The Role of Social Intelligence in Happiness

Tayfun Doğan[1] and Ali Eryılmaz[2]
[1]Faculty of Education, Nigde University
[2]Faculty of Education, Eskisehir Osmangazi University

Abstract

The main objective of this study is to examine the role which social intelligence has in happiness. Two hundred and forty nine university students (130 females/119 males) participated in the study. The Turkish Version of the Tromsø Social Intelligence Scale (TSIS-TR) and The Turkish Version of the Oxford Happiness Questionnaire Short-Form (OHQ-SF) have been used as data acquisition tools. Pearson Correlation and multiple regression analysis techniques have been used for analyzing data. According to the results of the analysis it has been determined that sub-dimensions of social intelligence are positively and statistically significantly related with the happiness levels of university students. It has been concluded that in terms of the sub-dimensions of social intelligence, "social skill" is the dimension that best explains happiness. Social intelligence explains 16% of the variance in happiness. As a result, social intelligence is an important factor for the happiness of university students.

Key words: *happiness; social intelligence; subjective well-being.*

Introduction

Happiness is a concept expressing that individuals should lead their lives positively. Leading lives positively includes minimizing negative emotions while frequently experiencing positive emotions and also being satisfied with one's life (Diener, 1984). One of the most important factors that increase the happiness levels of individuals is their relations with the environment. In this regard, the opinions of Buss (2000), an evolutionary psychologist making statements regarding how to increase happiness levels of individuals are important. According to Buss (2000) individuals may close the gap that has opened between the modern and the primitive ages by establishing

relationship with close relatives and friends and by developing these relationships. In this case they can adapt to their lives much more easily and be happy. Tkach and Lyubomirsky (2006) have also emphasized the importance of establishing relations with the environment in increasing the happiness levels of individuals. Similarly Eryılmaz and Yorulmaz (2006) have determined that individuals increase their happiness levels by establishing relations with their environment. According to Eryılmaz (2010) individuals increase their happiness by giving positive reactions to their environments and taking positive reactions from their environments. As a result, individuals may increase their happiness by establishing relations with their environments (Gallagher & Vella-Brodick, 2008). There are views in literature stating the reasons why individuals are happy when establishing relations with their environments (Argyle & Lu, 1990; Diener, 1984; Sarason & Sarason, 1985). Concordantly, factors such as social skill, social sufficiency and social intelligence are handled as being determinants of happiness.

The concept of social intelligence was first defined in literature by Thorndike (1920) as "the ability to understand and manage men and women, boys and girls, and to act wisely in human relations". Whereas in this definition "understanding people" forms the cognitive dimension of social intelligence, "managing people and acting wisely in human relations" form the performance dimension. Most and Hunt (1928) considered social intelligence as the ability to get along with others and the ability to deal with people with respect. Vernon (1933) has defined social intelligence as "ability to get along with people in general, ease with others, knowledge of social matters, susceptibility to stimuli from other members or a group, as well as insight into the states or traits of other people." Wedeck (1947) has focused on the cognitive dimension of the subject and has defined social intelligence as "judging correctly the feelings, moods, and motivation of individuals". On the other hand, Marlowe (1986) has defined social intelligence as "the ability of an individual to understand the emotions, thoughts and behavior of others includes himself/herself in interpersonal situations and to be able to act accordingly". Upon the investigation of literature, it is observed that social intelligence has been handled and evaluated as a multidimensional structure even in the very first studies. There is overlapping as well as differing aspects regarding the constituents of social intelligence. Various studies have stated the dimensions of social intelligence as social awareness, social facility (Goleman, 2006), social information processing, social skills, social awareness (Silvera, Martinussen, & Dahl, 2001), perceptiveness of others' internal states and moods, general ability to deal with people, knowledge about norms and rules of social life, insight and sensitivity in complex social situations, use of social techniques to manipulate others, perspective taking, social adaptation (Kozmitzki & John, 1993), paying attention to people, understanding the emotions, thoughts and intentions of others, making correct judgments about the emotions, temperament and motivations of individuals (Walker & Foley, 1973), social interest, empathy and social performance skills (Marlowe, 1986). It is also stated that

social intelligence has positive contributions to the lives of individuals. One of the areas in which these positive contributions take place is the happiness of individuals (Hooda, Sharma, & Yadava, 2009).

The literature also reveals that the number of studies that directly analyze the relationship between happiness and social intelligence is very small (Hooda et al., 2009). With regards to research of the social skills, which is one of the sub-dimensions of social intelligence, the literature concludes that individuals will reach positive social results in case they display social skills and reach negative results otherwise (Libet & Lewinsohn, 1973). For instance, whereas lack of social skills is revealed through social anxiety and social phobia (Wenzel, Graff- Dolezal, Macho, & Brendle, 2005), depression (Dogan & Cetin, 2008; Segrin, 2000) and loneliness (DiTommaso, Brannen-McNulty, Ross, & Burgess, 2003); social skill and self-esteem (Buhrmester, Furman, Wittenberg, & Reis, 1988) along with relationship fulfillment (Flora & Segrin, 1999) have been determined to have a statistically significant relation.

The literature also states that establishing positive relationships will help people gain social skills (Ryff & Singer, 2000). It has been concluded that there is a relationship between positive relationships and happiness among which social skills act as an intermediary and that these relationships increase the happiness levels of individuals (Ryff, Singer, Wing, & Love, 2001). Considered from a different point of view such as through positive psychology, features that have positive effects on the behavior, emotions and thoughts of individuals are referred to as features that strengthen the character of individuals (McCullough & Snyder, 2000; Peterson & Seligman, 2004; Seligman, 2002). Twenty four features have been determined as part of features that strengthen the character of individuals (Peterson & Seligman, 2004). One of these features is social intelligence. According to the studies carried out within this context, statistically significant positive relations have been determined between social intelligence and the happiness of individuals (Peterson & Seligman, 2004). When all these studies are examined, it can be observed that there are statistically significant relations between social intelligence and the happiness of individuals. However, in literature, relations with happiness have been researched generally within the context of social skills or features that strengthen character. The number of studies that focus on the relationship between social intelligence and happiness directly is very small (Hooda et al., 2009).

When relevant literature about happiness is examined, it can be determined that happy individuals are more creative and productive than those who are not, that they are better at problem solving and are more skilled at handling stress, and have better physical health and interpersonal relationships (Diener, 1984; Diener, Nickerson, Lucas, & Sandvick, 2002; Diener & Seligman, 2002; Diener & Seligman, 2004; Lucas, Clark, Georgellis, & Diener, 2003; Lyubomirsky, Sheldon, & Schkade, 2005). Studies about happiness, which makes it easier for individuals to adapt to life, may contribute to the literature. As a result, the objective of this study is to examine the relationships between the happiness of individuals and their social intelligences.

Methodology

Research Design and Procedure

This study aims to investigate the relationships between social intelligence and happiness. For the purpose of this study, frequency, percentage, correlation, and regression analyses have been used to analyze the data. The dependent variable in the study is happiness and the independent variable is social intelligence. A cross-sectional model was used, as data was collected at one time. The data was collected by asking the participants to fill out the scales individually. The participants were briefly informed about the aim of the study and further information was provided if requested. All participants were volunteers and were required to provide personal identity information. The implementation of the scales took 15 to 25 minutes. The data was collected in June 2010. The sample selection method was purposive sampling. Purposive sampling allows the researcher to be able to select one or more sub-sections from the universe rather than a representative sampling of the universe. In other words, purposive sampling allows the researcher to select the most appropriate observation unit from the universe (Fraenkel & Wallen, 1993).

Participants

The study group initially consisted of 276 participants who were students at Sakarya University Marmara Province Turkey. Prior to data analyses, the participants' answers were reviewed. As a result of this review, 27 individuals who left most of the items of the scale blank (at least 5 % of the items) or who were detected to mistakenly check the wrong answer in the answer sheet were excluded from the data set. As a result, a total of 249 university students, 119 (47.8 %) males and 130 (52.2 %) females, participated in the study. Their ages varied between 18 and 30 years. The mean age of subjects was 21.30 years and the standard deviation was 1.69.

Instruments

The Turkish version of the *Tromsø social intelligence scale* (TSIS-TR). TSIS is a 21 item, self-report style scale developed by Silvera et al. (2001). The scale is composed of three dimensions. The internal consistency coefficients of TSIS have been reported to be .81, .86 and .79 respectively for the sub-dimensions of Social Information Processing (SP), Social Skills (SS) and Social Awareness (SA). The Turkish adaptation of the scale was carried out by Dogan and Çetin (2009). As a result of the corrective factor analysis carried out in this context, it was observed that the three factor structure of the scale is preserved for the sample consisting of Turkish university students (RMSEA = 0.057, NFI = 0.92, CFI = 0.95, IFI = 0.95, RFI = 0.91, GFI = 0.92 and AGFI = 0.91). The internal consistency coefficients have been determined to be .77 for SP, .84 for SS and .67 for SA.

The Turkish Version of the Oxford Happiness Questionnaire Short-Form (OHQ-SF). OHQ-SF has been developed by Hills and Argyle (2002). The scale consists of 8

items and a correlation of .93 (p<.001) has been determined with the original scale consisting of 29 items. Callaway (2009) has examined the reliability of OHQ-SF on 201 university students and has determined the internal consistency coefficient as .76. The Turkish adaptation of the scale has been carried out by the researcher (TD). Accordingly, the internal consistency coefficient has been determined to be .74 whereas the test-re-test reliability coefficient has been determined to be .85. The single factor structure of OHQ-SF has been examined by using corrective factor analysis and the goodness of fit indexes have been determined to be (χ2/df = 2.77, AGFI = 0.93, GFI = 0.97, CFI = 0.95, NFI = 0.92, IFI = 0.95, RMSEA = 0.074). The relationships between OHQ-SF and Satisfaction with life Scale (Diener, Emmons, Larsen, & Griffin, 1985), Life Orientation Test (Scheier & Carver, 1985) have been examined within the scope of criterion related validity and correlations of .61 (p<.001) and .51 (p<.001) have been determined respectively.

Results

Descriptive Statistical Findings Related to the Dependent and Independent Variables in the Research

Mean, standard deviation, correlations measures related to the dependent and independent variables in the study were calculated. The results of the analysis are given in Table 1.

Table 1.

Descriptive Statistics of the Variables

Variables	N	M	SD
Happiness	249	24.12	4.18
Social Information Processing	249	27.76	4.32
Social Skills	249	21.15	4.26
Social Awareness	249	24.01	3.93

The result of Pearson Correlations related to the dependent and independent variables in the study were calculated. The results of the analysis are given in Table 2.

Table 2.

Results of Correlation Analysis

Variables	1	2	3	4
Happiness	1	.27**	.34**	.26**
Social Information Processing		1	.38**	.31**
Social Skills			1	.32**
Social Awareness				1

** p < .01

Correlation analysis shows that there is moderate and positive relationship between Happiness and Social Information Processing (r = .27; p< 0l), and Social Skills (r = .34; p< 0l), and also Social Awareness (r = .26; p< 0l).

Multiple Regression Analysis Results

The relationships between the sub-dimensions of happiness and social intelligence have been examined via multiple regression analysis method. The analysis results have been given in Table 3.

Table 3.

Results of Regression Analysis for Happiness

Variables	B	SEB	Beta	t	p
Social Information Processing	.13	.06	.13	2.07	.03*
Social Skills	.24	.06	.24	3.78	.00**
Social Awareness	.14	.06	.13	2.17	.03*

*p< .05, **p< .0l

When the results are examined, it is seen that the social intelligence sub-dimensions explain happiness at a statistically significant level ($R = .40$, $R^2 = .16$, $F = 15.23$, $p<.01$). When the relationships of the variables with Happiness are investigated one by one, it is concluded that Social Skills ($\beta = .24$; $p = .05$) has the most statistically significant relation with Happiness followed by Social Information Processing ($\beta = .13$; $p<.01$) and Social Awareness ($\beta = .13$; $p<.01$) in the regression equality. A positive relation has been determined between the sub-dimensions of social intelligence and happiness. According to these results, the relevant variables explain 16% of the variance in happiness.

Discussion and Conclusion

Through this study, it has been determined that the happiness of individuals is explained by social intelligence at a statistically significant level. Upon examining the literature it was observed that Hooda et al. (2009) have presented results that are similar to the results of this study. Accordingly, they have examined the relationships between social intelligence, happiness, life satisfaction and optimism and have suggested that social intelligence is an important precursor of these three structures. It is seen that there is a similar relationship between social intelligence and happiness even in different cultures.

The results of this study support the theoretical explanations in literature. Berscheid (2003) has stated that relationships are the most important reasons for the being of Homo sapiens. Buss (2000) has suggested that individuals may interact with people, be happy and thus adapt to life. According to empirical studies, positive human relations are evaluated as one of the important signifiers of happiness (Eryılmaz, 2011; Eryılmaz & Yorulmaz, 2006). Lyubomirsky, King, & Diener (2005) state that one of the most important findings in literature related with happiness is that happy people have more good relationships in comparison to unhappy people. All these studies put forth the importance of relationships regarding happiness. However, there are very few studies on "how" relationships make individuals happy (Eryılmaz, 2010). This study

has contributed to the literature by stating that individuals may be happy in their relationships when they use their social awareness, knowledge and skills.

The reason why social intelligence has positive relations with the happiness of individuals may be the function of social intelligence. According to Hammer, Bennett, and Wiseman (2003) individuals reach desired results via social intelligence. These individuals establish efficient communication with people, thus controlling and arranging their social environments. Hence, individuals may reach means of social support by establishing social interactions. These social supports place the individual in a better position happiness wise (Bostic & Ptacek, 2001; Rusting, 1998; Rusting & Larsen, 1997). In addition to social support, positive emotions experienced during these interactions may have also increased the happiness of individuals. In addition to all these, since individuals with high social intelligence may make correct assessments regarding the emotional status, intentions, thoughts, attitudes and motivations of others, they know what will cause positive or negative emotions in their relationships. Hence, they do not give responses that will cause them to be unhappy (Walker & Foley, 1973; Wedeck, 1947). Thus, they preserve their happiness.

Kihlstrom and Cantor (2000) have handled social intelligence as a personal trait that sets people apart from one another. At this point, the results of this study have put forth similar findings with other studies examining the relationships between personal traits and happiness (DeNeve & Cooper, 1998; Diener, Oishi, & Lucas, 2003). For instance, agreeableness and extraversion have been determined to have a positive relationship with happiness; whereas emotional instability has been determined to have a negative relationship with happiness. In this study, when social intelligence is evaluated within the context of personal traits, it may be stated that it has given results signifying positive relationship with happiness as a different dimension of personal traits.

Upon examining the literature regarding social intelligence, it has been found that social intelligence can be learned through experience (Goleman, 2006). According to the results of this study, it is important to develop programs that enhance the social intelligences of individuals. With these programs, individuals may make positive changes in their social intelligence and thus be happier.

References

Argyle, M., & Lu, L. (1990). The happiness of extroverts. *Personality and Individual Differences*, *11*(10), 1011-1017. doi:10.1016/0191-8869(90)90128-E

Bostic, T. J., & Ptacek, J. T. (2001). Personality factors and the short-term variability in subjective well being. *Journal of Happiness Studies, 2*(4), 355-373. doi:10.,10 23/A:1013929030931

Buhrmester, D., Furman, W., Wittenberg, M.T., & Reis, H. T. (1988). Five domains of interpersonal competence in peer relationships. *Journal of Personality and Social Psychology, 55*(6), 991-1008. doi:10.1037/0022-3514.55.6.991

Buss, D. M. (2000). The evolution of happiness. *American Psychologist, 55*(1), 15-23. doi:10.1037//0003-066X.55.1.15

Callaway, R. J. (2009). *Confirmatory factor analyses of two social desirability scales and the investigation of their contribution to measures of well-being.* (Unpublished master thesis). The University of British Columbia, Okanagan.

Deneve, K. M., & Cooper, H. (1998). The happy personality: A meta–analysis of 137 personality traits and subjective well–being. *Psychological Bulletin, 124* (2), 197-229.

Diener, E. (1984). Subjective well being. *Psychological Bulletin, 95*(3), 542-575.

Diener, E., & Seligman, M. E. P. (2002). Very happy people. *Psychological Science, 13*(1), 81-84.

Diener, E., & Seligman, M. E. P. (2004*). Beyond money: Toward an economy of well-being. Psychological Science in the Public Interest, 5*(1), 1-31.

Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment, 49*(1), 71-75. doi:10.1207/s15327752 jpa4901_13

Diener, E., Nickerson, C., Lucas, R. E., & Sandvick, E. (2002). Dispositional affect and job outcomes. *Social Indicators Research, 59*(3), 229-259. doi:10.1023/A:101 9672513984

Diener, E., Oishi, S., & Lucas, R.E. (2003). Personality, culture, and subjective well–being: Emotional and cognitive evaluations of life. *Annual Review of Psychology, 54*, 403-425.

Ditommaso, E., Brannen-Mcnulty, C., Ross, L., & Burgess, M. (2003). Attachment styles, social skills and loneliness in young adults. *Personality and Individual Differences, 35*(2), 303-312. doi: 10.1016/S0191-8869(02)00190-3

Doğan, T., & Çetin, B. (2009). The validity, reliability and factorial structure of the Turkish version of the Tromso social ıntelligence scale. *Educational Sciences: Theory* & *Practice, 9*(2), 709-720.

Doğan, T., & Çetin, B. (2008). The investigation of relationship between social intelligence, depression and some variables at university students. *Journal of International Human Sciences, 5*(2), 1-19.

Eryılmaz, A. (2010). Developing a scale about subjective well being increases strategies for adolescents. *Journal of Turkish Psychological Counseling, 33*, 81-88.

Eryılmaz, A., & Yorulmaz, A. (2006, May). The way of being happy for adolescents. *Paper session presented at the the X*th* Conference of European Association for Research on Adolescence*, Antalya, Turkey.

Flora, J., & Segrin, C. (1999). Social skills are associated with satisfaction in close relationships. *Psychological Reports, 84* (1), 803-804. doi:10.10.2466/pr0.1999.84.3.803

Frisch, M. B. (2000). Improving mental and physical health care through quality of life therapy and assessment. In E. Diener & D. R. Rahtz (Eds.), *Advances in quality of life: Theory and research* (pp. 207-241). Dordrecht, Netherlands, Great Britain: Kluwer Academic Publishers.

Gallagher, E. N., & Vella-Brodick, D. A. (2008). Social support and emotional intelligence as predictors of subjective well-being. *Personality and Individual Differences, 44*(7), 1551-1561. doi:10.1016/j.paid.2008.01.011

Goleman, D. (2006). *Social intelligence: The new science of human relationships.* New York, NY: Random House Inc.

Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International Journal of Intercultural Relations, 27*(4), 421-443. doi:10.1016/S0147-1767(03)00032-4

Hooda, D., Sharma, N. R., & Yadava, A. (2009). Social intelligence as a predictor of positive psychological health. *Journal of the Indian Academy of Applied Psychology, 35*(1), 143-150. Kihlstrom, J. F., & Cantor, N. (2000). Social intelligence. In R. J. Sternberg (Ed.), *Handbook of intelligence* (pp. 359-379). Cambridge, U.K.: Cambridge University Press.

Libet, J., & Lewinsohn, P. M. (1973). The concept of social skill with special reference to the behavior of depressed persons. *Journal of Consulting and Clinical Psychology, 40*(2), 304-312. doi:10.1037/h0034530

Lucas, R. E., Clark, A. E., Georgellis, Y., & Diener, E. (2003). Reexamining adaptation and set point model of happiness: reactions to changes in marital status. *Journal of Personality and Social Psychology, 84*(3), 527-539. doi:10.1037/0022-3514.84.3.527

Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success. *Psychological Bulletin, 131*(6), 803-855. doi:10.1037/0033-2909.131.6.803

Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005). Pursuing happiness: The architecture of sustainable change. *Review of General Psychology, 9*(2), 111-131. doi:10.1037/1089-2680.9.2.111

Marlowe, H. A. (1986). Social intelligence: Evidence for multidimensionality and construct independence. *Journal of Educational Psychology, 78*(1), 52-58. doi:10.1037/0022-0663.78.1.52

McCullough, M. E., & Snyder, C. R. (2000). Classical sources of human strength: revisiting an old home and building a new one. *Journal of Social and Clinical Psychology, 19*(1), 1-10. doi:10.1521/jscp.2000.19.1.1

Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York, NY: Oxford University Press.

Rusting, C. L. (1998). Personality, mood and cognitive processing of emotional information: Three conceptual frameworks. *Psychological Bulletin, 124* (2), 165-196. doi:10.1037/0033-2909.124.2.165

Rusting, C. L., & Larsen, R. J. (1997). Extraversion, neuroticism, and susceptibility to positive and negative affect: A test of two theoretical models. *Personality and Individual Differences, 22*(5), 607-612. doi:10.1016/S0191-8869(96)00246-2

Ryff, C. D., & Singer, B. (2000). Interpersonal flourishing: A positive health agenda for the new millennium. *Personality and Social Psychology Review, 4*(1), 30-44.

Ryff, C. D., Singer, B. H., Wing, E., & Love, G. D. (2001). Elective affinity and uninvited agonies: Mapping emotion with significant others onto health. In C. D. Ryff & B. H. Singer (Eds.), *Emotion, social relationships, and health* (pp. 133-175). New York, NY: Oxford University Press.

Sarason, I. G., & Sarason, R. B. (Eds.) (1985). *Social support: Theory, research, and applications.* Dordrecht, Boston, Lancaster: Martinus Nijhoff Publishers.

Scheier, M. F., & Carver, C. S. (1985). Optimism, coping and health: assessment and implications of generalized outcome expectancies. *Health Psychology, 4*(3), 219-247. doi:10.1037/0278-6133.4.3.219

Segrin, C. (2000). Social skills deficits associated with depression. *Clinical Psychology Review, 20*(3), 379–403. doi:10.1016/S0272-7358(98)00104-4

Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York, NY: The Free Press.

Silvera, D.H., Martinussen, M., & Dahl, T. I. (2001). The Tromso social intelligence scale, a self report measure of social intelligence. *Scandinavian Journal of Psychology, 42*(4), 313-319. doi:10.1111/1467-9450.00242

Thorndike, E. L. (1920). Intelligence and its uses. *Harper's Magazine, 140*, 227-235.

Tkach, C., & Lyubomirsky, S. (2006). How do people pursue happiness? Relating personality, happiness increasing strategies and well-being. *Journal of Happiness Studies, 7*, 183-225. doi:10.1007/s10902-005-4754-1

Vernon, P. E. (1933). Some characteristics of the good judge of personality. *Journal of Social Psychology, 4*(1), 42-57. doi:10.1080/00224545.1933.9921556

Walker, R. E., & Foley, J. M. (1973). Social intelligence: Its history and measurement. *Psychological Reports, 33*, 839-864. doi:10.2466/pr0.1973.33.3.839

Wedeck, J. (1947). The relationship between personality and 'psychological ability'. *British Journal of Psychology, 37*(33), 133-151. doi:10.1111/j.2044-8295.1947.tb01128.x

Wenzel, A., Graff-Dolezal, J., Macho, M., & Brendle, J. R. (2005). Communication and social skills in socially anxious and nonanxious individuals in the context of romantic relationships. *Behaviour Research and Therapy, 43*(4), 505-519. doi:10.1016/j.brat.2004.03.010

Wiseman, R. (2003). Intercultural Communication Competence. In W. Gudykunst (Ed*.), Cross-cultural and intercultural communication* (pp.191-208). Thousand Oaks, CA: Sage Publications Inc.

Tayfun Doğan
Department of Psychological Counseling and Guidance
Faculty of Education Nigde University
Nigde, Turkey
tayfun@tayfundogan.net

Ali Eryılmaz
Department of Psychological Counseling and Guidance
Faculty of Education, Eskisehir Osmangazi University
Eskisehir, Turkey
erali76@hotmail.com

Uloga socijalne inteligencije u sreći

Sažetak

Glavni cilj ovoga istraživanja bio je proučiti uloge koje socijalna inteligencija ima za razvoj sreće. U istraživanju je sudjelovalo 249 sveučilišnih studenata (130 žena i 119 muškaraca). Kako bi se došlo do podataka korištene su turska inačica Tromsø Social Intelligence Scale (TSIS-TR) i Oxford Happiness Questionnaire Short-Form (OHQ-SF). Pearsonova korelacija i višestruka regresijska analiza tehnike su koje su se koristile kod analize podataka. Prema rezultatima analize zaključeno je da su podkategorije socijalne inteligencije pozitivno i statistički značajno vezane uz dimenzije socijalne inteligencije, npr. „socijalna vještina" je dimenzija koja najbolje objašnjava sreću. Socijalna inteligencija objašnjava 16% varijance kod sreće. Iz toga slijedi da je socijalna inteligencija važan čimbenik sreće sveučilišnih studenata.

Ključne riječi: *socijalna inteligencija; sreća; subjektivno zadovoljstvo.*

Uvod

Sreća je koncept koji podrazumijeva življenje pojedinca u pozitivnom tonu. Živjeti pozitivno znači minimalizirati negativne osjećaje i često doživljavati pozitivne emocije uz zadovoljstvo vlastitim životom (Diener, 1984). Jedan od najvažnijih čimbenika koji utječe na povećanje razine sreće kod pojedinaca je odnos s okolinom. Vezano uz to, mišljenja Bussa (2000), evolucijskog psihologa, u tvrdnjama kako povećati razinu sreće kod pojedinaca vrlo su važna. Prema Bussu (2000) pojedinci mogu zatvoriti jaz koji se otvorio između modernog vremena i primitivnih vremena stvarajući i izgrađujući odnose s bližom obitelji i prijateljima. U ovome slučaju mogu se prilagoditi svojim životima i lakše postati sretniji. Tkach i Lyubomirsky (2006) također su naglasili važnost ostvarivanja veza s okolinom kod povećanja razine sreće u pojedinca. Slično tome, Eryılmaz i Yorulmaz (2006) zaključili su da pojedinci povećavaju svoju razinu sreće pozitivno reagirajući na okolinu i prihvaćajući pozitivne reakcije iz vlastite okoline. Posljedica toga je da pojedinci mogu povećati svoju razinu sreće stvaranjem veza sa svojim okolinama (Gallagher i Vella-Brodick, 2008). U literaturi postoje mišljenja o razlozima zašto su pojedinci sretni prilikom uspostavljanja veze sa svojim okolinama (Argyle i Lu, 1990; Diener, 1984; Sarason i Sarason, 1985). U skladu s tim, čimbenici poput socijalne vještine, socijalne dostatnosti i socijalne inteligencije smatraju se odlučujućim čimbenicima sreće.

Koncept socijalne inteligencije prvi je put u literaturi definirao Thorndike (1920) kao „sposobnost razumijevanja i postupanja s muškarcima, ženama, dječacima i djevojčicama, zatim sposobnost mudrog ponašanja u ljudskim odnosima." I dok u toj definiciji „postupanje s ljudima i mudro ponašanje" oblikuju kognitivnu dimenziju socijalne inteligencije „postupanje s ljudima i mudro ponašanje u međuljudskim odnosima" pripadaju dimenziji nastupa. Most i Hunt (1928) smatraju da je socijalna inteligencija sposobnost slaganja s drugima i sposobnost ophođenja s poštovanjem. Vernon (1933) je definirao socijalnu inteligenciju kao „sposobnost slaganja s ljudima općenito, lakoću u ophođenju, poznavanje socijalnih prilika, osjetljivost na poticaj od drugih ili od grupe, kao i uvid u stanje ili karakteristike drugih ljudi." Wedeck (1947) se usredotočio na kognitivnu dimenziju predmeta i definirao socijalnu inteligenciju kao „točnu prosudbu osjećaja, raspoloženja i motivacije pojedinca." S druge strane, Marlowe (1986) je definirao socijalnu inteligenciju kao „sposobnost pojedinca da razumije osjećaje i ponašanje drugih uključujući i sebe u međuljudskim odnosima i prema njima se primjereno odnosi." Nakon proučavanja literature, primijećeno je da je socijalna inteligencija viđena i promatrana kao višedimenzionalna struktura čak i kod prvih studija. Postoje preklapanja, pa čak i razmimoilaženja, vezana uz sastavnice socijalne inteligencije. Rezultati različitih istraživanja ukazali su na dimenzije socijalne inteligencije poput socijalne osviještenosti, socijalne uslužnosti (Goleman, 2006), obrade socijalnih informacija, socijalne vještine, socijalne osviještenosti (Silvera, Martinussen, i Dahl, 2001), percepcije unutarnjih stanja i raspoloženja drugih, općenito sposobnost ophođenja s ljudima, poznavanje normi i pravila društvenoga života, pronicavost i osjećajnost u složenim socijalnim situacijama, korištenje socijalnih tehnika manipulacije, zauzimanje perspektive, društvenu prilagodljivost (Kozmitzki i John, 1993), osvrtanje na ljude, razumijevanje emocija, razmišljanja i namjere drugih, stvaranje ispravnih sudova o emocijama, temperamentu i motivaciji pojedinaca (Walker i Foley, 1973), socijalni interesi, empatija i vještina društvenog nastupa (Marlowe, 1986). Također se tvrdi da socijalna inteligencija doprinosi životima pojedinaca. Jedno od polja u kojemu se očituju ti pozitivni doprinosi je i sreća pojedinca (Hooda, Sharma, i Yadava, 2009).

Literatura također otkriva da je broj studija koje se izravno odnose na analizu odnosa između sreće i socijalne inteligencije vrlo malen (Hooda i sur., 2009). U vezi s istraživanjem socijalnih vještina koje su jedna od dimenzija socijalne inteligencije, iz literature saznajemo da će pojedinci dostići pozitivne društvene rezultate ako pokazuju socijalne vještine, a negativne rezultate u suprotnome (Libet i Lewinsohn, 1973). Primjerice, dok se nedostatak socijalnih vještina otkriva u društvenoj anksioznosti i društvenoj fobiji (Wenzel, Graff- Dolezal, Macho, i Brendle, 2005), depresiji (Dogan i Cetin, 2008; Segrin, 2000) i samoći (DiTommaso, Brannen-McNulty, Ross, i Burgess, 2003), socijalne vještine i samopouzdanje (Buhrmester, Furman, Wittenberg, i Reis, 1988) zajedno sa ispunjenjem (Flora i Segrin, 1999) dokazano imaju statistički značajnu povezanost.

Literatura također pokazuje da stvaranje pozitivnih odnosa pomaže ljudima da razviju socijalne vještine (Ryff i Singer, 2000). Zaključeno je da postoji veza između pozitivnih odnosa i sreće kod koje socijalne vještine imaju ulogu posrednika i da takvi odnosi povećavaju razinu sreće u pojedinaca (Ryff, Singer, Wing, i Love, 2001). Gledano iz druge perspektive, primjerice kroz pozitivnu psihologiju, karakteristike koje imaju pozitivan učinak na ponašanje, emocije i mišljenja pojedinaca smatraju se karakteristikama koje osnažuju karakter pojedinaca (McCullough i Snyder, 2000; Peterson i Seligman, 2004; Seligman, 2002). Među karakteristikama koje osnažuju karakter pojedinca izdvojeno je njih 24 (Peterson i Seligman, 2004). Jedna od tih karakteristika je i socijalna inteligencija. Prema istraživanjima koja su provedena unutar toga konteksta, statistički značajni pozitivni odnosi utvrđeni su među socijalnom inteligencijom i srećom pojedinca (Peterson i Seligman, 2004). Kada proučimo sve studije, možemo zaključiti da postoji statistički značajna povezanost između socijalne inteligencije i sreće pojedinca. Međutim, u literaturi je povezanost srećom istraživana općenito unutar konteksta društvenih vještina ili karakteristika koje osnažuju karakter. Broj istraživanja koja se usredotočuju isključivo na odnos između socijalne inteligencije i sreće je vrlo malen (Hooda i sur., 2009).

Nakon proučavanja literature o sreći, utvrđeno je da su pojedinci koji su sretni isto tako kreativniji i produktivniji od onih koji to nisu, da su bolji u rješavanju problema, vještiji kod suočavanja sa stresom, boljega fizičkoga zdravlja i imaju bolje međuljudske odnose (Diener, 1984; Diener, Nickerson, Lucas, i Sandvick, 2002; Diener i Seligman, 2002; Diener i Seligman, 2004; Lucas, Clark, Georgellis, i Diener, 2003; Lyubomirsky, Sheldon, i Schkade, 2005). Studije o sreći koja pojedincima omogućuje prilagođavanje životu česte su u literaturi. Cilj ovoga istraživanja je proučiti odnos između sreće pojedinaca i njihove socijalne inteligencije.

Metodologija

Metoda istraživanja

Cilj ovoga istraživanja je proučiti postoje li odnosi između socijalne inteligencije i sreće. Za potrebe analize podataka korištene su frekvencije, postotci, korelacije i regresijske analize. Zavisna varijabla u ovome istraživanju je sreća, a nezavisna varijabla socijalna inteligencija. S obzirom na to da su podaci skupljeni u jednom istraživanju, izvršeno je presječno istraživanje. Podaci su skupljeni tako da su sudionici u istraživanju pojedinačno popunili ljestvice. Sudionici su ukratko bili informirani o cilju istraživanja, a daljnje informacije mogle su se dobiti na zahtjev. Svi sudionici bili su dobrovoljci i morali su navesti i svoje osobne podatke. Popunjavanje ljestvica trajalo je između 15 i 25 minuta. Podaci su prikupljeni u lipnju 2010. Za odabir uzorka korištena je namjerna metoda uzorkovanja. Namjerna metoda omogućuje istraživaču odabir jedne ili više podgrupa iz populacije, za razliku od reprezentativnog uzorka. Drugim riječima, namjerno uzorkovanje omogućuje istraživaču odabir najprimjerenijih jedinki (Fraenkel i Wallen, 1993).

Uzorak

Uzorak se inicijalno sastojao od 276 ispitanika studenata Sveučilišta Sakarya Marmara Province u Turskoj. Prije obrade podataka proučeni su odgovori ispitanika. Iz daljnje analize podataka izostavljeno je 27 ispitanika koji nisu ispunili većinu odgovora na skali (barem 5% jedinica) ili za koje je utvrđeno da su greškom zaokružili pogrešan odgovor na listu za upisivanje odgovora. Nakon prve obrade u istraživanju je sudjelovalo ukupno 249 sveučilišnih studenata, 119 (47,8 %) muškaraca i 130 (52,2 %) žena. Dob ispitanika bila je između 18 i 30 godina. Srednja vrijednost za dob ispitanika bila je 21,30 godina, a standardna devijacija 1,69.

Instrumenti

Turska verzija skale *Tromso social intelligence scale* (TSIS-TR). TSIS je skala samoprocjene koja se sastoji od 21 jedinice, a razvio ju je Silvera i sur. (2001). Skala se sastoji od tri dimenzije. Koeficijenti unutarnje konzistentnosti TSIS bili su 0,81, 0,86 i 0,79 za poddimenzije Procesuiranje socijalne informacije (SP), Socijalne vještine (SS) i Socijalnu osviještenost (SA). Tursku verziju skale prilagodili su Dogan i Çetin (2009). Rezultat korektivne faktorske analize u ovome kontekstu bio je da su tri-faktorske strukture skale sačuvane za uzorak turskih sveučilišnih studenata (RMSEA = 0,057, NFI = 0,92, CFI = 0,95, IFI = 0,95, RFI = 0,91, GFI = 0,92 i AGFI = 0,91). Koeficijenti unutarnje konzistencije bili su određeni na 0,77 za SP, 0,84 za SS i 0,67 za SA.

Turska verzija upitnika *Oxford happiness questionnaire short-form* (OHQ-SF). OHQ-SF razvili su Hills i Argyle (2002). Skala se sastoji od 8 jedinica i ima korelaciju 0,93 (p<,001) koja je određena u skladu s izvornom skalom koja se sastojala od 29 jedinica. Callaway (2009) je proučio pouzdanost OHQ-SF na 201 sveučilišnom studentu i odredio da ima unutarnji koeficijent konzistencije 0,76. Tursku adaptaciju skale napravio je istraživač (TD). U skladu s tim i koeficijent unutarnje konzistencije određen je na 0,74, dok je testom i ponovljenim testom koeficijent pouzdanosti određen na 0,85. Pojedinačna faktorska struktura OHQ-SF-a bila je proučena korištenjem korektivne faktorske analize. Indeksi slaganja u podobnosti bili su sljedeći (χ^2/df = 2,77, AGFI = 0,93, GFI = 0,97, CFI = 0,95, NFI = 0,92, IFI = 0,95, RMSEA = 0,074). Odnosi među OHQ-SF-a i Skale zadovoljstva životom (Diener, Emmons, Larsen, i Griffin, 1985), Testa životne orijentacije (Scheier i Carver, 1985) analizirani su unutar domene valjanosti prema kriterijima i korelacijama od 0,61 (p<0,001) i 0,51 (p<0,001) pa su tako definirani.

Rezultati

Nalazi deskriptivne analize povezani sa zavisnom i nezavisnom varijablom

Analizom podataka izračunate su srednja vrijednost, standardna devijacija, korelacije povezane sa zavisnim i nezavisnim varijablama. Rezultati analize prikazani su u tablici 1.

Tablica 1.

Rezultati Pearsonove korelacije vezane uz zavisnu i nezavisnu varijablu prikazani su u tablici 2.

Tablica 2.

Korelacijska analiza pokazuje da postoje umjerene i pozitivne poveznice između sreće i procesuiranja socijalne informacije (r = 0,27; p< 0l), i socijalnih vještina (r = 0,34; p< 0l), te socijalne osviještenosti (r = 0,26; p< 0l).

Rezultati višestruke regresijske analize

Odnosi između podkategorija sreće i socijalne inteligencije obrađeni su s pomoću metode višestruke regresije. Analiza rezultata prikazana je u Tablici 3.

Tablica 3.

Iz navedenih rezultata vidljivo je da podskupine socijalne inteligencije imaju statistički značajan utjecaj na sreću (R = 0,40, R^2 = 0,16, F = 15,23, p<0,01). Kada se veze među varijablama sa srećom analiziraju jedna po jedna, vidljivo je da socijalna vještina (β = 0,24; p = 0,05) ima statistički značajan odnos sa srećom, a slijede proces socijalnog informiranja (β = 0,13; p<0,01) i socijalna osviještenost (β = 0,13; p<0,01) u regresijskoj ujednačenosti. Pozitivan odnos uočen je između podskupina socijalne inteligencije i sreće. Prema tim rezultatima važne su varijable koje objašnjavaju 16 % varijance sreće.

Rasprava i zaključak

Ovim istraživanjem utvrđeno je da je sreća pojedinaca statistički značajno povezana sa socijalnom inteligencijom. Iz literature je vidljivo da su Hooda i sur. (2009) došli do sličnih rezultata. Oni su proučavali povezanost socijalne inteligencije, sreće, zadovoljstva životom i optimizam. Došli su do zaključka da je socijalna inteligencija značajan prethodnik za te tri strukture. Vidljivo je da postoji sličan odnos između socijalne inteligencije i sreće, čak i kod različitih kultura.

Rezultati ovoga istraživanja podržavaju teorijska objašnjenja ponuđena u literaturi. Berscheid (2003) tvrdi da su odnosi najvažniji razlozi za biće *Homo sapiens*. Buss (2000) kazuje da se pojedinci mogu družiti s ljudima, biti sretni i u skladu se d tim prilagoditi životu. Prema rezultatima empirijskih istraživanja, pozitivni ljudski odnosi se procjenjuju kao jedni od najvažnijih znakova sreće (Eryılmaz, 2011; Eryılmaz i Yorulmaz, 2006). Lyubomirsky, King i Diener (2005) tvrde da je jedno od najvažnijih otkrića navedenih u literaturi vezanoj uz sreću ono da sretni ljudi imaju više dobrih odnosa za razliku od nesretnih ljudi. Sva ta istraživanja ukazuju na važnost međuljudskih odnosa koji utječu na sreću. Međutim, postoji vrlo malo studija o tome „kako" međuljudski odnosi čine pojedince sretnima (Eryılmaz, 2010). Ovo istraživanje daje doprinos literaturi time što potvrđuje kako pojedinci mogu biti sretni u svojim odnosima putem svoje socijalne osviještenosti, znanja i vještina.

Razlog zbog kojega socijalna inteligencija ima pozitivnu povezanost sa srećom pojedinaca može biti uloga koju socijalna inteligencija ima. Prema Hammer, Bennett i Wiseman (2003), pojedinci dosegnu željene rezultate putem socijalne inteligencije. Ovi pojedinci uspostavljaju komunikaciju s ljudima, kontrolirajući i organizirajući svoju društvenu okolinu. Prema tome, pojedinci mogu doživjeti društvenu potporu ostvarivanjem socijalnih interakcija. Društvena podrška stavlja pojedinca u bolji položaj što se tiče sreće (Bostic i Ptacek, 2001; Rusting, 1998; Rusting i Larsen, 1997). Uz društvenu podršku, pozitivne emocije doživljene u vrijeme interakcija također mogu povećati sreću pojedinca. Uz navedeno, s obzirom na to da pojedinci s visokom socijalnom inteligencijom mogu točno procijeniti emocionalno stanje, namjere, razmišljanja, stavove i motivaciju drugih, znat će što uzrokuje pozitivnu, a što negativnu emociju u njihovim odnosima. Zbog toga ne daju odgovore koji će uzrokovati nesreću (Walker i Foley, 1973; Wedeck, 1947) i zadržavaju svoju sreću.

Kihlstrom i Cantor (2000) smatraju da je socijalna inteligencija osobna karakteristika koja jedne ljude razlikuje od drugih. U ovome trenutku rezultati su ovog istraživanja pokazali slične rezultate s ostalim istraživanjima povezanosti osobnih karakteristika i sreće (DeNeve i Cooper, 1998; Diener, Oishi, i Lucas, 2003). Primjerice, slaganje i ekstraverzija imaju pozitivnu povezanost sa srećom, a emocionalna nestabilnost ima negativnu povezanost sa srećom. U ovome istraživanju, u kojem se socijalna inteligencija vrednuje kroz kontekst osobnih karakteristika, može se zaključiti da rezultati pokazuju pozitivan odnos prema sreći kao različitoj dimenziji osobnih karakteristika.

Iz literature vezane uz socijalnu inteligenciju saznajemo da se socijalna inteligencija može naučiti kroz iskustvo (Goleman, 2006). U skladu s rezultatima ovoga istraživanja važno je razviti programe koji će poboljšati socijalnu inteligenciju pojedinaca. Zahvaljujući takvim programima, pojedinci će moći napraviti pozitivne pomake u svojoj socijalnoj inteligenciji i kao posljedica toga biti sretniji.