator in the relationship between gender and EI among university students and adults. They found that age did mediate the relationship between gender and EI. Therefore, claim that the role of age is more considerable with regard to EI (Berrocal, et.al, 2012).

Kafetsios (2004) conducted a study on 239 adults aged between 19-66 years. It was reported in his study that older participants got higher scores on three out of four branches of EI, which were facilitation, understanding and management. This study among adults also reported the same result that EI increases with age. Fariselli et.al, (2006) also conducted a research on 405 people in USA in the age group of 22 to 70 years where they have reported that age has a positive and significant association with EI but the relationship is weak and asserted that the older people have slightly higher EI.

Another examination analyzing the long term stability (32 months) of emotional intelligence-related capacities through the span of a life period (The progress from secondary school to college) was accounted for by Parker, et al. (2005). During the first week of full time study, a large group of undergraduates completed the EQ-i: short and

32 months later a random subset of these student (N=238), who had started their postsecondary education within 24 months of graduating from high school, completed the measure for a second time. The study found EI scores to be relatively stable over the 32 month time period. EI scores were also found to be significantly higher at 2 times and the overall pattern of change in EI- levels was more than can be attributed to the increased age of the participants.

Bii, et al. (2012) studied the relationship between age and EI of managers and whether the relationship is moderated by gender and managerial experience in educational institutions including primary, secondary and tertiary institutions. They found and reported that age had a positive and significant influence on EI and moderating effects of gender and managerial experience were mild and non-significant.

Van-Rooy et al., (2005) conducted a study on EI test among 275 participants to examine how different age-groups scores in an EI test. The results indicated that emotional intelligence scores increase with age and too supported the idea of emotional intelligence increases with an increase in age. Chapman and Hayslip (2006) compared EI scores among young participants in early and middle adulthood. In their study mid-life adults reported greater use of optimism (a component of emotional intelligence) as a mood regulation strategy compared to young adults. Gowdhaman and Murugan (2009) conducted a study on 300 trainee teachers to explore the relationship between two variables i.e., EI and age and reported a significant positive correlation between EI and age.

Labouvie-Vief & Medler, 2002 have proposed that there are two aspects of emotional experience during aging i.e. affect optimization which involves the capacity to decrease negative affect and upgrade and maintain positive affect. Cognitive affective complexity involves the ability to organize positive and negative emotions in more adaptable and differentiated cognitive structures which allows older adults to differentiate complex emotions, coordinate positive and negative aspects of affective experience and assess or break down parts of their emotional experience and its relationship to their personality. Expanded cognitive-affective complexity enables individuals to separate emotions more successfully, see themselves as well as other people in a more adaptable, open and tolerant way, perceiving and tolerating both negative and positive aspects of themselves and of other people. Complexity isn't just filed by the appearance or nonappearance of conflicting emotions (Cartensen et al, 2000) but rather by the extravagance of schemata and cognitive processes for coordinating experiences with the self and managing emotional experience with increasing maturity.

The studies on ego development can be seen relevant as some way or the other to the question of emotional maturity or change with regard to aging. Loevinger's theory of ego development proposes four inter related domains of development namely, character development, cognitive style, interpersonal style, and conscious preoccupations (Loevinger, 1976). Character development refers to the changes in moral concerns and moral behavior as well as in impulse control. Cognitive style refers to the changes in conceptual complexity but is reflected in increasing tolerance of ambiguity and more reflective and objective processing of experience. *Interpersonal style* refers to the orientation and attitudes a person has towards others and relationships with others,

particularly with regard to belonging, independence and interdependence. It includes preferences in the type of relationship and understanding of relationships. *Conscious preoccupations* refers to the focus of attention of the persons thoughts and behavior and includes issues such as the extent to which they conform to social rules, take responsibility, and seek and realize independence from others. To put it and underlying the affective area of interest, people at later phases of ego development have better impulse control, have more complex and integrated cognitive-affective processes, are more likely to respect, tolerate and collaborate with others, and are more likely to be able to differentiate, communicate and use emotions in their thinking and problem solving.

Labouvie-Vief and Medler (2002) differentiated four possible outcomes in combination of affect optimization and cognitive-affective complexity: integrated (high optimisation, high complexity), complex (low optimisation, high complexity), defended (high optimisation, low complexity) and dysregulated (low optimisation, low complexity). They revealed the evidence that the older adults were found to be more integrated and defending than younger adults. In other words, aging was found to be consistently associated with increasing affect optimisation and while cognitive-affective complexity peaked in mid-life, for some people it was found to be declined in later life as a result of declining cognitive resources (Labouvie-Vief et al., 1989; Labouvie-Vief & Medler, 2002). However it is important to note from the above studies that the effects of age on affective regulations.

Mayer, et. al. (1999) conducted two studies as part of their research using Multifactor EI Scale (MEIS). Study 1 was conducted on 503 adults from diverse sources i.e. college students, corporate employees, executives etc. Results from study 1 confirmed that EI can

be considered a new type of intelligence and EI was found to moderately correlate with a measure of verbal intelligence. Study 2 was conducted on 229 adolescents and the results were compared with the scores in study 1. The findings from study 2 revealed that adults scored higher on EQ than adolescents.

Mayer & Salovey's (1997) notion of emotional intelligence is related to this idea of cognitive-affective complexity, as it does that development is accompanied by an increasing ability to perceive, understand and manage emotions. There is evidence that older adults are more adept at regulating their emotional experience and optimising positive affect. Further there is evidence that adults, in mid life at least, are more likely than younger adults to be able to represent and manage more complex blended emotions and integrate their emotions with cognitions about the world in more complex ways.

Perceived social support is the degree of taking privilege of love, assistance provided by family members, friends and other people. Social support is a social network that can provide man with a good amount of psychological resources to deal with the stressful events of life and daily problems. Thus, we can be observe and assume that whatever people can receive more social support, greater EI they can achieve.

Shumaker & Brownell (1984), also suggest how specific aspects of EI may relate to perceived support with regard to self-report EI, individuals perceptions that they can accurately appraise the emotions of self and others and express their emotions appropriately are usually contributed by perceived social support i.e., persons who perceive more available social support report that they are better able to recognize emotions in themselves and in others and to express their emotions. They also see

themselves as being able to use their emotions in solving problems. Since social support involves an exchange of resources between persons.

Cohen et al., 2000 have provided the evidence of the positive effects of perceived social support on emotional and physical functioning. The perception of social support available is more important than the actual amount of social support provided. Perceived social support refers to the beliefs people hold regarding the level and quality of support that is available to them. It is thought that perception of social support is an important factor because it shows how an individual thinks about the support available to them, and whether it can be called upon when needed (Gallagher & Vella-Brodrick, 2008). The social support we receive from

Others are identified as predictors of health and well-being (Cohen et al., 2000).

According to the existing literature on emotional intelligence and personality, researchers have used different models to find out the casual relationship between emotional intelligence and personality. Based on the models, different results have been revealed. One of the most widely cited theories of personality is Costa and McCrae's Five Factor Model of personality (FFM), or the "Big Five" measured by the Revised NEO Personality Inventory (NEO-PI-R; Costa & McCrae, 1992). The FFM construct has five traits that have been studied extensively over the years: Agreeableness, Openness, Extraversion, Neuroticism, and Conscientiousness. Each of these five traits has been found to correlate highly with trait EI.

According to Petrides (2010) a stronger relationship was reported between emotional intelligence and big five model of personality. Bracket and Mayer (2003) found that a high significant correlation between emotional intelligence and Neuroticism, Extraversion, Agreeableness and Conscientiousness, but it has been found moderate relation with Openness to experience.

Austin et.al, (2005) had explored the relationship between emotional intelligence, personality and alexithymia among Canadian (N=500) and Scottish (N=204) groups. EI was found to be negatively associated with alexithymia and the results also revealed that EI was found to be more strongly associated with personality factors.

Day et.al, (2006) studied the relationship among emotional intelligence (EQ-i), Big five personality factors and type- A behavior pattern (TABP). Results indicated that EQ-i was found to be highly correlated with most dimensions of personality and TABP, concluding that personality aspects and type-A behavior patter are good predictors of emotional intelligence.

As in prior research age was found to be related wit EI. In the current study age differences will add to the explanations of EI as assessed by self report measures beyond the effects of personality traits and perceived social support.

Since self report measures assess perceptions, the extent to which the general perception or mood state of the individual might impact the responses to the measures in used, it also makes sense that individuals enrich in their social support and an individual personality

traits would impact their emotional skills. It also suggests how specific aspects of EI may relate to perceived support. For example, with regard to self-report EI, individuals' perceptions that they can accurately appraise the emotions of self and others and express their emotions appropriately contributed to perceived social support. That is, persons who tend to perceive more available social support report that they are better able to recognize emotions in themselves and in others and to express their emotions. They also see themselves as being able to use their emotions in solving problems. Since social support involves an exchange of resources between persons (Shumaker & Brownell, 1984).

Based on the above cited literature the following objectives and hypothesis were formulated:

2.1 Objectives

The main objective of the present study is to determine how age is related to EI level of a person, as assessed using the self report measures of EI, while also analyzing the variables of personality and perceived social support as controlled variables.

The research is carried out with the following objectives:

1) To investigate if there is a significant age group differences in Emotional intelligence among elderly, middle adulthood, young adults and late adolescents

2) To examine whether the age group differences in EI is independent of the personality traits and perceived social support.

2.2 Hypothesis

H1 Participants with higher age group will score higher on EI than participants with lower age groups.

H2: The age differences in EI will remain statistically significant even after controlling for personality and perceived social support.

2.3 Summary

This chapter talks about the existing literature on the variables that have been used in this study. A review of literature has been done among EI, Age, Perceived social support and personality as per the demand of the proposed hypothesis along with this the objectives and hypothesis of the study has also been discussed.

Chapter III

Method

3.1 Overview

The present study is quantitative in nature and a group comparison study between four different age groups with regard to differences in emotional intelligence where perceived social support and personality has been taken as controlled variables. The data of the study has been collected using the standardized questionnaire.

3.2 Sample

The sample of the study comprised of 200 participants, 50 late adolescents age ranged from 18-20 years, 50 young adults age ranged from 21-39 years, 50 middle adult age ranged from 40-59 years and 50 elderly above (60+). With regard to gender, 25 subjects were male and 25 female in each age group category which would make 50% male and 50% female in overall sample.

3.3 Measures

i. *The Wong's and Law Emotional Intelligence Scale (WLEIS)*

It is a 16 items self-report measure of emotional intelligence based on 7 point Likert type scale i.e., 1 as "Strongly disagree", 2 as "Disagree", 3 as "Moderately disagree", 4 as "Neither agree nor disagree", 5 as "Moderately agree", 6 as "Agree" and 7 as "Strongly agree", developed by Wong's and Law (2004). The scale has four dimensions of EI to measure i.e., Self emotion appraisal (SEA), others emotion appraisal (OEA), Use of

emotion (UOE) and Regulation of emotion (ROE). Reliability estimates for the four dimensions of SEA, OEA, UOE and ROE were .86, .85, .79 and .72 respectively.

ii. *The Multidimensional Scale of Perceived Social Support (MSPSS)*

The MSPSS is a self report questionnaire developed to measure perceived social support. The MSPSS was developed by Zimet, Dahlem, Zimet & Farley, (1988). The scale is a 12- item questionnaire; on a 7 point Likert type scale where 1 as "Very strongly disagree" 2 as "Strongly disagree" 3 as "Mildly disagree" 4 as "Neutral" 5 as "mildly agree" 6 as "Strongly agree" and 7 as "Very strongly agree". The instrument measures support from family, friends, and significant others. Reliability obtained for the scale as a whole as well as for each subscale with a value of .91, .87, and .85 respectively. The reliability of the total scale is .88.

iii. *Big Five Inventory (BFI)*

It is a 44-item inventory that measures an individual on the Big Five Factors (dimensions) of Personality developed by John & Srivastava, (1999). It is answered in a five point scale from 1 as "Disagree strongly" to 5 as "Agree strongly". The scale is divided into five sub scales that is Openness to Experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism with the internal consistency of .86, .89, .77, .90 and .74 respectively.

3.4 Procedure

The study was conducted with the use of self report questionnaire and the data of the study has been collected using stratified random sampling. The school and college going students, different organizations and club of elderly people from the state of Sikkim were

approached for participation in the study seeking permission from the concerned authorities of different institutions and organizations in accordance with the legal and ethical guidelines. The participants were briefed about the objective of study, and informed consent was taken. The required information was taken through demographic sheet which included age, gender, qualification, and English fluency then scales of the study were provided. Participants were assured about the confidentiality of information provided by them.

3.5 Statistical Analysis

Statistical analysis of the data was carried out using the SPSS statistical package version 23. Descriptive statistics and Cronbach"s alpha reliability analysis were calculated and are reported on in the results section below. Manova has been used to see the group differences along with mean and Std. Deviation. Pearson r was used to evaluate the relationships between Emotional Intelligence, Perceived social support and personality and Mancova has been computed to analyze the influence of control variables on the relationships between IV and DV.

3.6 Summary

This chapter gives an overview of the methodology of the present study, the method of data collection, Sample size, and Sample characteristics, the description of the measures that have used and the statistical analysis that have been performed to analyze the data.

Chapter IV

Result and Discussion

4.1 Results

Normal distribution of the data was checked and was found to be normally distributed. Table 1 shows means, standard deviation, and reliability of all the variables used in the present study.

Table 1: Mean, SD and Reliability for the measures of Emotional intelligence (WLEIS), Perceived social support and Personality

Variables	Items	Mean	SD	Reliability
WLEIS:TOTAL	16	89.90	8.93	.830
WLEIS:SEA	4	22.93	2.89	.701
WLEIS:OEA	4	22.40	3.10	.719
WLEIS:UOE	4	22.68	2.93	.679
WLEIS:ROE	4	21.88	3.20	.685
MPSS:TOTAL	12	65.63	10.21	.872
MPSS:SIGNIFICANTOTHERS	4	21.27	5.06	.870
MPSS:FAMILY	4	23.26	3.84	.819
MPSS:FRIENDS	4	21.11	3.97	.800
EXTRAVERSION	8	26.28	4.57	.616
NEUROTICISM	8	21.57	4.99	.675
OPENNESS	10	35.87	3.88	.464
AGREEABLENESS	9	34.29	4.47	.612
CONCIENTIOUNESS	9	31.79	5.58	.779

Note: WLEIS: Wong's and Law emotional intelligence scale; SEA: Self emotional appraisal; OEA: Others emotional appraisal; UOE: Utilization of emotions; ROE: Regulation of emotion: MPSS: Multidimensional perceived social support.

The above mentioned Table 1 depicts the mean, SD of all the variables used under study and the internal consistency reliability of WLEIS, the overall emotional intelligence (.830) and its sub scales i.e. Self emotional appraisal (.701), others emotional appraisal (.719), Utilization of emotions (.679) Regulation of emotion (.685) were found to be little lower than reported by Wong & Law, 2002.

In the case of MPSS the internal consistency reliability was found to be .872, its sub scales internal consistency reliability was found to be, Significant others (.870), Family (.819) and Friends (.800) which are comparatively similar to the internal consistency reliability as reported by the author Zimet et.al., (1988). The internal consistency reliability for the personality (BFI) dimensions were found to be as Extraversion (.616), Neuroticism (.675), Openness (.464), Agreeableness (.612), and Conscientiousness (.779) which is bit lower than reported by the author of the scale (John & Srivastava, 1999).

To examine age group differences on emotional intelligence measure, One-Way-MANOVA was performed with age as an independent variable. The findings showed that the groups differed in emotional intelligence, $F(12,415) = 4.372$, $p < .001$. As it can be observed from the below placed Table 2 that there exist a significant age group differences among late adolescents, young adult, middle adult and elderly on emotional intelligence and even in the sub scales except for OEA : others emotional appraisal.

Table 2: Mean, SD and F values for WLEIS: SEA, OEA, UOE, ROE between different age groups.

Variables	Adolescents		Young adult		Middle adult		Elderly		F
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
1. WLEIS	86.02	9.52	86.71	9.23	92.24	7.17	94.61	6.57	10.702^{**}
2. SEA	21.46	3.34	22.20	2.55	23.85	2.62	24.22	2.07	9.894^{**}
3. OEA	22.24	3.28	21.17	3.02	22.73	3.04	23.46	2.69	4.165^{**}
4. UOE	21.85	3.06	22.07	3.33	22.56	2.26	24.24	2.34	6.086^{**}
5.ROE	20.46	3.52	21.27	3.61	23.10	2.57	22.68	2.23	6.639^{**}

Note: ** $p<.01$; WLEIS: Wong's and Law emotional intelligence scale; SEA: Self emotional appraisal; OEA: Others emotional appraisal; UOE: Utilization of emotions; ROE: Regulation of emotion.

From the above mentioned Table 2 we can see that there exist a significant age groups differences on emotional intelligence as the mean score of late adolescents as (86.02), young adult (86.71), middle adult (92.24), and elderly (94.61) which gives an idea or indication that EI increases with an increase in one's age. Therefore, the hypothesis H1 that have been formulated which states that Participants with higher age group will score higher on EI than participants with the lower age groups has been found to be accepted.

On the contrary, among the subscales of EI also it can be noticed that the mean scores has been found to be increasing with an increase in age or age groups except for OEA: others emotional appraisal where the mean score of young adult (21.17) is lower than the mean

score of late adolescent (22.24). In the rest cases, the mean score is found to be higher and increasing with every stage of age group (See Table 2).

In order to perform MANCOVA, we first compute the corelational analysis to test whether or not there exist a significant correlation among all the variables under study. Thus, the Table 3 shows the correlation of all the variables.

Table 3: Results of Pearson's product moment correlation between Emotional Intelligence, Perceived Social Support and Personality

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.EI.TOT														
2.SEA	.766**													
3.OEA	.731**	.381**												
4.UOE	.753**	.542**	.411**											
5.ROE	.695**	.366**	.348**	.292**										
6.MPSS	.196*	.119	.083	.250**	.128									
7.SO	.198*	.210**	.054	.215**	.114	.838**								
8.FAM	.114	.097	.009	.155**	.080	.748**	.426**							
9.FRND	.140	.056	.137	.218**	.108	.776**	.466**	.411**						
10.E	.125	.066	.094	.231**	-.013	.146	.130	.068	.144					
11.A	.237**	.122	.259**	.281**	.042	.058	.042	.056	.042	.202**				
12.C	.490**	.398**	.330**	.506**	.221**	.262**	.245**	.204**	.163*	.182*	.462**			
13.N	-.219**	-.129	-.102	-.293**	-.126	-.248**	-.184*	-.275**	-.135	-.338**	-.461**	-.462**		
14.O	.140	.006	.187*	.172*	.047	.070	.062	-.084	.182*	.233**	.202**	.132	-.034	

Note: WLEIS.TOT: Wongs & Law Emotional Intelligence Total; SEA: Self emotional appraisal; OEA: Others emotional appraisal; UOE: Utilization of emotions; ROE: Regulation of emotion: MPSS: Multidimensional perceived social support; SO: Significant others; FAM: Family; FRND: Friends; E: Extraversion; A: Agreeableness; C: Conscientiousness; N: Neuroticism; O: Openness. * $P<0.05$, ** $p<0.01$ (2-tailed)

Table 2 reveals the correlations of all the variables and it can be observed that the different components or the dimensions of emotional intelligence are found to be significantly correlated with each other. Results demonstrated that overall perceived social was found to be significantly correlated with the total of WLEIS, r = .196, *P*<.05. The correlations among the WLEIS subscales and MPSS, only the OEA: others emotional appraisal was found to be positively correlated but not with the rest three dimensions.

The different dimensions of MPSS were also found to be significantly correlated with each other. Significant others as the dimension of MPSS was found to be positively correlated with WLEIS total, r = .198, *P*<.05; SEA, r = .210, *P*<.01; UOE, r = .215, *P*<.01 but was not with OEA and ROE. The other subscale of MPSS i.e. FAM and FRND was only found to be positively correlated with WLEIS subscale UOE, r = .155, *P*<.01 and r = .218, *P*<.01, but not with the WLEIS total and with its rest three dimensions.

Some of the personality dimensions were found to be correlated with WLEIS total and with some of its dimensions. Extraversion was only found to be correlated with the UOE subscale of WLEIS, r = .231, *P*<.01 but was not found with rest subscale and with the total. Agreeableness was found to be positively correlated with WLEIS total, r = .237, *P*<.01; OEA, r = .259, *P*<.01; and with ROE, r = .281, *P*<.01, but not with the two of its dimension i.e. SEA and ROE. Conscientiousness was found to be positively correlated with WLEIS, r = .490, *P*<.01, and with all of its dimensions: SEA, r = .398, *P*<.01; OEA,

r = .330; *P*<.01, UOE, r = .506, *P*<.01; and ROE, r = .221, *P*<.01. As neuroticism was found to have negative correlations with WLEIS total, r = -.219, *P*<.01; UOE, r = - .293, *P*<.01 but not with the rest three dimensions, openness was only found to be correlated with the two dimension of WLEIS i.e. OEA, r = .187, *P*<.05, and with UOE, r = .172, *P*<.05.

After the computation of the correlation analysis the results revealed a positive correlation of WLEIS with perceived social support and personality (See Table 3). The correlation was found to be in the expected direction as compared with the pervious study. Thus, we performed a multivariate analysis of covariance with the total scores of WLEIS and with its four dimensions as dependent variables and the four age groups as independent variable while controlling for perceived social support and personality. Table 4 illustrates the Mean difference between WLEIS between different age groups based on MANCOVAs after having controlled for personality and perceived social support (See Table 4).

Table 4: Mean difference between WLEIS between different age groups based on MANCOVAs controlling for personality and perceived social support

	Age groups			
	Adolescents	Young adult	Middle adult	Elderly
WlEIS. Total				
M *(SD)*	86.418 (9.52)	86.937 (9.23)	92.763 (7.17)	93.467 (6.57)
M difference[a]		-.520	-6.346*	-7.050*
M difference[b]			-5.826*	-6.530*
M difference[c]				-.704
SEA: Self emotional appraisal				
M *(SD)*	21.617 (3.34)	22.239 (2.55)	24.030 (2.62)	23.846 (2.07)
M difference[a]		-.612	-2.412*	-2.229*
M difference[b]			-1.791*	-1.608*
M difference[c]				.183
OEA: Others emotional appraisal				
M *(SD)*	22.324 (3.28)	21.216 (3.02)	22.816 (3.04)	23.255 (2.69)
M difference[a]		1.108	-.492	-.931
M difference[b]			-1.600	-2.039*
M difference[c]				.439
UOE: Utilization of emotion				
M *(SD)*	21.987 (3.06)	22.197 (3.33)	22.723 (2.26)	23.825 (2.34)
M difference[a]		-.211	-.736	-1.839*
M difference[b]			-.525	-1.628*
M difference[c]				1.103
ROE: Regulation of emotion				
M *(SD)*	20.490 (3.52)	21.286 (3.61)	23.195 (2.57)	22.541 (2.23)
M difference[a]		-.796	-2.706*	-2.051*
M difference[b]			-1.909*	-1.255*
M difference[c]				.654

Note: M difference[a] = Mean difference between late adolescents and young adults, middle adult and elderly, M difference[b] = Mean difference between young adults and middle adults, elderly, and M difference[c] = Mean difference between middle adults and elderly. * The mean difference is significant at .05 level.

The findings from the MANCOVAs analysis showed that the groups significantly differed with respect to Emotional Intelligence score, $F(12, 394) = 3.848$ $p < .001$. We also performed pairwise comparisons using the Sidak for multiple comparisons. Findings revealed that the scores of each higher age group were significantly higher than those of the lower age groups with respect to the total score of Emotional Intelligence. Thus, the hypothesis H2 stating the age differences in EI will remain statistically significant even after controlling for personality and perceived social support were also found to be accepted. Regarding the subscale of WLEIS the higher age group scores were found to be significantly higher than those of lower age group with respect to the Utilization of emotions (UOE). In terms of the Self emotional appraisal (SEA) late adolescent's scores were found to be lower with the preceding age groups, only middle adult scores were found to be higher than elderly. Regarding the Others emotional appraisal (OEA) elderly scored significantly higher than the lower age groups, the scores of only young adults were lower than late adolescents. With respect to the Regulation of emotion (ROE) late adolescent's scores were found to be lower with the preceding age groups, only middle adult scores were found to be higher than elderly (See Table 4).

4.2 Discussion

The current study was focused and aimed at examining the age group differences with respect to emotional intelligence beyond the effects of personality and perceived social support. As all the variables under study were assessed using the self report test. Most of the studies on emotional Intelligence with respect to age group differences dint included the stratified life span development as the respective age groups or controlled the

43

variables of personality and perceived social support. Therefore the study provides a new insight into age group differences on emotional intelligence.

The first hypothesis stating that participants with higher age group will score higher on EI than participants with lower age groups was found to be accepted. This supports the fact that with an increase in ones age increases the level of emotional intelligence or age group significantly varies across age group differences. These results are also found to be consistent with the findings reported by (Goleman 1998; Mayer et. al, 200; Wong & Law, 2002). With respect to the dimensions of the scale also it was found to have significant age group differences. Since, SEA: self emotional appraisal refers to the ability to understand and execute their emotions clearly and naturally, OEA: others emotional appraisal refers to the ability to perceive and understand the emotions of others people around, UOE: use of emotions pertains to the ability to use ones emotions effectively, ROE; regulation of emotions refers to the ability to regulate emotions. This may be as a result of the self report nature of the scales that might have attenuated the effects of age on emotional intelligence because it is strongly believed and widely accepted fact and findings that older adults tend to learn and remember the emotional content and execute it from their past experiences. Meanwhile, the personal and the social activities that people tend to carry out with the passage of one's age say for education, as a parent guiding their upcoming their generation emotionally and socially being an example, devoting time to health and religious practices or the social responsibility that one is surrounded with might also impacts the emotional maturity among older adults. Since, self report measures are also viewed as, that it tends to evaluate one's own performance which are going to be highly cognitive in nature and it also involves comparisons with past and

present as of which that older adults adopt higher standards for judging the success of their attempts to control emotions as older adults generally have higher expectations with respect to emotional control (Carstensen et. al., 2000). The complexity of emotional understanding in adulthood, patterns of coping and defense would seem to be strongly influenced by sociocultural conditions, and it is possible that the older adults received more rigid training about how to self-regulate emotions (Labouvie-Vief et. al., 1989).

The correlation analysis between overall emotional intelligence and over all perceived social support was also found to have a significant correlation. These findings are also in consistent with the findings reported by (Shumaker & Brownell, 1984). This may be due to the fact that Perceived social support is the degree of taking privilege of love, assistance provided by family members, friends and other people. Social support is a social network that can provide man with a good amount of psychological resources to deal with the stressful events of life and daily problems. Thus, we can be observe and assume that whatever people can receive more social support, greater EI they can achieve. Since social support involves an exchange of psychological resources between persons.

On the other hand agreeableness, conscientiousness and neuroticism were also found to have significant correlation with the overall emotional intelligence which is found to be the similar results as reported by (Petrides, 2010; Bracket and Mayer, 2003). Since agreeableness as personality traits are generally characterised by a forgiving and sympathetic, conscientiousness are remarked by self discipline, organized and not being impulsive, and neuroticism which are often characterized as emotional instability in

nature such characteristics of these personality traits might induce the emotional skills and result in greater degree of emotional intelligence.

The finding of the study also revealed that the age group differences remain statistically significant even after controlling for perceived social support, which states that the group differences with respect to emotional intelligence did not influenced by one's level of perceived social support despite of this some components of perceived social support were also found to have significant correlation with EI and its subscales too.

The study also demonstrated that the age group differences remain statistically significant even after controlling personality dimensions i.e. agreeableness, conscientiousness, and neuroticism depicts that personality dimensions does not influence or mediate the age group differences with respect to emotional intelligence. Thus, the hypothesis H2 stating that the age differences in EI will remain statistically significant even after controlling for personality and perceived social support has been found to be accepted. This suggests that the age group differences with respect to emotional intelligence do not mediate by perceived social support and personality.

In the past research EI was found to be significantly correlated with personality and perceived social support. Thus the results of the study also demonstrated the same and it can be concluded that there was no such mediating effect on the age differences in EI when personality and perceived social support is controlled.

According to the literature on emotional intelligence and personality, researchers have used different models to find out the relationship between emotional intelligence and five factor model of personality. Based on the models, different results have been revealed.

According to Petrides (2010) a stronger relationship was reported between emotional intelligence and big five personality. Bracket and Mayer (2003) found that a high significant correlation between emotional intelligence and Neuroticism, Extraversion, Agreeableness and Conscientiousness, but it has been moderately related with Openness to experience.

Since perceived social support refers to the degree of taking privilege of love, assistance and taking care by family members, friends and other people. Social support is a social network that can provide man with a good amount of psychological resources to deal with the stressful events in life and daily problems. Accordingly, it can be concluded that whatever people can receive more social support, greater EI they can achieve. The results by (Shumaker & Brownell, 1984), also suggest that how specific aspects of EI may relate to perceived social support. For example, with regard to self-report EI, individuals' perceptions that they can accurately appraise the emotions of self and others and express their emotions appropriately contributed to perceived social support. That is, persons who perceive more available social support report that they are better able to recognize emotions in themselves and in others and to express their emotions. They also see themselves as being able to use their emotions in solving problems. Since social support involves an exchange of resources between individuals.

Chapter V

Conclusion, Limitations and Suggestions for future research

The present study aimed at examining the age group differences among late adolescents, young adults, middle adult, and elderly with respect to emotional intelligence. The findings of the study showed that a significant age group differences in overall emotional intelligence such results are consistent with the research findings as reported by (Goleman, 1998; Wong and law, 2002). Even there was a significant age group differences in some of the dimensions of EI. We were also interested in exploring age group differences on emotional intelligence after controlling personality and perceived social support at which the correlational analysis revealed a significant positive correlation between perceived social support and some dimensions of personality with overall emotional intelligence. The findings of the study also demonstrated that there was a significant group differences with respect to emotional intelligence even after having controlled personality and perceived social support.

Some of the limitations of this study include use of single set of self report measures in determining dependent variable and also with a use of self report measures there is a chance of social desirability. Since, the current study was conducted on a limited population in a specific place and time so that the results cannot be generalized to a wider population.

References

Austin, E. J., Saklofske, D. H., & Egan, V. (2005). Personality, well-being, and health correlates of trait emotional intelligence. *Personality and Individual Differences, 38,* 547-558.

Boyatzis, R. E., Goleman, D., and Rhee, K. (2000). Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory (ECI)s. In R. Bar-On and J.D.A. Parker (eds.), *Handbook of emotional intelligence*. San Francisco: Jossey-Bass, pp. 343-362.

Boyatzis, R. E., Stubbs, E. C., & Taylor, S. N. (2002). Learning cognitive andemotional intelligence competencies through graduate management education. *Academy of Management*

Brackett, M., & Rivers, S.E., (1997). Relating Emotional Abilities to Social Functioning: A Comparison of Self-Report and Performance Measures of Emotional Intelligence. *Journal of Personality and Social Psychology, 91*, 780–795.

Brackett, M. A., & Mayer, J. D. (2003). Convergent, Discriminant, and Incremental Validity of Competing Measures of Emotional Intelligence. *Personality and Social Psychology Bulletin, 29,* 1147-1158.

BarOn, R. (1997). (1997). *Bar-On Emotional Quotient Inventory: Technical Manual*. Toronto, Canada: Multi-Health Systems.

BarOn, R. (2002). *BarOn Emotional Quotient Inventory Short (EQ-i: S): Technical Manual.* Toronto, On: Multi-Health Systems.

Bii, P.K., Lucas, O., B.Mwengei, O. K., Koskey, N., Korir, E., & Yano, E.M. (2012).Age: a determinant of management's emotional intelligence competency.*Journal of Emerging Trends in Educational Research and Policy Studies, 3*(6), 807-811.

Blanchard-Fields, F. (1997). The role of emotion in social cognition across the adult life span. In K. W. Schaie & M. P. Lawton (Eds.), *Annual review of gerontology and geriatrics* (Vol. 17, pp. 238-265). New York: Springer.

Brackett, M., Rivers, S.E. & Salovey, P. (2011). Emotional Intelligence: Implications for personal, social, academic and workplace success. *Social and Personality Psychology Compass 5*, 88-103.

Cohen, S., Underwood, L., & Gottlieb, B. (2000). *Social Support Measurement and Intervention: A Guide for Health and Social Scientists*. New York: Oxford University Press.

Chapman, B. P., & Hayslip Jr, B. (2006). Emotional intelligence in young and middle adulthood: Cross-sectional analysis of latent. *Psychology and aging, 21*(2), 411-418.

Carstensen, L. et al., (2003). Socioemotional selectivity theory and the regulation of emotion in the second half of life. *Motivation and Emotion, 27*(2), 103-123.

Carstensen, L. et al., (2000). Emotional experience in everyday life across the adult life span. *Journal of Personality and Social Psychology, 79*(4), 644-655.

Carstensen, L. L., & Turk-Charles, S. (1994). The salience of emotion across the adult life course. *Psychology & Aging, 9*, 259-264.

Cherniss, C. (2010). Emotional intelligence: Toward clarification of a concept. *Industrial and Organizational Psychology, 3*, 110–126.

Costa, P. T., Jr., & McCrae, R. R. (1992). Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor Inventory (NEO-FFI) professional manual. Odessa, FL: Psychological Assessment Resources.

Costa, P. et al., (2000). Personality at midlife: Stability, intrinsic maturation, and response to life events. *Assessment, 7*(4), 365-378.

Day, A. L., Therrien, D. L., & Carroll, S. A. (2005). Predicting psychological health: assessing the incremental validity of emotional intelligence beyond personality, Type A behaviour and daily hassles. *European Journal of Personality, 19*, 519–536.

Fernández-Berrocal, P., Cabello, R., Castillo, R., and Natalio Extremera, N., (2012). Gender differences in emotional intelligence: The mediating effect of age. *Behavioral Psychology, 20,* 77-89.

Fariselli, L., Ghini, M., & Freedman, J., (2006). Age and Emotional intelligence. EQ White. Papers, Six Seconds.

Gallagher, E. N., & Vella-Brodrick, D. A. (2008). Social Support and Emotional Intelligence as Predictors of Subjective Well-Being. *Personality and Individual Differences, 44,* 1551-1561.

Goleman, D. (1995). Emotional intelligence, why it can matter more than IQ. New York, NY: Bantman press.

Goleman, D. (1998). *Working with emotional intelligence*. New York, NY: Bantman press.

Gowdhaman, K. & Murugan, M.B. (2009). Emotional intelligence among the B.Ed. teacher trainees. *Psycho-lingua*.187-190.

Horn, J. L., & Hofer, S. M. (1992). Major abilities and development in the adult period. In R. J. Sternberg & C. A. Berg (Eds.), *Intellectual development* (pp. 44-99). New York: Cambridge University Press.

Helson, R. & Roberts, B.W. (1997) Changes in culture, changes in personality: the influence of individualism in a longitudinal study of women. *Journal of Personality and Social Psychology,* 72 (3): 641-51.

Hurlock, E.B. (2008). Developmetal psychology: A Life Span Approach. New York, NY. Tata McGraw-Hill Publishing.

Kafetsions, K. (2004). Attachment and emotional intelligence abilities across the life course. *Personality and Individual Differences, 37*, 129-145.

Lin, N. (1986). Conceptualizing social support. In N. Lin, A. Dean, & W.M. Ensel (Eds.), Social support, life events, and depression, Orlando, FL: Academic.

Loevinger, J. (1976). *Ego development: Conceptions and theories*. San Francisco: Jossey Bass.

Labouvie-Vief, G., DeVoe, M., & Bulka, D. (1989). Speaking about feelings: Conceptions of emotion across the life span. *Psychology & Aging, 4*(4), 425-437.

Labouvie-Vief, G., & Medler, M. (2002). Affect optimization and affect complexity: Modes and styles of regulation in adulthood. *Psychology and Aging, 17*(4), 571-588.

Maslow, A. (1968). Toward a psychology of being, New York: Van Nostrand.

Mavroveli and Sanchez-Ruiz (2011). Trait emotional intelligence influences on academic achievement and school behavior. *British Journal of Educational Psychology, 81*, 112-134.

Salovey, P., & Mayer, J.D. (1990). Emotional intelligence. Baywood Publishing.

Mayer, J.D. & Salovey, P. (1997). What is Emotional intelligence? In P. Salovey & D.J.Sluyter (Eds), *Emotional Development and Emotional Intelligence: Educational Implic ations (3-31)*. New York; Basic Books.

Mayer, J.D., Caruso, D.R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, *27* (4), 267-298.

Mayer, J. D., Salovey, P., & Caruso, D. (2000). Models of emotional intelligence. In R. J. Sternberg (Ed.), *Handbook of human intelligence (396–420)*. New York: Cambridge University Press.

Mroczek, D. K. (2001). Age and emotion in adulthood. *Current Directions in Psychological Science, 10*(3), 87-90.

Mroczek, D. K., & Kolarz, C. M. (1998). The effect of age on positive and negative affect: A developmental perspective on happiness. *Journal of Personality and Social Psychology, 75*, 1333-1349.

McCare, R.R., & Costa , P.T. (1991). The NEO Personality Inventory: Using the Five-Factor ModeI in Counseling. *Journal and Counseling and Development*, *69, 367-372.

Nevid, J. S., Fichner-Rathus, L, & Rathus, S.A. (1995). *Human sexuality in a world of diversity*. (2nd ed.). Boston: Allyn & Bacon.

Parker, J.D.A., Saklofske, D. H., Wood, L. M., Easrabrook, M.J., & Taylor R. N. (2005). Estability and change in emotional intelligence: Exploring the transition to Young adulthood. *Journal of individual differences, 26*, 100-106.

Petrides, K. V., (2010). Trait emotional intelligence theory. *Industrial and Organizational Psychology, 3,* 136–139.

Piaget, J. (1952). The origins of intelligence in children (M. Cook, Trans.)

Procidano, M.E., & Heller, K. (1983). Measures of perceived social support from friends and from family: three validation studies. *American Journal of Community Psychology*, *88*, 174-181.

Papalia, D.E, Olds, S.W., & Feldman, R.D. (2004). Human Development. New York, NY: Tata McGraw-Hill Publishing.

Pandey, R., & Tripathi, A. N. (2004). Development of emotional intelligence: Some preliminary observations. *Psychological Studies-University of Calicut, 49*, 147-150.

Staudinger, U.M. & Bluck, S. (2001). A View on Midlife Development from Life-Span Theory. In M. E. Lachman (Ed.), *Handbook of midlife development* (pp. 3-39). New York: Wiley.

Shumaker, S. A., & Brownell, A. (1984). Toward a theory of social support: Closing conceptual gaps. *Journal of Social Issues, 40*, 11-36.

Srivastava, K. B.N. , & Bharamanaikar, S. R. (2004). Emotional intelligence and effective-leadership behavior. *Psychological Studies. 49*(2-3), 107-113.

Trady, C.H. (1985). Socail support measurement. *American Journal of Community Psychology, 13*, 187-202

Thingujam, N. K. S., & Ram, U. (2000). Emotional intelligence scale: Indian norms. *Journal of Education and Psychology, 58*, 40-48.

Thimgujam (2002) Emotional intelligence: What is the evidence? *Psychological studies,47*, (1-3)

Van Rooy et. al., (2005). Group differences in emotional intelligence scores: Theoretical and practical implications. *Personality and Individual Differences, 38* (3), 689-700.

Wong and Law (2002) The effects of leader and follower emotional intelligence on a performance and attitude: An exploratory study. *The leadership quarterly, 13*, 243-274.

APPENDIX

Name (optional): _____   Age: _____

Gender: _____   Qualification: _____

Marital status: _____   Occupation: _____

Religion: _____   Domicile state: _____

Family type: Joint/Nuclear   Locality: Rural/urban

Are you suffering from any serious psychological or physical problems? Yes/No

Please rate your English fluency

   1[ ]   2[ ]   3[ ]   4 [ ]   5 [ ]   6[ ]   7[ ]

 I _____ volunteer to participate in a research work conducted by Mr. Dipanker rai pursuing M. Phil degree at Sikkim University. I understand that the research is designed to gather information about academic work. I understand that the researcher will not identify me by name in any reports using information obtained from this data, and that my confidentiality as a participant in this study will remain secure.

I have understood the explanations provided to me and I voluntarily agree to participate in this study.

_____   _____

Signature of the investigator   Participants signature

                                                 Date_____

Section A

Please response according to the options given below

Strongly disagree (1)	Disagree (2)	Moderately disagree (3)	Neither agree nor disagree (4)	Moderately agree (5)	Agree (6)	Strongly Agree (7)

1. I have a good sense of why I have certain feelings most of the time. _____

2. I have a good understanding of my emotion. _____

3. I really understand what I feel. _____

4. I always know whether or not I am happy. _____

5. I always know my friends emotion from their behavior. _____

6. I am a good observer of other's emotion. _____

7. I am sensitive to the feelings and emotion of others. _____

8. I have good understanding of the emotions of people around me. _____

9. I always set goals for myself and then try my best to achieve them. _____

10. I always tell myself I am a competent person. _____

11. I am a self motivated person. _____

12. I would always encourage myself to try my best. _____

57

13. I am able to control my temper and handle. _____

14. I am quite capable of controlling my own emotion. _____

15. I can always calm down quickly when I am angry. _____

16. I have a good control of my emotion. _____

*********************************X*********************************

Section B

Instructions: We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.

Circle the "1" if you **Very Strongly Disagree**, "2" if you **Strongly Disagree**, "3" if you **Mildly Disagree**, "4" if you are **Neutral**, "5" if you **Mildly Agree**, "6" if you **Strongly Agree** and "7" if you **Very Strongly Agree**

		Very Strongly Disagree	Strongly Disagree	Mildly Disagree	Neutral	Mildly Agree	Strongly Agree	Very Strongly Agree
1	There is a special person who is around when I am in need.	1	2	3	4	5	6	7
2	There is a special person with Whom I can share joys and sorrows.	1	2	3	4	5	6	7
3	My family really tries to help me.	1	2	3	4	5	6	7
4	I get the emotional help & support I need from my family.	1	2	3	4	5	6	7
5	I have a special person who is a real source of comfort to me.	1	2	3	4	5	6	7
6	My friends really try to help me.	1	2	3	4	5	6	7
7	I can count on my friends when things go wrong.	1	2	3	4	5	6	7
8	I can talk about my problems with my family.	1	2	3	4	5	6	7
9	I have friends with whom I can share my joys and sorrows.	1	2	3	4	5	6	7
10	There is a special person in my life who cares about my feelings.	1	2	3	4	5	6	7
11	My family is willing to help me make decisions.	1	2	3	4	5	6	7
12	I can talk about my problems with my friends.	1	2	3	4	5	6	7

*************************************X*********************************

Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly
1	2	3	4	5

I see Myself as Someone Who...

1) Is talkative _____

2) Tends to find fault with others _____

3) Does a thorough job _____

4) Is depressed, blue _____

5) Is original, comes up with new ideas _____

6) Is reserved _____

7) Is helpful and unselfish with others _____

8) Can be somewhat careless _____

9) Is relaxed, handles stress well _____

10) Is curious about many different things _

11) Is full of energy _____

23) Tends to be lazy _____

24) Is emotionally stable, not easily upset _____

25) Is inventive _____

26) Has an assertive personality _____

27) Can be cold and aloof _____

28) Perseveres until the task is finished _____

29) Can be moody _____

30) Values artistic, aesthetic experiences _____

31) Is sometimes shy, inhibited _____

32) Is considerate and kind to almost everyone _____

33) Does things efficiently _____

12) Starts quarrels with others ____

13) Is a reliable worker ____

14) Can be tense ____

15) Is ingenious, a deep thinker ____

16) Generates a lot of enthusiasm ____

17) Has a forgiving nature ____

18) Tends to be disorganized ____

19) Worries a lot ____

20) Has an active imagination ____

21) Tends to be quiet ____

22) Is generally trusting ____

34) Remains calm in tense situations _____

35) Prefers work that is routine _____

36) Is outgoing, sociable _____

37) Is sometimes rude to others _____

38) Makes plans and follows through with them ___

39) Gets nervous easily _____

40) Likes to reflect, play with ideas _____

41) Has few artistic interests _____

42) Likes to cooperate with others _____

43) Is easily distracted _____

44) Is sophisticated in art, music, or literature _____

*************************** THANK YOU***************************