EMOTIONAL COMPETENCIES AS A RESULT OF PERFORMANCE AND BEHAVIOR

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ABSTRACT

Emotional competency constitutes the capacity to respond to emotional stimuli elicited by various situations. According to Singh (2003) emotional competence is a learned capability that results in outstanding performance or behavior. It is emotional competence which enables an individual learn the skills needed to succeed in life. Emotions are best conceptualized as multi component response tendencies that unfold over relatively short time spans.

Here the researcher comes up with detailed structure related to emotions: characteristics, functions, positive & negative, role of emotion in information processing, intentional change, emotional competencies, process of change and types of emotional competencies.

KEYWORDS: *emotional competency, emotional stimuli.*

INTRODUCTION
EMOTIONS
Emotions are a subset of the broader class of affective phenomena (**Diener 1999, Ekman, & Davidson,** 1994). Emotions are best conceptualized as multi component response tendencies that unfold over relatively short time spans. Emotions are so central to human experience, development and to the very survival. Emotions have a significant role to play in all the aspects related to human behavior motivation, thinking, memory, personality development and any deficit in experiencing or expressing can influence the behavior and the well-being of a human being.

Etymologically the word emotion is derived from the latin word 'emovere' which means 'to stir up', 'to agitate' and 'to exite'. **Woodworth** (1945) stated that emotion is a moved or stirred-up state of organism. **Mcdougall** (1949) maintains that emotion is an affective experience that one undergoes during an instinctive excitement. **Crow and Crow** (1973) **and Morries** (1979) stated that 'emotion is an affective experience that accompanies generalized inner adjustment and mental and physiological stirred-up states in the individual, and that shows itself in his overt behavior.

An emotion begins with an individual's assessment of the personal meaning of some antecedent event. This appraisal process may be either conscious or unconscious. It triggers a cascade of response tendencies, manifest across loosely coupled component systems, such as subjective experience, facial expressions, cognitive processing and physiological changes. **Lazarus** (1991) called the whole process as 'person–environment relationship,' or 'adaptational encounter'.

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Frijda (1986) and **Lazarus** (1991) stated that, 'An emotion is a complex, multicomponent episode that creates a readiness to act.' These components never by themselves make an emotion independently, they come together to create to a particular emotion. Hence an emotion has the following components:

- **Cognitive Appraisal**: It's a person's assessment of the personal meaning of his or her current circumstances.
- **Subjective experience**: It's the affective state or feeling tone that colors private experience
- **Thought and Action tendencies**: The urges to think or act in particular ways
- **Internal bodily changes**: The physiological responses, particularly those involving the autonomic nervous system such as changes in heart rate etc
- **Facial expression**: The muscle contractions that move facial landmarks- like cheeks, lips, noses and brows-the particular configuration
- **Responses to emotion**: How people regulate, react to, or cope with their own emotion or the situation that triggered it.

EMOTIONS: CHARACTERISTICS
Emotions have certain universal characteristics (Mangal, 2004) which are described below.
- ✓ Emotions are universal and prevalent at all stages of development
- ✓ Emotions are personal and thus differ from individual to individual
- ✓ Similar emotions can be aroused by number of different stimuli (objects and situations)
- ✓ Emotions rise abruptly but subside slowly
- ✓ Emotions have a quality of displacement
- ✓ An emotion can give birth to number of other similar emotions
- ✓ There is a negative correlation between upsurge of emotions and intelligence. Emotional upsurge adversely affects the process of thinking and reasoning.
- ✓ The emotional experiences are associated with one or the other instincts or biological drives
- ✓ The core of an emotion is feeling, which is aroused on the account of cognition of a perceived stimulus, giving birth to a sort of impulsive act or urge to do
- ✓ Every emotional experience involves many physical and physiological (overt and covert) changes in the organism.

EMOTIONS: FUNCTIONS
- Emotions serve a motivational function by arousing an individual to take action with regard to some experienced or imagined event. Emotions then direct and sustain one's behaviors toward specific goals. For the love of another person, one may do all he/she can do to attract, be near, protect him/her. For the love of one's country, he/she may sacrifice his/her life.
- Emotions serve attentional function as well. Under specific circumstances in which emotional responses have an impact on how an individual focuses his/her attention. At any given time, one can attend to only a very small subset of the objects and events available in the environment. Research suggests that left amygdala plays an important role in giving heightened awareness of objects that have emotional significance.
- On a social level, emotions serve the broad function of regulating social interactions. As positive social glue, they bind an individual to some people; as a negative social repellent, they distance an individual from others. For example, a person backs from an individual who is bristling with anger. Hence emotions we experience have a strong impact on how we function in social settings. According to **Isen**, (1984), **Schroeder et al.,** (1995), **Hoffman**, (1986) **Carlson et al**., (1988), emotions stimulate prosocial behavior. When individuals are made to feel good, they are more likely to engage in a variety of helping behaviors.
- On cognitive level, emotions serve function of influencing what we attend to, the way we perceive ourselves and others and the way we interpret and remember various features of life situations.

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Researchers have demonstrated that emotional states can affect learning, memory, social judgments and creativity (**Bradley**, 1994; **Forgas**, 1995, 2000).Emotional responses play an important role in organizing and categorizing one's life experiences.

- On Intentional change level, emotions play a central role. They excite our interest, focus our attention, alert us to the need for change and move us to act. Emotions also influence how we cope with challenge and threat, set new goals, learn new behavior and draw on others for help or support.

EMOTIONS: POSITIVE & NEGATIVE

Emotions in general, can be categorized as positive emotions and negative emotions. Emotions which are pleasant, helpful and essential to normal development and well-being of an individual are termed as positive emotions. Few such emotions are joy, interest, love, gratitude etc. Emotions which are unpleasant and harmful to development and the well-being of an individual are termed as negative emotions e.g: fear, anger, jealousy, sadness etc. (**Mangal**, 2004). However, by the nature of positivity or negativity, it cannot be concluded that experiencing of positive emotions is always good and that of negative emotions is bad.

Any emotion with highest of frequency and intensity may bring harmful effects or the so called negative emotion may be essential for the very survival of an individual. Hence two most important factors are considered to study the nature of an emotion. They are **the frequency and intensity of emotional experience and the situation, occasion and nature of stimuli.**

According to cognitive appraisal theories of emotion (**Lazarus & Smith** 1993, **Scheres**, 1993) the quality of an emotion is determined by several evaluations or appraisals of one's circumstances. One of such basic appraisal processes reflects an evaluation in terms **of pleasant-goal conducive or unpleasant – goal obstructive** which **differentiates** between the experiences of **positive and negative** emotions. Hence a person is predisposed by temperament or life circumstances to evaluate events as pleasant or goal conducive and unpleasant or goal obstructive is characterized by a propensity to feel an array of pleasant and unpleasant feelings.

Carver & Schier (1990), present Control-process theory from motivational perspective which states that, all emotions both positive and negative exist to notify people of progress towards goals. A negative emotion is a way of signaling that no progress towards a goal is made, or that the goal is being made or that the goal is moving farther away. A positive emotion let's a person know that progress is made toward a desirable goal. Gradation of these emotions, from less to more intense indicates the rate of positive or negative progress. It is primarily motivational, because people are motivated to work toward certain goals, reactions, thoughts and feelings of people are in response to the goals chosen and progress made towards goals.

Carver & Schier (1990) theory can be analyzed from both motivational and evolutionary (since emotions induce a specific-action tendencies) perspective. **Specific-action tendencies** are embodied thoughts which affect the mind and body to complete certain action. If a person is angry, he or she will fight and if a person is under joy, what could be the action? Or 'doing nothing', maintaining serenity can it be perceived as some action or how could it be expected? Another significant aspect is, positive and negative emotions can exchange independently, and a person can feel both at the same time. It can be understood that, there are specific action tendencies for negative emotions, but positive emotions operates via different processes which were overlooked for many decades. Specific-action tendencies explained the usefulness of negative dimension.

Fredrickson (1998) provides an evolutionary explanation for the utility of positive emotions through Broaden-and-Build theory. In **Fredrickson's** (1998), Broaden-and-Build theory, it's proposed that the positive emotions broaden an individual's momentary mindset concept and by doing so help to build enduring personal resources that optimize well being and health. The individual's momentary mind set means **momentary thought - action repertoire / tendencies** and individual's personal resources are ranging from **physical, intellectual, psychological and social resources**.

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Unlike positive emotions, negative emotions can trigger a wide array of narrowing thought action tendencies or narrows down people's ideas about possible action (specific-thought tendencies) **Fredrickson** (1998, 2000). The narrowed mindsets sparked by negative emotions were adaptive in instances that threatened the survival in some way, the broadened mindsets sparked by positive emotions were adaptive in different ways and over longer time frames : Broadened mindsets were adaptive because over time such expansive awareness served to build our human ancestor's resources, spurring on their development, and equipping to better handle subsequent and inevitable threats to survival and living long enough to reproduce. The capacity of human beings to experience positive emotions would have been shaped by natural selection in ways that explain the form and function of the positive emotions we modern day humans experience (**Kok, Lahani, Fredrickson**, 1998). Thought-Action tendencies are developed by **Frijda** (1986), **Lazarus** (1991), **Fredrickson and Bragnian** (1998, 2001, 2002) on twelve emotions (Primary and compound)

One way that feelings guide behavior and information processing is through the urges that accompany them. These urges are called thought action tendencies. Though people may not invariably act on the urges accompanying their emotions, there are thought action tendencies not thoughts or actions perse.

EMOTIONS & ASSOCIATED THOUGHT ACTION TENDENCY
The most significant and distinctive positive and negative emotions associated thought action tendency are: joy, interest, contentment, gratitude, pride, elevation, anger, fear, disgust, guilt, shame and sadness are explained from the points of the following aspects:
a) the circumstances that tend to elicit the emotion
b) apparent changes in the momentary thought– action repertoire,
c) the consequences or outcomes of these

D.1.1 Positive Emotions
i. JOY
Joy arises in contexts appraised as safe and familiar (**Izard**, 1977), as requiring low effort (**Ellsworth & Smith**, 1988), and in some cases, by events construed as accomplishments or progress toward one's goals (**Lazarus**, 1991). **Frijda** (1986) offered the clearest statement on the action tendency associated with joy, which he termed free activation: "It's in part aimless, unasked-for readiness to engage in whatever interaction presents itself and in part readiness to engage in enjoyments".

In other words, joy creates the urge to play and be playful in the broadest sense of the word, encompassing not only physical and social play, but also intellectual and artistic play. Play, especially imaginative play, is to a large degree unscripted. It involves exploration, invention and just plain fooling around. Pointing to no single set of actions, play takes many forms, here the urge to play represents a quite generic, nonspecific thought–action tendency. Joy and related positive emotions (e.g., exhilaration and amusement) can thus be described as broadening an individual's thought–action repertoire. Even though play is often aimless, it does appear to have reliable outcomes. Certainly, social play builds and strengthens friendships and attachments.

In addition, ethologists have long argued that play promotes skill acquisition: Physical skills are developed and practiced in rough-and-tumble play, manipulative–cognitive skills are developed and practiced in object play, and social–affective skills are developed and practiced in social play (**Boulton** & **Smith**, 1992; **Dolhinow** & **Bishop**, 1970). **Panksepp** (1998) proposed that childhood play drives brain development, especially in the frontal lobes responsible for executive functions and implicated in attention deficit hyperactivity disorder.

Joy, then, not only broadens an individual's momentary thought–action repertoire through the urge to play, but also, over time and as a product of recurrent play, can have the incidental effect of building an individual's physical, intellectual, and social resources. Importantly, these new resources are durable, and can be drawn on later, long after the instigating experience of joy has subsided.

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ii. INTEREST

Interest, **Izard** (1977) proposed, is the emotion experienced most frequently. Interest and related affective states (e.g., curiosity, wonder, excitement, intrinsic motivation, and flow) arise in contexts appraised as safe and as offering novelty, change, a sense of possibility, challenge (**Csikszentmihalyi**, 1990), or mystery (**Kaplan**, 1992). These contexts also tend to be appraised as important and requiring effort and attention (**Ellsworth & Smith**, 1988). Theorists as **Frijda** (1986) have posited that the momentary thought–action tendency of interest is to simply attend. The momentary thought–action tendency sparked by interest, according to **Izard** (1977) and **Fredrickson** (2000) is 'exploration', explicitly and actively aimed at increasing knowledge of and experience with the target of interest. Interest generates "a feeling of wanting to investigate, become involved, or extend or expand the self by incorporating new information and having new experiences with the person or object that has stimulated the interest.

According to **Tomkins** (1962) Interest may or may not be accompanied by overt physical action. Interest is nonetheless associated with feeling animated. It's enlivened and characterized interest as thinking with excitement. Importantly, the openness to new ideas, experiences, and actions is what characterizes the mindset of interest as broadened, rather than narrowed.

Although interested individuals explore for intrinsic reasons, to satisfy their own inner curiosity, such exploration has reliable outcomes. Most obviously, interest-inspired exploration increases an individual's knowledge (**Deci, Vallerand, Pelletier, & Ryan**, 1991; **Hazen & Durrett**, 1982; **Renninger, Hidi, & Krapp,** 1992). Beyond simply incrementing knowledge, interest and related states also appear to foster "psychological complexity," defined by **Csikszentmihalyi and Rathunde** (1998) as the ability to integrate and differentiate complex relationships with people and among concepts and strivings. Similarly, **Izard** (1977), again building on **Tomkins** (1962), wrote that interest is the primary instigator of personal growth, creative endeavor, and development of intelligence. Interest, then, not only broadens an individual's momentary thought–action repertoire as the individual is enticed to explore, but over time and as a product of sustained exploration, interest also builds the individual's store of knowledge and cognitive abilities. Again, these become durable resources that can be accessed in later moments, and in other emotional states.

iii. CONTENTMENT

Contentment and related emotions are serenity, tranquility, and relief arise in situations appraised as safe and as having a high degree of certainty and a low degree of effort **(Ellsworth & Smith**, 1988). This emotion is distinct from mere satisfaction, or the pleasure that derives from a good meal or otherwise meeting bodily needs. It may also be the positive emotion least appreciated in Western cultures. In part, contentment is captured by the Japanese emotion term '**amae',** which refers to the sense of being accepted and cared for by others in a passive relationship of reciprocal dependence (**Markus & Kitayama**, 1991). In Indian context, it's "**sunthripti**" a man always awaits for and searches all through the life. Hence it's the ultimate satisfaction, but again the description may be different based on one's age, personality, experiences and environment.

Contentment appears to have no real action tendency. It may be, however, that the changes sparked by contentment are more cognitive than physical. A closer look at theoretical writings on contentment and related states suggests that this emotion prompts individuals to savor the moment or recent experiences, feel "oneness" with others or the world around them, and integrate current and recent experiences into their overall self-concept and world view (**Izard**, 1977; **De Rivera,Possel, Verette, & Weiner**, 1989). Contentment is not simply behavioral passivity but rather a reflective broadening of a person's self-views and world views. Contentment, according to this analysis, is a mindful emotion. It involves full awareness of, and openness to momentary experiences; it carries the urge to savor and integrate those experiences, which in turn creates a new sense of self and a new world view. These links to mindfulness, receptivity, integration, self-complexity, and insight characterize contentment as an emotion that broadens individuals' momentary thought action repertoires, and builds their personal resources.

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iv. PRIDE

Pride is positive emotion of which people are apprehensive, but it is positive and the thought action repertoire is '**to dream big'** of life, career, or any aspect of which one is striving.

v. GRATITUDE

Gratitude arises when an individual (beneficiary) perceives that another person (benefactor) or source (god, luck and fate) has intentionally acted to improve the beneficiaries well being (**Emmons & Shelton**, 2002). Gratitude according to **Lazarus** (1994) and **Mc cullough et.al** (2001) requires the capacity to empathize with others. Beneficiaries experience gratitude only when they recognize and appreciate that the benefactor has expended effort to give them an altruistic gift. The momentary thought-action tendencies sparked by gratitude appear to urge to be '**prosocial'** (one self either toward the benefactor towards others or both).

Fredrickson (2000) conceptualized this thought action tendencies as broadened rather than narrowed because it does not appear to steer grateful individuals simply to repay the benefactor in a tit for tat fashion or simply reciprocate the benefactors, prosocial act. Rather, grateful individuals appear to creatively consider a wide range of prosocial actions as possible reflections of their gratitude. The available studies have supported the claim that the prosocial reciprocity inspired by gratitude is creative.

Peterson & Stewart (1996) found a positive association between being mentored in early adulthood/adolescence by significant others, other than parents contribute to the welfare of the others in generative way in mid life, a finding they speculate may be mediated by gratitude.

Graham (1988) finds it as a positive association between a child's feelings of gratitude and his/her reciprocation towards others. These findings suggest that gratitude does not lead to mindless tit for tat behavior instead grateful people appear creative as they formulate actions that promote the well being of others including but not limited to the original benefactor.

Hence it can be said that gratitude appears to broaden people mode of thinking as they creatively consider a wide array of social functions and they are likely to feel loved, cared for others. It appears to build friendship, social bonds, social resources and these bonds in times of need become the locus of consequential social support. In addition to building individual social resources gratitude appears to build community social resources as it helps to maintain a society based on good will and developing feelings of gratefulness towards others whom they donot know personally eg; artists, politicians etc. for having performed something beneficial for them and others.

A handful of studies have underscored the centrality of gratitude in spirituality (**Samuel& Lester**, **and Schiemmel,** 1985). They found that gratitude and love were the most frequent emotions felt towards god which led to regular spiritual practices. Hence gratitude builds a variety of personal and social resources as friendships, spiritual practices, and skills for loving which enduring resources. They increase the odds of surviving long enough with subjective well being and quality of life.

vi. ELEVATION

It's a positive emotion that has thought action tendency is '**to be a better person'** with the resources that have already discussed in the above emotions.

D.1.2. Negative Emotions
i. ANGER

Anger is a primary emotion that has a thought action tendency, to '**attack'.**

ii. FEAR

Fear is a primary emotion and an unpleasant subjective effective of the apprehension of the possible danger. It is often associated with an urge to '**escape'**.

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iii. DISGUST
Disgust is another negative emotion which leads to a thought action tendency is, '**expell'.**

iv. GUILT
Guilt is a compound negative emotion (fear and sadness), sometimes the thought-action behavior could be beneficial but mainly destructive. The thought action tendency is '**make amends'**. It leads to disapproval of self, anger at self, self condemnation and fear of consequences. Its adverse effect is failure of inner sense of well being and happiness.

v. SHAME
Shame is another compound negative emotion that consists of a belief that others know something which not correct (may be true or not), thinking that others' disapproval is appropriate. The process though highly painful takes place through self condemnation. The thought action tendency is to '**disappear'.**

vi. SADNESS
Sadness is a primary emotion that is negative and it represents many other negative emotions. The thought action tendency is '**withdrawal'**. It's also called as unhappiness, despair, sorrow etc. It's intense when a person's desire is not fulfilled or filled with something of which one is not comfortable. It's usually relieved as the state is improved to a varying degree.

THE BROADEN-AND-BUILD THEORY
The broaden and build theory of Fredrickson (2000) posits that positive emotions have different effects over the short and long terms due to Attention-Cognition-Action/Broadened thought-action.

a. Short-Term effects (STE) of positive emotions from the Broadened thought-action
- Creativity
- Sharpened problem solving skills
- More effective coping skills
- Increased intra and interpersonal relationship
- Mindfulness
- Openness to new experience
- Greater attention to the environment

b. Long-Term effects (LTE) of positive emotions from the build-up of benefits from the short-term experiences of Broadened thought-action
- Openness to wiser life choices,
- Better coping in adversity,
- Improved immune functioning
- Building of resources :Physical, intellectual, psychological and social

c. Physical resources
- Development of flexibility and physical coordination
- Development of strength to overcome, fight and prevent physical diseases

d. Intellectual resources
- Development of problem solving skills
- Development of knowledge

e. Psychological resources
- Development of resilience and optimism

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- Undo the effect of negative emotions
- Development of sense of identity and goal orientation.

f. Social resources
- Improved intra-inter personal skills
- Development of new social new bonds

Hence a positive emotion are to be enhanced for many significant reasons as broadened thinking, undo the effect of negative emotions, good health, longevity, upward spirals of continued growth and promotes greater subjective well being.

Positive emotions broaden an individual's momentary thought-action repertoire and build the individual's personal resources, in all domains ranging from physical, intellectual, psychological and social. These resources are more durable than transient emotional states that led to their acquisition. Eg: Gratitude is a common positive emotion. Those who feel grateful towards people and world in general in a moment of crisis like floods or personal crisis as loss of something or someone, broadens positive learning which in turn builds optimism and resilience. Any positive emotion may not last for long but the personal resource built by broadened thought remains endurable. In fact it supports even in greater odds of survival (**Fredrickson**, 2002)

Positive emotions transform individuals and groups of people, within the communities and organizations. Community transformation becomes possible because each person's positive emotion can resound through others in various helpful activities. This will help in creating chain of events that carry positive meaning for others and transform communities into more cohesive, moral and harmonious social organization (**Frederickson,** 1998, **Isen,** 1987**).**

ROLE OF EMOTION IN INFORMATION PROCESSING

Gordon Bower (1981, 1991) had pioneered the role emotion has in information processing. His model proposes that, when a person experiences a given emotion in a particular situation, that emotion is stored in memory along with the ongoing events, as part of the same context. This pattern of memory representation gives rise to mood congruent processing and mood dependent memory. Mood congruent processing occurs when people are selectively sensitized to process and retrieve information that agrees with their current mood state. Material that is congruent with one's prevailing mood is more likely noticed to, attended to, and processed with greater elaborative associations. Mood dependent memory refers to circumstances in which people find it easier to recall information when their mood at retrieval matches their mood when they first committed the information to memory (**Eich**, 1995; **Eich & Macaulay**, 2000). For example, people who are in pleasant moods tend to recall more positive events from lives than do people who are in unpleasant moods. Researchers have also been interested in understanding the circumstances in which emotions have an impact on judgments and reasoning (**Adolph & Damasio**, 2001). It's evident from research that, the content of the problems one faces in life determines the way in which cognition and emotion interact to yield solutions.

EMOTIONS AS RESPONSE TENDENCIES:

Emotions are response tendencies (**James**, 1894, **Frijda**, 1988, **Lazarus**, 1991a, **Mendoza & Ruys**, 1991 **Fredrickson**, 2001) that prepare us for action when an event or experience requires us to change. According to **Schulkin et al**, (2003) emotions function as information processing systems. They help us to quickly assess what is going on in our social and physical environment and decide on reactions that promote our survival and well-being (**Izard**, 2002; **Ben-Ze'ev**, 2000)

As informal information processors, emotions are a complex set of psycho physiological arousal, appraisal and response mechanisms that operate at multiple levels of experience. These include the **situational level** of experience (assessment of a particular stimulus situation or event); the **intrapersonal level** (assessment of the situation's positive and/ or negative impact on oneself); and the **social system level** (assessment of the situation's positive and or negative impact on others in general) (**Solomon and Stone**, 2002). Whether we are at work, at home or at play, our emotions serve

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as important guides to situational meaning and response, intrapersonal meaning and response. **Guiding emotions are especially important when we undergo intentional change.** Emotions play a figural role in organizing our sense making, adaptation and performance at multiple levels of experience. That is why, emotions are critical to intentional change.

INTENTIONAL CHANGE

Emotions play a central role in intentional change. Intentional change is desired, deliberate, altering. It results from the conscious effort to establish new behaviors or conditions that are different from what they presently are or appear to be (**Ford and Ford**, 1995). Emotions are considered as informal information processing systems that move us to act. When we make a conscious effort to change (i.e. when we undergo intentional change) emotions help us to identify and focus on which behaviors we want or need to address. Research findings on emotional appraisal have further shown that emotions focus our interest and attention on the specific goals and behaviors that we deem most important to adaptation and change **(Book,** 1999**, Goldie,** 2002**, Doring**, 2003). In Intentional change theory (ICT) **Boyatzis**, (2004) proposed that positive and negative emotion shape the change process through the pull of two emotional attractors, the positive emotional attractor and the negative emotional attractor.

NEGATIVE EMOTIONAL ATTRACTOR (NEA)

The negative emotional attractor (NEA) is defined as the present reality, fears, problems, shortfalls and pessimism that constitute our real self, i.e. our conception of what we actually are in everyday life.

POSITIVE EMOTIONAL ATTRACTOR (PEA)

The hopes, dreams, possibilities, strengths, optimism and self-directed learning goals that make up our ideal self are the positive emotional attractor (PEA) that pulls us toward intrinsic intentional change. The organizing power of PEA stems from positive emotional appraisals that are associated with and aroused by affirming thoughts, feelings, memories, meaning and self-worth. A central premise in Intentional change theory (**Boyatzis**, 2004, **Tugade** & **Fredrickson**, 2004) is that predominant positive emotional affector (PEA) arousal anchors the change process in constructive cognitive and physiological processes that lead to robust learning and change.

Positive emotions have wide and extensive contributions, since they broaden and build thought-action repertoires. They increase one's attention focus and help to recover from negative emotional experiences and crises. Positive emotions optimize physical health and emotional well-being, enhance resilience, and undo the damaging effects of negative emotion (**Fredrickson** 2004 and **Tugade**, 2004). Hence the intervention process is developed to enhance the emotional competencies and positive emotions, to promote subjective well-being.

EMOTIONAL COMPETENCIES & PROCESS OF CHANGE

Emotional competence and emotional knowledge guide an individual in effective emotional understanding, expression and control. Intentional change turns on emotional knowledge and emotional competencies. Human development, learning and performance is promoted by "accurate perception, appraisal, and expression of emotion, effective utilization of emotion in the service of cognitive processing, effective comprehension and communication of emotion - relevant concepts, and the capacity to regulate one's own emotions and those of others (**Diamond & Aspinwall**, 2003). But emotional information processing can be accurate or inaccurate, depending on the emotional knowledge and skill of the perceiver (**Schulkin** et al., 2003).

Emotions, whether pleasant/positive or unpleasant/ negative, always sustain activity which either maintains or enhances the organism. According to **Coleman** (1970) and **Drever,** (1972), emotions as an impulse towards a definite form of behavior, may arouse, sustain and direct activity and play an energizing role in an undaunted expression of behavior. Activation of emotions depend on

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complexity, novelty and role of presenting information on one hand and the evaluating mental or cognitive abilities and subjective qualities or self on the other hand.

According to **White** (1959), doing a thing is quite different from doing well, where one can produce the type of effects, one desires may be termed as competence. Competency is a capability that facilitates a person's efficiency.

According to **Allport** (1961), Human beings survive through competence, grow through competence and actualize ourselves through competence. Competence refers to the mastering of abilities to do a task, sufficiency of means for living, easy circumstances or in ethical sense, a right to take cognizance which specifies the process of observation, comprehension, explanation, exploration and manipulation of the experiences more objectively with the fullest use of individuals' normal capabilities.

According to **Sharma and Bharadwaj** (2007), what turns doing anything into doing well is essentially a display of competence and whenever this aspect of personality is related to emotions, it shall be deemed as emotional competence.

According to **Singh** (2003), emotional competency constitutes the capacity to tactfully respond to emotional stimuli elicited by various situations. An emotionally competent person possesses the following attributions:

- High self esteem
- Optimism
- Excellent communication skills
- Ability to tackle emotional upsets such as frustration, conflicts and inferiority complexes
- Ability to relate to others,
- Emotional self control
- Capacity to avoid and cope with emotional exhaustion such as stress, burnout,
- Learn to avoid negative emotions
- Ability to handle egoism.

Saarni, Campos, Camras and Witherington (2006) believe that becoming emotionally competent involves developing a number of skills in social contexts. Children, who acquire these emotional competence skills in a variety of contexts, are more likely to effectively manage their emotions, become resilient in the place of stressful circumstances, and develop more positive relationships. These skills include:

- Awareness of one's emotional states
- Detecting others' emotions
- Using the vocabulary of emotion terms in socially and culturally appropriate ways.
- Empathic and sympathetic sensitivity to others emotional experiences.
- Recognizing that inner emotional states do not have to correspond to outer expressions.
- Adaptively coping with negative emotions by using self-regulatory strategies that reduce the intensity or duration of such emotional states.
- Awareness that the expression of emotions plays a major role in the nature of relationships.
- Viewing oneself overall as feeling the way one wants to feel

Emotional Competence as key dimension of Emotional Intelligence, **National level work interactive workshop** on the theme" Emotional intelligence at work" by the **PHD Chamber of Commerce and Industry in New York (**2002) found that, emotional competence is one of the three key dimensions constituting emotional intelligence. The other two dimensions are emotional maturity and emotional sensitivity.

The **APA** (2002) attributes the establishment of sense of identity and development of cognitive skills during the phase of adolescence to emotional and personal maturity. Emotional maturity is also considered as an essential feature of Subjective well-being.

According **Mattews et al**, (2002) and **Tobias** (1996), understanding the effective use of EI competencies strongly enhancing human performance and well being has contributed in the development of many fields. It led to the growth of a vast management coaching industry. Most

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important is the restructured educational delivery in the public and private sectors and heightened public awareness on the importance of emotional processing in daily experience. Well-developed emotional competencies can have an enormous impact on the success and sustainability of intentional change. Persons with the superior skills in apprehending and processing emotional information give them a leg up in the intentional change process.

Emotions frame our motive outlook on change. Emotions trigger two different kinds of motive frames: intrinsic and extrinsic. Both intrinsic and extrinsic motivations are important. Intrinsic motivation to change organizes goals and behaviors that reflect our inner values, hopes, desires (the ideal self), while extrinsic motivation to change organizes goals and behaviors that reflect our need to respond to social expectations, pressures, controls (the ought self/real self) (**Mullan and Markland**, 1997; **Higgins et al.,** 1994).

Similarly, regulatory focus theory defines the intrinsic needs and beliefs that reflect an individual's own hopes, wishes and aspirations as promotion focused, i.e. motivated by the need to promote and develop the ideal self . Extrinsic needs and beliefs that reflect an individual's interest in meeting his or her perceived social obligations, duties and responsibilities are defined as prevention focused – i.e. motivated by the need to protect and promote the ought and/or real self (**Brockner and Higgins**, 2001).

Hence a person attempting to enhance the positive emotions, with the support of positive emotional attractors will have an intrinsically developed intentional change for that ideal self. Enhancing positive emotions is also a emotional competence, and along with other emotional competencies which promote a person's performance and subjective well-being.

According to **Sharma & Bharadwaj** (2007) **Emotional competence** is an ability that is not provided as a gift but to be developed by the individuals as his/her own characteristic pattern of emotional reactivity. This may contribute to the development of positive emotions, physical, mental health, overall effectiveness and subjective well being. As people grow, learn and acquire these emotional competence skills in a variety of contexts, they are more likely to effectively manage their emotions, become resilient in the place of stressful circumstances, and develop more positive relationships. The emotional competencies are given below.

Adequate depth of feeling: A feeling of being confident or capable with all reality assumptions may be termed as adequate depth of feeling. It is specifically associated with effective judgment and personality integration, which ensures vigorous participation in living.

Adequate Expression and Control of Emotions: Adequate expression and control of emotions refer to a natural dynamic stability of an individual to express and control emotions. It is based on fulsome expression of accepted emotions as part of him/her self, neither allows them to rule over nor rejects them as aligned to his/her nature and not worried because the person accepts them and has adequate control over them. Any form of inadequacy in either expression or control of emotions may lead to uncontrolled and disorganized emotionality.

Ability to function with Emotions: This competence requires the individual to develop a characteristic pattern of emotional reactivity which should not let him/her be influenced in an adequate mode of functioning that helps the person in performing actions of daily routine properly.

Ability to cope with problem emotions: This competence requires an understanding of the role of sensitivity and the detrimental effects of such negative and problem emotions in the beginning and also continuously developing the ability to resist their harmful effects on an individual's course of life. Since these negative or problem emotions play a destructive role and pose a potential damage to the life orientations of an individual.

Enhancement of positive emotions: Based on **Sharma and Bharadwaj** (2007), description of enhancement of positive emotions, it is defined as an emotional competency that requires a person to develop a predominance of positive emotions, positive orientedness with a growing vitality, a feeling of wholeness, continuous capacity for physical, social, intellectual and spiritual growth that ultimately leads to one's subjective well being

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Based on the above reports, it can be concluded that the emphasis needs to be more on the development of potential and competence or on prevention though treatment is also given importance. All Individuals may not be ill and encounter similar problems or issues which may generate unhappiness and less than desired level of psychological functioning. It depends on the age, gender, background needs, expectations and opportunities. Each human being tends to relate to the happiness in his/her own subjective way. Hence to enhance people with appropriate emotional competencies and techniques to develop physical and psychological functioning, one needs to understand their relationship with Subjective well-being. This will definitely promote Subjective well-being. The present research work aims at focusing on adolescents. According to **Khan** (2007) the proposed importance of **human relationship (Intra& Inter)** in well-being or happiness with the most powerful and vulnerable largest community, "**Adolescents" or "Teenagers**" led to develop appropriate intra & interpersonal skills and values for helping. Primary aspect of this age group is **vulnerability** and needs **emotional control, diet, exercise regime, stress management** and **potential resilience (Gibson and Mitchell,** 2003). There are many inescapable physical, emotional, cognitive and other pressures to deal with. Most prominent are the current social problems as academic pressure, people abuse, substance abuse, AIDS, crime and delinquency, stress and trauma, college and school dropouts etc.

There are increasing numbers of studies of all sorts of outreach endeavors for this target population. These studies have developed intervention and prevention programs for adolescents since these are the potential victims and their life or security is threatened by many problems. The youth can learn to value and respect their diversity and diversity of others and to learn non-violent approaches to deal with every day conflict (**Taylor et al**, **1984** & **Buss**, **2000**). The present research work has focused on the intervention program to help adolescents to enhance emotional competencies. It is inferred that enhancing emotional competencies result in the improvement of Subjective well-being. This is true of the human beings at any age but adolescence period is just ideal as they are in the process of development and also easily vulnerable for training.

OBJECTIVES OF THE STUDY
1. To assess the frequency and intensity of positive and negative emotions
2. To study the impact of enhancement of emotional competencies on the promotion of Subjective well being among undergraduate adolescents

RESULTS AND DISCUSSION
These analyses have been carried out to find out whether:
1) There is any improvement in the Subjective well-being of the experimental group after the Intervention program
2) The improvement in the Subjective well-being attained by the experimental group sustained till three months after the conclusion of the Intervention program
3) The Intervention program contributed to the enhancement of emotional competencies in any of the experimental group subjects
4) There is any significant difference between the experimental and control groups in the Subjective well-being, three months after the experimental group has undergone the Intervention program for the enhancement of emotional competencies. The related results are discussed below**.**

The results pertaining to Emotional competencies (ECs) of the experimental and control groups, three months after the conclusion of Intervention program are presented in **Table-2.**

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Table
Significance of Difference with t-ratios between Experimental (1) and Control (2) groups at Post-Intervention stage (P2) with respect to and Factor wise Emotional Competencies (EC)

Variables	Group	N	Mean	S.D	S.E.M	t-ratio
EC1	1	50	55.66	7.837	1.108	7.916**
	2	50	43.94	6.941	0.982	
EC2	1	50	54.60	7.690	1.088	5.430**
	2	50	46.10	7.960	1.126	
EC3	1	50	52.88	6.871	0.972	6.800**
	2	50	43.42	7.040	0.996	
EC4	1	50	56.46	5.500	0.778	7.925**
	2	50	46.60	6.866	0.971	
EC5	1	50	63.84	6.551	0.926	6.436**
	2	50	53.14	9.763	1.381	

Table represents the results of the difference of change in Subjective well-being and Factor wise emotional competencies at Post-Intervention-2 between Experimental group (1) and control group (2): From the mean differences and t-ratio values in the above table, it is evident that, all are significant in favor of experimental group. The mean scores of experimental group are higher than control group in all the variables**.** The mean differences and t-values of experimental and control group of factor wise emotional competencies: adequate depth feeling, **11.720 (7.916**),** adequate expression and control of emotion, **8.500 (5.430**),** ability to function with emotions, **9.460 (6.800**),** ability to cope with problem emotions, **9.860 (7.925**)** and enhancement of positive emotions, **10.700 (6.436**).** The differences are found to be highly significant.

Above results clearly indicate that, there is a substantial improvement in the Subjective well-being and factor wise Emotional competencies of experimental group. **Singh** (2003) stated that, emotional competencies are cognitive-affective structures and fulfilled through emotional, cognitive, behavioral skills. The difference between the means of experimental group and control group in **Subjective well-being, Adequate depth feeling, Adequate expression and control of emotions, Ability to function with emotions, Ability to cope with problem emotions and Enhancement of positive emotions** was found to be significant at 0.001 level. **Allport** (1967) found that, we survive, grow, enhance and actualize ourselves through competence. Competence is learned with motivation and later works as a constructive force. Improvement of competency in it's efficiency means effective change in the personality for betterment. Emotional competence means effective handling of emotional situations with broadened thought action process, excellent usages of resources, empowerment of social self with social skills, encouragement of finding positive meaning and elevation of physical self with body - mind & mind – body relaxation techniques. Hence the results prove that Intervention program has led the experimental group to **enhance emotional competencies.**

Experimental group due to **Self audit thought patterns with a cost benefit analysis of thinking errors, broadened thought patterns, positive emotions that are constructive and enduring with resources, finding positive meaning with positive reappraisal, regulating destructive emotions through relaxation techniques** and emphasizing **interpersonal skills interpreting and judging cues and emotions,** with important others, could establish mental equilibrium and function with problem emotions and cope with them confidently. Another important change in the experimental group is positive and optimistic outlook towards life, objectives, acceptance of failures, realistic expectations and an increased interest in life. These significant changes in the adolescents from experimental group after intervention compared to control group, proved the **effectiveness of Intervention program** to enhance emotional competencies in the process of promotion of Subjective well-being.

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CONCLUSION

Here the researcher comes up with detailed structure related to emotions: characteristics, functions, positive & negative, role of emotion in information processing, intentional change, emotional competencies, process of change and types of emotional competencies.

Emotions in general, can be categorized as positive emotions and negative emotions.

Few such emotions are joy, interest, love, gratitude etc. Emotions which are unpleasant and harmful to development and the well-being of an individual are termed as negative emotions e.g: fear, anger, jealousy, sadness etc. .

Unlike positive emotions, negative emotions can trigger a wide array of narrowing thought action tendencies or narrows down people's ideas about possible action Fredrickson .

The capacity of human bHere the researcher comes up with detailed structure related to emotions: characteristics, functions, positive & negative, role of emotion in information processing, intentional change, emotional competencies, process of change and types of emotional competencies.

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The capacity of human beings to experience positive emotions would have been shaped by natural selection in ways that explain the form and function of the positive emotions we modern day humans experience eings to experience positive emotions would have been shaped by natural selection in ways that explain the form and function of the positive emotions we modern day humans experience.

In Intentional change theory Boyatzis, proposed that positive and negative emotion shape the change process through the pull of two emotional attractors, the positive emotional attractor and the negative emotional attractor.

Human development, learning and performance is promoted by "accurate perception, appraisal, and expression of emotion, effective utilization of emotion in the service of cognitive processing, effective comprehension and communication of emotion - relevant concepts, and the capacity to regulate one's own emotions and those of others .

Emotional Competence as key dimension of Emotional Intelligence, National level work interactive workshop on the theme" Emotional intelligence at work" by the PHD Chamber of Commerce and Industry in New York found that, emotional competence is one of the three key dimensions constituting emotional intelligence.

Enhancing positive emotions is also a emotional competence, and along with other emotional competencies which promote a person's performance and subjective well-being.

This may contribute to the development of positive emotions, physical, mental health, overall effectiveness and subjective well being. As people grow, learn and acquire these emotional competence skills in a variety of contexts, they are more likely to effectively manage their emotions, become resilient in the place of stressful circumstances, and develop more positive relationships.

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