

Emotional Intelligence: A Review

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Abstract - This paper touches the progression of emotional intelligence as a theory and discusses a literature review of the same. It discusses the three major models of emotional intelligence. It also discusses the different measures of emotional intelligence, its related constructs and finally closes with a brief discussion on implications for future research on emotional intelligence.

Keywords- Emotional intelligence, leadership, organizational commitment.

I. INTRODUCTION

Emotional intelligence, as a subject, though is recent in origin, has seen incomparable interest in both the popular literature and within academia. However, the amount of academic work is comparatively less than the popular work in the relevant field. To increase level of emotional intelligence various programs were implemented, and courses on developing one's emotional intelligence were introduced in organizations, universities, schools and other institutions. But, the question is, what does the term emotional intelligence means? The term emotional intelligence comprises two components: Emotion and Intelligence. The term emotion is being used to designate 'a state of consciousness having to do with the arousal of feelings, and 'Intelligence' is the ability to learn or understand from experience. So, emotional intelligence refers to the ability of a person to recognize, control and use their feelings and of others. E.L. Thorndike (1920), an influential psychologist, described a concept of social intelligence, which explains it as "the ability to understand and manage men and women to act wisely in human relations". This concept of social intelligence laid the foundation of emotional intelligence. Further, David Wechsler (1958) described both "non-intellective and intellective elements of intelligence".

He proposed that the non-intellective elements (affective, personal, and social factors) were significant for predicting one's ability to succeed

in life. Later, Howard Gardener (1983) published a study on "multiple intelligences". His concepts of "interpersonal intelligence and intrapersonal intelligence" are widely regarded as the basis for conceptualizing emotional intelligence.

Research in the area of emotional intelligence is dominated by three main theorists- Bar-On, Mayer and Salovey & Daniel Goleman. Reuven Bar-On who helped coin the term "emotion quotient" defines "Emotional Intelligence is an array of emotional and social knowledge and abilities that influence our overall ability to effectively cope with environmental demands (Bar-On, 2000)". Mayer & Salovey (1990) defined emotional intelligence as "A form of intelligence that involves the ability to monitor one's and other's feeling and emotions, to discriminate among them and to use this information to guide one's thinking and actions." In 1992, while working to work on emotion, Daniel Goleman came across Mayer and Salovey's article and asked them to use the term emotional intelligence, and then, in 1995, Goleman promoted the term in his seminal books "Emotional Intelligence: Why it can matter more than IQ?" and "Working with Emotional Intelligence". Goleman definition was "a skill to identify and control emotions within ourselves as well as of others" (Goleman, 2001).

Weinberger (2002) provided a summary of the research work conducted in the area of emotion including emotional intelligence. His summary broke down the study of emotion from three

disciplines; a) sociological domain; b) psychological domain and c) HRD (See Table 1).

Table 1: A Study of Emotions from other disciplines

	SOCIOLOGICAL DOMAIN	PSYCHOLOGICAL DOMAIN	HUMAN RESOURCE DEVELOPMENT
Research Interests	Emotional Labor	Emotion and Motivation	Various topics in emotion work
	Hochschild (1979; 1983)	Pinder (1998)	Callahan Fabian (1999)
	Van Maanen & Kunda (1989)	Empathy	Kalahan and McCollum (2002)
	Rafaeli & Sutton (1987); 1990)	Mehrabian and Epstein (1972)	Turnball (2002)
	Morris and Feldman (1996)	Mood	Short and Yorks (2002)
	Wharton (1993)	Mayer and Bremer (1985)	Wells and Callahan (2002)
	Emotional Contagion	Mayer and Gaschke (1988)	Emotional Intelligence
	Rafaeli and Sutton (1987)	Mayer, Marnberg and Volarth (1988)	Jordan and Troth (2002)
	Hatfield, Cacioppo and Rapson (1994)	George and Brief (1992)	Bryant (2000)
	Verbeke (1997)	Affect and Mood	Weinberger (2002)
	Doherty (1998)	Estrada, Isen and Young (1997)	Opengart and Bierema (2002)
	Domagalski (1999)	Weiss and Cropanzao (1996)	Leeamornsiri and Schwindt (2002)
	Feeling rules/emotion of work setting	Emotion	
	Goffman (1969)	Plutchik (1984)	
	Hochschild (1983)	Mayer, DiPaola and Salovey (1990)	
	Rafaeli and Sutton (1987)	Damasio (1994)	
	Scheff (1990)	Mayer and Geher (1996)	
	Emotion and Rationality	Emotional Intelligence	
	Fineman (1993; 1999)	Mayer and Salovey (1993; 1997)	
	Hearn (1993)	Mayer and Geher (1996)	
	Putnam and Mumby (1993)	Mayer, Salovey and Caruso (1999)	
	Ashforth and Humphrey (1995)	Goleman (1995; 1998)	
		Bar-On (1995)	
		Cooper and Sawaf (1997)	
		Weisinger (1998)	

Source: Adapted from Weinberger, L. (2002)

1. A BRIEF HISTORY OF EMOTIONAL INTELLIGENCE

- 1930s- Edward Thorndike described the concept of “social intelligence” as the ability to get along with other people.
- 1940s- David Wechsler suggested that “affective components of intelligence may be essential to success in life”.
- 1950s- Humanistic psychologists such as Abraham Maslow described “how people can build emotional strength”.
- 1975- Howard Gardner publishes “The Shattered Mind, which introduced the concept of multiple intelligences”.
- 1985- Wayne Payne introduced the term emotional intelligence in his doctoral dissertation entitled “A study of emotion: developing emotional intelligence; self- integration; relating to fear, pain and desire (theory, structure of reality, problem solving, contraction/expansion, and tuning in/coming out/letting go)”.

- 1987- In an article published in Mensa Magazine, Keith Beasley used the term “emotional quotient”. It has been suggested that this is the first published use of the term, although Reuven Bar-On claims to have used the term in an unpublished version of his graduate thesis.
- 1990- Psychologists Peter Salovey and John Meyer published their landmark article, “Emotional Intelligence”, in the journal Imagination, Cognition, and Personality.
- 1995- The concept of emotional intelligence was popularized after publication of psychologist and New York Times science writer Daniel Goleman’s book “Emotional Intelligence: Why It Can Matter More Than IQ”.

This paper will review the literature underlying the work of emotional intelligence. Descriptions of the three prominent models of emotional intelligence outlined to facilitate a more thorough understanding of the concept. The relationship between emotional intelligence and other commonly related areas, namely job satisfaction, leadership, organizational commitment and academic achievement was examined. Finally, this paper will throw light on implications for future research on emotional intelligence.

II. MODELS OF EMOTIONAL INTELLIGENCE

The existing literature review categorizes emotional intelligence models into two categories a) Ability Model and b) Mixed Model

- a) **Ability Model of Emotional Intelligence:** This model of John Mayer and Peter Salovey (1997) combines main ideas from the areas of intellect and emotion.

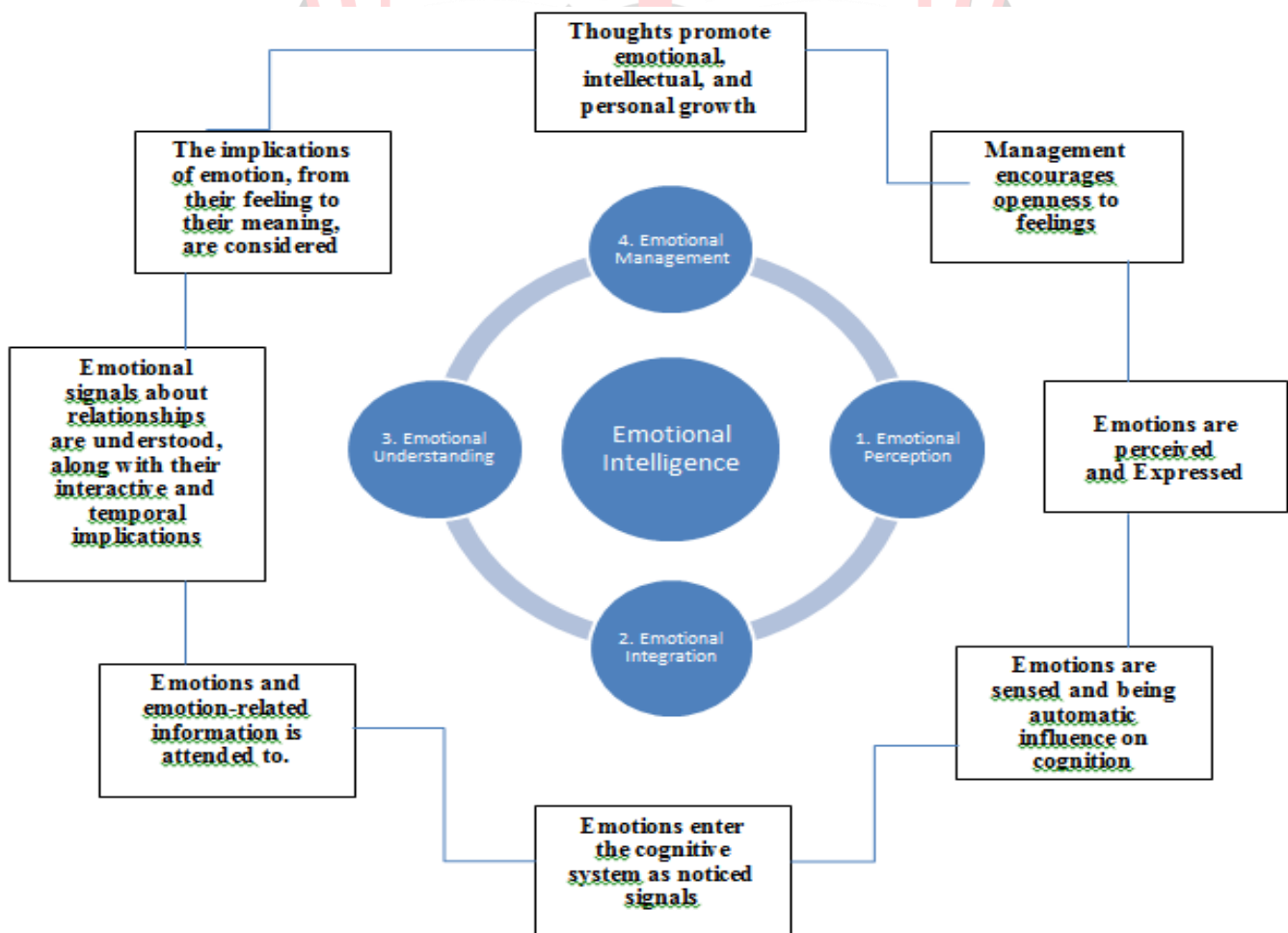
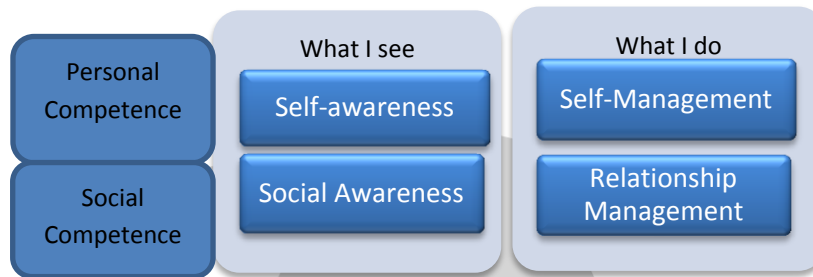


Fig.1: Ability model of Emotional Intelligence

b) Mixed Models of Emotional Intelligence includes,

- *Goleman's Model*
 - *Bar-On Model*
- *Goleman's Model of Emotional Intelligence*: Daniel Goleman popularized the term emotional intelligence in 1995 in his book 'Emotional Intelligence: Why it can matter more than IQ'. Inspired by the findings of Mayor and Salovey, Goleman conducted research in emotional intelligence and proposed a four branch model. His four branch model included:

Fig.2:Goleman Model of EI



1. Self-awareness – emotional self-awareness, accurate self-assessment and self-confidence.
2. Self-management – self-control, trustworthiness, conscientiousness, adaptability, achievement drive and initiative.
3. Social awareness – empathy, social orientation and organizational awareness.
4. Relationship management – developing others, influence, communication, conflict management, leadership, change catalyst, building bonds, teamwork and collaboration.

Goleman includes a set of emotional competencies within each construct of emotional intelligence. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with general emotional intelligence that determines their potential for learning emotional competencies.

- *Bar-On's (1997) Model of Emotional Intelligence* is one of the most well-known mixed models. This model was based on the personality characteristics. Five broad areas were proposed in this model:

- i. Intra-personal skills:- Such as emotional self-awareness, assertiveness, self-regard, self-actualization;
- ii. Inter-personal skills:- Such as social responsibilities, empathy;
- iii. Adaptability:- Such as problem-solving, reality testing, flexibility;
- iv. Stress Management:- Such as stress tolerance, impulse control; and
- v. General Mood: - Such as Happiness, optimism.

2. DIFFERENT MEASURES OF EI

Table 2: Measures of Emotional Intelligence

Sr. No.	Measures Of EI	Description of the Measure	Model of Measure	Main Theorist
1	Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)	Specific tasks are used to measure level of ability of each branch of emotional intelligence	Performance Based	Mayer and Salovey
2	Emotional Quotient Inventory (EQ-i)	133 self-report items measure total EQ	Self-Report	Bar-On

		and each of the five components of the Bar On Model	Based	
3	Emotional Competency Inventory (ECI)	A multi rater instrument that provides ratings on a series of behavioural indicators of emotional intelligence	Self-Report and Other Report	Goleman
4	Emotional Intelligence Appraisal	A 7-minute assessment meant to measure the existence of Goleman's four components of Emotional Intelligence	Self-Report and Other Report	Goleman
5	Work Profile Questionnaire-Emotional Intelligence Version (WPQEI)	Measures 7 of Goleman's competencies thought of as most essential for effective work performance	Self-Report	Goleman
6	Self Report Emotional Intelligence Test (SREIT)	A 33-item measure of Salovey and Mayor's original concept of emotional intelligence	Self-Report	Mayer et al
7	The Levels of Emotional Self Awareness Scale (LEAS)	Self Report Measure based on hierarchical generalisation of emotional intelligence like physical sensations, action tendencies, single emotions and blends of these emotions.	Self-Report	Lane and Schwartz
8	The Genos Emotional Intelligence Inventory (Genos EI)	(Genos EI) is a 360-degree measure of emotionally intelligent workplace behaviour. It measures how often individuals display emotionally intelligent workplace behaviour	Multirater or Self Assessment	Benjamin Palmer and Con Stough
9	The Group Emotional Competence (GEC) Inventory	The instrument contains 57 items that measure the nine dimensions of GEI. GEC norms improve group effectiveness by building social capital, which facilitates engagement in effective task behaviours and processes	Self-Assessment	Vanessa Druskat and Steven Wolff
10	Trait emotional Intelligence Questionnaire (TEIQue)	The TEIQue is a self-report inventory that covers the sampling domain of trait EI comprehensively. It comprises 153 items, measuring 15 distinct facets, 4 factors and global trait EI	Self-Report	K.V. Petrides
11	Work Group Emotional Intelligence Profile (WEIP)	The WEIP6 captures two dimensions of emotional intelligence: Ability to deal with own emotions (Scale 1:18 items) and ability to deal with others' emotions (Scale 2:12 items)	Self-Report	Jordon et al.
12	Wong's Emotional Intelligence Scale (WEIS)	WEIS consists of two parts. The first part contains 20 scenarios and respondents are required to choose one option that best reflects their likely reaction in each scenario. The second part contains 20 ability pairs and respondents are required to choose one out of the two abilities that best represent their strengths.	Self-Report	Wong et al.

Source: (Dhani & Sharma, 2016)

III. EMOTIONAL INTELLIGENCE AND RELATED CONSTRUCTS

Various studies were conducted in the field of emotional intelligence and to establish its relationship with other variables like leadership, job satisfaction, organizational commitment and academic achievement.

5.1 Emotional Intelligence and Leadership

C.L. Rice (1999) used an early ability model of emotional intelligence developed by Mayer and Salovey to evaluate the effectiveness of teams and their leaders and suggested that emotional intelligence plays a role in effective team leadership and team performance. Julian Barling et al. (2000) investigated whether EQ associated with the use of transformational leadership in

managers. Findings suggested that individuals higher in emotional intelligence are seen by their subordinates as displaying more leadership behaviours. Niroshaan Sivanathan and G. Cynthia Fekken (2001) explored the association of emotional intelligence and moral reasoning to leadership style and effectiveness. Study revealed that leaders who reported higher levels of EI were perceived by their followers as high in transformational leadership and more effective. Having high EI was not related to supervisor's rating of effectiveness. Supervisors associated greater job effectiveness with higher moral reasoning. Yasmine Nabih et al. (2016) examine the impact of emotion intelligence on leadership effectiveness. Emotional intelligence contributes to people's capacity to work effectively in teams, manage stress, and lead others effectively (Rosete and Ciarrochi, 2005). In addition, emotional intelligence helps in improving leadership and performance, thus affects leaders effectiveness (Leary, et al., 2009). This study concluded that emotional intelligence is an indicator of leadership effectiveness

5.2 Emotional Intelligence and Job Satisfaction

Chiva Ricardo and Joaquin Alegre (2008) found that organizational learning capability plays a significant role in determining the effects of EI on job satisfaction. Hulya Gunduz Cekmecelioglu et al. (2012) findings indicated that employees with high emotional recognition were more likely to have higher levels of internal job satisfaction. Theophilus Tagoe et al. (2016) concluded that nurses' scores on emotional intelligence positively correlated with their scores on job satisfaction. However, emotional intelligence and job satisfaction do not have significant independent co-variation relationship with the gender. Narasimhan, P. (2018) conducted "A study on Emotional Intelligence and Job Satisfaction among School Teachers" and found that emotional intelligence positively influences job satisfaction.

5.3 Emotional Intelligence and Organizational Commitment

Ishak Mad Shah (2014) found that "emotional intelligence dimension among employees become more relevant with the increasing availability of commitment of employee when there was the element of self-esteem as a mediator factor". Asad Khan et al. (2014) in a study suggested that "three dimensions of emotional intelligence, namely self-assessment, optimism, and service orientation significantly predict organizational commitment". Muhammad Shafiq (2016) study recommended including "emotional intelligence in the criteria for selection and recruitment of teachers, and that it utilized as an intervention to enhance the level of organizational commitment of prospective and in-service teachers in Pakistani colleges".

5.4 Emotional Intelligence and Academic achievement

In a study "the effect of emotional intelligence on academic performance" conducted by Farooq (2003) among adolescent students it was revealed that students possessing higher emotional intelligence levels were better at academics than from low emotionally intelligent students. In 2004, Drago explored "relationship between emotional intelligence and academic achievement in non-traditional college students". Analysis showed that emotional intelligence significantly linked with students' "GPA scores, cognitive ability scores & age". Maizatul Akmal Mohd. Tamannifar et al. (2010) conducted a study among students "to find the relationship between emotional intelligence, self-concept, and self-esteem with academic achievement". From data analysis a significant link was found between the said variables. Mohzan et al. (2013) investigated the influence of "emotional intelligence on academic achievement among students" and found that the respondents have high level of emotional intelligence. Two domains ("*Self-Emotion Appraisal and Understanding of Emotion*") of the emotional intelligence studied found to be significantly and positively linked with the

respondents' academic achievement. Dr. S. Chamundeswari (2013) examined "emotional intelligence and academic achievement of students at the higher secondary level and founded a positive significant correlation between emotional intelligence and academic achievement among the students".

IV. IMPLICATIONS FOR FUTURE RESEARCH

The present concept of emotional intelligence is in itself a young one. Immense research in the future needs to be done to uncover "what emotional intelligence encompasses and how it would be most effectively applied". In future research on emotional intelligence might center on the following:

- The association between "emotional intelligence and personality". Extensive research needs to be done to ascertain the link amid emotional intelligence and personality constructs and if certain models or measures of emotional intelligence are accounting for additional variance in performance or behaviour besides personality factors. Study should emphasize on the efficacy of constructs and measures which may only imitate or rename ideas which are already recognized.
- The "validity of modeling emotional intelligence on cognitive intelligence". Considering the debate regarding the validity and applicability of I.Q. tests, further research is needed to determine if emotional intelligence (as proposed by Mayer and Salovey) is best modeled after standard intelligence.
- The "measurement of emotional intelligence". Further research is needed on the "reliability and validity of the measures of emotional intelligence". Moreover, future efforts might look at evolving ability measures of Goleman and Bar-On's models of emotional intelligence, bearing in mind; much of the disapproval surrounding the present measures of these constructs revolves around their self-report format.
- The extent to which "emotional intelligence can be taught". As evidence exists both for and against the ability for emotional intelligence competencies to be developed, it is essential that future research ascertain the extent that such learning may occur before an organization invests resources into a training course.
- The extent to which training in emotional intelligence is more beneficial than other leadership or "people skills" training. If one takes the view that both personality traits and emotional intelligence traits are relatively stable over time, future research could examine whether programming in emotional intelligence accounts for a greater improvement in performance than current programs in place which aim to strengthen leadership characteristics.
- The "role of emotional intelligence in the Public Sector". Not much amount of studies are there investigating emotional intelligence in the public service sector and it would be remarkable "to examine whether or not emotional intelligence could make a comparable contribution to the functioning of the public sector".

V. CONCLUSION

Emotional intelligence has gathered substantial responsiveness from the academician, applied settings and society. Three contending models of emotional intelligence have appeared along with their own consistent measurement approach. While the pure model highlights intellectual ability and depend on an objective, performance-based measure of emotional intelligence, the mixed models consider both intellectual ability and personality traits using self-report measures. Accordingly, further research has been required to gain not only theoretical unanimity but also lucidity concerning the most appropriate measurement strategy. A new and optimistic arena of applied research unlocks to future researchers whose main work will be to define the real value emotional intelligence has in the

diverse fields of our lives, and the adequate methods to measure it with validity.

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