# Emotional Intellignece and Other Constructs: A Literary Analysis

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## Abstract

*For the first time in 1990 in the scientific literature the term emotional intelligence was coined. Since then, over the decade a lot of work is carried in concatenation of emotional intelligence. This paper extensively reviews the spurt of research that supports and develops emotional intelligence theory and also to discover the different aspects of emotional intelligence, to explore how different constructs are related to emotional intelligence and to know how emotional intelligence can be applied effectively in organizational context. In this paper, a theoretical review of emotional intelligence is presented using literary analysis approach to understand the development and increased research in this field.*

**Keywords:** *Emotional Intelligence, Literary Analysis, Theoretical Review, Model, Construct.*

## Introduction

Peter Salovey and John Mayer coined the term emotional intelligence and Goleman popularized it in his book "emotional intelligence". EI can be defined the ability to recognize, understand and manage one's own emotion and the emotion of others. Practically, EI means learning the art of managing one's own and others emotions especially when one is facing extrinsic pressure by being aware that emotions plays a vital role in driving individual's behaviour and attitude which impact people either positively or negatively. The term EI was brought in mainstream of psychology in 1990's (Mayer, Dipaolo, & Salovey, 1990; Salovey & Mayer, 1990); earlier the focus of research into social intelligence traces the importance of emotions as intellectual functioning (Thorndike, 1921; Guilford, 1956; Gardner, 1983).The recent books have their centre of attention around emotional intelligence's contribution towards management in organizational settings (Copper & Sawaf, 1996; Goleman, 1998a, 1998b; Weisinger, 1998). In 1995, Goelman in his book strongly supported that emotional intelligence contributes almost80% in individual's success rest 20% is intellectual contribution. As a subject, Emotional intelligence recently gained a lot of attention within the academician and the organizational actors as well. In layman's word emotional intelligence comprises two components: Emotion and Intelligence. Emotion is a state where you experience consciousness, sensation in body, feelings, and behaviour that shows personal significance of a thing; and intelligence means the ability to acquire knowledge from experience. Thus, Emotional Intelligence is the ability to recognize and control one's own emotion as well as the emotions of others. In human relation, emotional intelligence is described as a concept of social intelligence which spells it as the ability to understand and manage actions and reactions of men and women (E.L. Thorndike, 1920).

The foundation of emotional intelligence was laid by the human relation concept of social intelligence. There are two elements of intelligence i.e. Intellection and non-intellection, the non-intellective elements like affection, personal and social factors play a significant role in prognosticating abilities to gain success in life (David Wechsler, 1958. Later, Howard Gardener (1983) researched on "multiple intelligences". Gardener's notions of "interpersonal intelligence and intrapersonal intelligence" are widely regarded as the conceptualizing base for emotional intelligence. Till today, Bar-on, Mayer & Salovey and Daniel Goleman are the ruler in the field

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of emotional intelligence. Bar-On introduced the word "emotional quotient".Bar-on (2000) defined emotional intelligence as "an assemblage of emotional and social knowledge and abilities that exert influence on our overall ability to cope with environmental demands effectively". Emotional intelligence is the ability to monitor and control the feeling and emotions of oneself and others in order to guide one's thinking and actions (Mayer & Salovey, 1990). Emotional intelligence is defined as a skill to identify and control one's and others emotion (Goleman, 2001).

## A Brief History of Emotional Intelligence

- 1930's – The ability to get along with other person, as a concept of social intelligence was stated by Edward Thorndike.
- 1940's – For success in life components of intelligence plays a significant role, suggested by David Wechsler.
- 1950's – How people can develop emotional strength was described by Abraham Maslow.
- 1975's – Howard Gardner published "The Shattered Mind" and paved way for the concept of "multiple intelligence".
- 1985's – Emotional intelligence as term was introduced in Wayne Payne's doctoral dissertation titled "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's – Though Reuven Bar-on claimed to use the term "emotional quotient" in his graduate thesis which was unpublished and therefore, Keith Beasley used the term "emotional quotient" for the first time in an article published in Mensa Magazine.
- 1990's – Peter Salovey, aprofessor at Yale university and John Mayer, a professor at University of NewHampshiregot their landmark article, "Emotional Intelligence", published in the journal "Imagination, Cognition, and Personality". This was first study that focused on identifying the set of abilities rather than traits of emotional intelligence.
- 1990's – Mayer &Salovey discussed four dimensions of emotional intelligence that are: (a) perception, identification, appraisal and expression of emotion; (b) using emotions to facilitate thinking; (c) understanding and comprehending emotions; (d) reflective regulation and management of emotion.
- 1995's – With Daniel Goleman's book "Emotional Intelligence: Why It Can Matter More Than IQ" the term emotional intelligence was popularized and captured attention of many fraternity. In his book he proffered a framework of EI with four components: Self- Awareness; Social-Awareness; Self- Management; and Relationship- Management.
- 2006 – Daniel Goelman in another book "Social Intelligence – The New Science of Human Relationships" divided the four components of emotional intelligence broadly under two umbrella and posited that while Emotional Intelligence covers Self-Awareness and Self-Management; the Social Intelligence covers Social-Awareness and Relationship Management.

## Definition of Emotional Intelligence

Emotional intelligence just like other intelligence such as Social intelligence (Sternberg & Smith, 1985); practical intelligence (Sternberg & Caruso, 1985; Wagner & Sternberg, 1985); personal intelligence (Gardner, 1993); non-verbal perception skills (Buck, 1984; Rosenthal, Hall, Di Matteo, Rogers, & Archer, 1979); and emotional creativity ( Averill & Nunley, 1992) is a member of "hot intelligence" family. Emotional Intelligence emerged as a concept in 1990's to assess the impact of traits on leadership. Emotional intelligence was defined as "the capability to monitor one's own and others emotion, to differentiate between them and to make appropriate use in directing one's thinking and actions" (Mayer & Salovey,1990). Emotional intelligence is defined as the assemblage of non-cognitive capabilities, competencies and skills that persuade one to gain success while coping with external pressure and demands (Bar-On, 1997).Emotional intelligence is assemblage of perception, assimilation, understanding and management of emotions where assimilation is founded by perception, and assimilation provides a platform for understanding, and finally understanding derives emotional management (Mayer & Salovey, 1997). In most recent spurt of research Mayer & Salovey gave four factors of emotional intelligence: (a) appraisal and expression of emotion; (b) regulation of emotion in self and others; (c) emotional knowledge for emotional growth and intellective ability; (d) assisting emotion for problem solving. In layman's word EI can be referred as the ability to manage emotions and feeling of one's own

and others and to use the emotions in correct directions. According to Goleman, EI is a person's ability to control and manage one's own emotion and feelings in such a manner that the emotions can be expressed effectively. EI consists of five components: self-awareness, self-regulation, motivation, empathy and social skills and is responsible for attaining success in the journey of life (Goleman, 1995).

## Models of Emotional Intelligence

The existing emotional intelligence literature categorizes emotional intelligence models mainly into three categories:
a)  Ability Model
b)  Mixed Model
c)  Trait Model

## Ability Model of EI

This model was developed by Peter Salovey and John Mayer (1997). The EI ability model's mainly paid attention on perceiving, understanding, and managing emotions, and using those emotions for logical and rational reasoning. EI's ability framework signifies four branches of human abilities:

Perceiving Emotions: Perceiving emotion means discerning, understanding and interpreting other person's body language and facial expressions (Salovey & Birnbaum).

Reasoning with Emotions: It means facilitating thoughts, using emotions in the right direction that is to accelerate thinking and cognitive activity (Salovey & Birnbaum).

Understanding Emotions: being able to recognize other's emotion and assign a meaning to their emotion. Managing Emotions: acknowledging emotions and regulating them consistently and appropriately.

**Figure 1 – Salovey & Mayer's Model:**
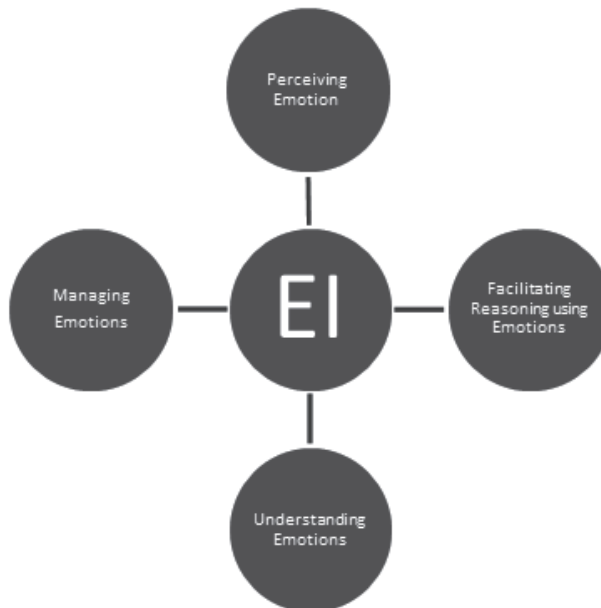
## Mixed Model of EI

This model includes two theorists' model in it.
(a)   Goelman's Model
(b)   Bar-on Model
(a)   Goleman's Model of EI:

According to Goleman, EI is assemblage of skills and competencies which plays a significant role in maintaining the performance of managers and employees. Skills of EI include four capabilities: self-awareness, relationship management, self-management, and social awareness. These four EI skills are the base of twelve EI competencies that include emotional self-awareness, emotional self-control, adaptability, achievement orientation, positive outlook, influence, coaching and mentoring, empathy, conflict management, teamwork, organizational awareness, and inspirational leadership.

**Table no. 1 – Goleman's model of EI:**

| S.No. | DOMAIN | COMPETENCIES |
|-------|--------|--------------|
| 1. | Self-Awareness | • Emotional Self-Awareness |
| 2. | Self-Management | • Emotional Self-Control<br>• Adaptability<br>• Achievement Orientation<br>• Positive Outlook |
| 3. | Social Awareness | • Empathy<br>• Organizational Awareness |
| 4. | Relationship Management | • Influence<br>• Coach and Mentor<br>• Conflict Management<br>• Teamwork<br>• Inspiration Leadership |

## Bar-on Model of EI:

According to Bar-On, EI is an alliance of emotional and social competencies that influence performance and behavior of individual. In short, Bar-on model is based on personality characteristics. Bar-On's EI model focuses on five EI scales: self-perception, self-expression, interpersonal, decision-making, and stress management, and 15 subscales: self-regard, self-actualization, emotional self-awareness, emotional expression, assertiveness, independence, interpersonal relationship, empathy, social responsibility, problem-solving, reality testing, impulsecontrol, flexibility, stress tolerance, and optimism, driving human behavior and relationships.

**Table No. 2 – Bar-on's Model of EI:**

| S.No. | Domain | Competencies |
|---|---|---|
| 1. | Intrapersonal | • EmotionalSelf-Awareness<br>• Assertiveness<br>• Self-Regard<br>• Self-Actualization<br>• Independence |
| 2. | Interpersonal | • Empathy<br>• Interpersonal Relationship<br>• Social Responsibility |
| 3. | Adaptability | • Problem-Solving<br>• Reality Testing<br>• Flexibility |
| 4. | Stress Management | • Stress Tolerance<br>• Impulse Control |
| 5. | General Mood | • Happiness<br>• Optimism |

## Trait Model of EI

Konstantin Vasily Petrides developed this model. He described trait model as "an array of emotional self-perceptions pinpointed at the lower levels of personality". Trait model consists of four factors: wellbeing, self-control, emotionality, and sociability. In short, person's understanding and perception towards self-emotions and social skills which helps build a cordial relation with other.

**Figure No. 2 – Trait Model of EI:**
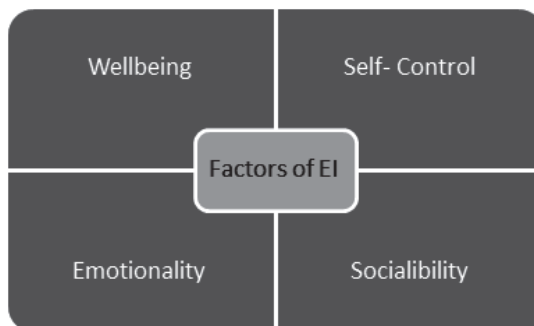
# Measures of Emotional Intelligence:

Significant measures of EI are mentioned below.

**Table No. 3: Measures of EI**

| Sr. No | Measures Of EI | Description of the Measure | Model of Measure | Main Theorist |
|---|---|---|---|---|
| 1 | Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) | To measure the ability of each branch of emotional intelligence Specific tasks are used. | Performance Based | Mayer and Salovey |
| 2 | Emotional Quotient Inventory (EQ-i) | 133 self-report items measure total EQ and each of the five components of the Bar on Model | Self-Report Based | Bar-On |
| 3 | Emotional Competency Inventory (ECI) | A multi rating instrument that provides ratings on a series of behavioral indicators of emotional intelligence | Self-Report and Other Report | Goleman |
| 4 | Emotional Intelligence Appraisal | The existence of Goleman's four components of Emotional Intelligence was measure by a 7-minute assessment | 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 generalization 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 | Multi-rater 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 behaviors 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. Pet rides |
|----|---|---|---|---|
| 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 ab ility 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)*

## Relations with Other Constructs

In the field of emotional intelligence, a lot many researches were conducted and its relationship was established with other constructs like leadership, job satisfaction, organizational commitment, personality, stress, conflict management, and individual performance. In this paper we mainly focus on constructs related to workplace settings.

## Emotional intelligence and personality

Researcher who studied relationship between the emotional intelligence constructs with the personality dimensions (Higgs, 2001; Godse and Thingujam, 2010; Ramo, Saris and Boyatzis, 2009; Van Der Zee, Thijs, & Schakel; 2002). EI is closely related with the theory of personality as mentioned in Bar-On and Goleman models. Sub-components of Bar-On's model like assertiveness, interpersonal effectiveness, empathy, impulse control, social responsibility, and reality testing are considered to be part of personality inventories. California Psychological Inventory (CPI) used to measure personality also contains scales that include self-assurance, self-acceptance, self-control, flexibility, empathy and interpersonal effectiveness, not only this many Goleman's competencies, like empathy, self-control, and self-confidence have been extensively researched in personality psychology (Mayer, Salovey, & Caruso, 2000). The empirical comparison of constructs shows an evident overlap in the components of EI and personality. There is positive correlation between Goleman's measure of emotional intelligence and three components of the Big Five Personality: extroversion, conscientiousness and openness. Relationship between the Myers-Briggs type indicator (MBTI) and emotional intelligence was also established; it was found that intuition aspect of MBIT is significantly correlated to EI (Higgs, 2001). Social competencies, emotional competencies and personality are interrelated to each other and are valuable predictor of job performance (Ramo, Saris and Boyatzis, 2009).

## Emotional Intelligence in Relation to Stress

Individual's ability to manage and control their emotions at their workplace influence their Stress level. Many research are been conducted by researchersto study the

role of EI in managing stress and stress related outcomes and in controlling stress. Research established that Individual with high EI experiences good health, well-being, have less level of stress and shows an excellent performance (Kauts and Saroj,2010; Slaski and Cartwright,2002; Duran and Extremera ,2004; Darolia and Darolia, 2005; Chabungban,2005; Abraham, 2000; Spector and Goh,2001). The role of EI in reducing occupational stress in teachers and in increasing their teaching effectiveness was witnessed (Kauts and Saroj, 2010).The gap between stress and performance can be bridged by EI (Chabungban, 2005). EI plays more important role by not letting negative emotions overpower the ability to think, and empathies with others. EI is able to reduce the stress level for some individual with more emotional stability rather than one with low emotional stability, hence having less confidence (Gohm, Corser and Dalsky, 2005).The impact of occupational stress on employee's job performance was moderated with help of EI (Ismail, Suh-Suh, Ajis and Dollah, 2009).

## Emotional Intelligence and Its Association with Conflict Handling

The intensity of conflict in task and relationship were significantly noticed in climate with lea defined EI (Ayoko, Callan and Hartel, 2008).Leader with good EI level are able to apply different style and strategies in controlling the conflict and is capable of managing conflict in an efficient manner (Godse & Thingujam, 2010; Srinivasan & George, 2005; Jordan and Troth, 2004).Employees with high level of EI are able to recognize and manage their as well as other emotions and so can easily strive a balance between work-family conflicts (Lenaghan, Buda and Eisner, 2007; and Carmeli, 2003).

## Emotional Intelligence and Leadership

Emotional intelligence plays a vital role in analyzing the effectiveness of team and its leader and analyzing its performance by using ability model of emotional intelligence developed by Mayer and Salovey (C. L. Rice, 1999).After investigating the influence of emotional intelligence leadership on the effectiveness of faculty, 10 components of EIL were found which drives effectiveness and those were self-leadership, moral, trust, conscientiousness, flexibility, participation, empowerment, capacity building, communication and

motivation (Kamran, 2010).There is positive correlation between leadership style and emotional intelligence (Michael A. Trabun, 2002); Sitter, 2004; and Suhaila & Zahra, 2013).There is a predictive and positive relation among emotional intelligence and transformational leadership style (Barling, Slater & Kelloway, 2000; Mandell & Pherwani, 2003; Webb, 2004; and Srivastva & Bharamanaikar, 2004). Research results also predicted that competencies like emotional, social and cognitive intelligence drive better performance.

## Emotional Intelligence and Job Satisfaction

Emotional intelligence plays a vital role on job satisfaction with organizational learning capabilities as mediating variable (Chiva Ricardo and Joaquin Alegre, 2008).There was significant intrinsic job satisfaction in employees with higher level of emotional recognition (Hulya Gunduz Cekmecelioglu et al., 2012). In healthcare industry, nurses score on emotional intelligence is positively correlated to their job satisfaction (Theophilus Tagoe et al., 2016). Though, there is no significant co-variance relationship of emotional intelligence and job satisfaction with the gender.In education sector, emotional intelligence positively influences job satisfaction in school teachers (Narasimhan, 2018).

## Emotional Intelligence and Organizational Commitment

The commitment in employees increases with the presence of emotional intelligence competencies with self-esteem as mediating factor (Ishak Mad Shah, 2014). Organizational commitment can be predicted mainly by three dimensions of emotional intelligence that are self-assessment, optimism and service orientation (Asad Khan et al., 2014).Muhammad Shafiq (2016) studied that emotional intelligence is the selection and recruitment criteria for teachers, and emotional intelligence is used to improve the organizational commitment of in-service teacher in Pakistani colleges.

## Discussion

The current research is only a beginning of a bigger program to study and understand the role of emotional intelligence in the team performance. As of now there is multiple spurt of research and the increasing role and need of emotional intelligence pave ways for further

improvement. In particular, we recognize that existing study is subject to some important limitations and there is a lot aspect that needs analytical approach to understand the effectiveness of emotional intelligence in diverse areas. Even after vast emotional intelligence research and study has been conducted, still there is a need to research on the future implication of EI and also there is a scope to study the drivers of EI. Hence, the future research on emotional intelligence might center surround on the following: The association between "emotional intelligence and personality". To ascertain the link amid emotional intelligence and personality constructs then extensive research needs to be done and if certain models or measures of emotional intelligence are accounting for additional variance in performance or behavior besides personality factors. Study should emphasis 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" should be examined. Tests, further research is needed to determine if emotional intelligence (as proposed by Mayer and Salovey) is best modelled after standard intelligence.Further research is needed on the "reliability and validity of the measures of emotional intelligence" specifically in organizational context. 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.

## Conclusion

Emotional intelligence is gaining attention from researcher, academician, applied settings and society as a whole. The models of emotional intelligence have their own consistent measuring approach. More spurt of research is needed to gain concurrence and certainty in most appropriate measuring scale. A diverse research is required in applied setting to study the real value applicability of emotional intelligence and the appropriate method to check its validity.

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