

DETERMINANTS OF EMOTIONAL INTELLIGENCE – THEORETICAL PERSPECTIVE

ANJU. E. N^{1*} AND DR. V. KUBENDRAN¹

^{1*}Junior Research Fellow, BSMED, Bharathiar University, Coimbatore, 641 046. ¹Professor, BSMED, Bharathiar University, Coimbatore, 641 046. E-Mail: anjuensnandan@gmail.com

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ABSTRACT

Emotional intelligence is a talking point that is gaining a considerable amount of popular attention in all fields with abet of abundant international media attention. Emotional intelligence is the ability to sense, recognize, and efficiently apply the power and acumen of emotions as a source of human energy, information, association and influence. Exploration on Emotional Intelligence has initially appeared to be in scholarly articles in the beginning of 1980's. The idea of emotional intelligence can be traced from the work of Darwin (1872) in his book entitled, on the origin of species by means of natural selection, discussed the importance of emotional expression for survival and adaptation. By the contribution of these dimensions one can easily find out the level of emotional intelligence that a particular individual possesses.

Keywords: Emotional Intelligence

INTRODUCTION

Emotional intelligence is a talking point that is gaining a considerable amount of popular attention in all fields with abet of abundant international media attention. Emotional intelligence is the ability to sense, recognize, and efficiently apply the power and acumen of emotions as a source of human energy, information, association and influence (Mayer and Salovey, 1997). The concept has matured recently with the widespread, global attention, both within secular and academic circle, ever since its inception in 1980's.

Foundation of Intelligence and Emotional Intelligence

Emotion

The word "emotion" first arrived on British shores from France in the early 17th century. In both French and English forms, emotion was a word denoting physical commotion and bodily movement among an individual, group of people, or a physical agitation of anything at all (DeJean, 1997; Diller, 2010). Human beings are complex genus of feeling and reason. As reasoning enables each individual to judge things with mathematical precision, feelings help them to recognize and empathise which differentiate them from other creatures.

Intelligence

The roots of intelligence are biological. Every creature, even a protozoan, must have a mechanism to perceive stimuli, such as toxic chemicals, and to judge whether they are good or bad for it. Conventionally it was believed and accepted that people with high reasoning skills and a sound logical bend of mind were more intelligent or they have general intelligence. General intelligence is the ability to obtain basic knowledge and make use of it in required situations (Laura and Kirby, 2002). Even though people acknowledge different meaning for the word intelligence, every one thinks that it seizes a core meaning in the sciences. Artificial intelligence, human intelligence, military intelligence, all entails information, educating about information and reasoning with it and all implies mental ability associated with cognitive operations (Sternberg, 2000).

To assess these intelligence various tests called IQ test has been employed by various practitioners in this field of study. These IQ tests were designed to ascertain a person's intelligence and

competency tested only the reasoning and the logical aptitude of the person.

Emotional Intelligence

The traditional belief of intelligence pertains to cognitive abilities such as memory and problem solving (Cherniss et al., 1998) was challenged in early as the 1920's when Thorndike conversed about *Social Intelligence* "an ability to understand how individuals to act wisely in human relations" as cited by (Salovey and Mayer, 1990). It was Thorndike who moved away from the traditional concepts of intelligence in believing that it is not only a person's reasoning and logical competence but also his ability to recognize his own and others intentions and motives and act accordingly is important.

Even though the concept of social intelligence paved way to theories which insisted on recognizing other hidden skills in an individual, in itself it was not successful or convincing, but definitely changed the way people perceived intelligence, but failed to distinguish itself as a distinct form of intelligence (Gayathri, and Meenakshi, 2013).

The theories and concepts are innumerable in this area and necessary to comprehend emotions and intelligence. From a socio-analytic perspective, (Hogan and Shelton, 1998), emotional intelligence can be considered as an individual difference that will facilitate motivation to achieve, to get along with others, and to find meaning. In general perspective emotional intelligence may be stated as moderating and tactically using intrapersonal emotions to deal with interpersonal exchange of emotions.

History of Emotional Intelligence

Exploration on Emotional Intelligence has initially appeared to be in scholarly articles in the beginning of 1980's. On the basis historical account (Bar on 2001), the idea of emotional intelligence can be traced from the work of Darwin (1872) in his book entitled, On the origin of species by means of natural selection, discussed the importance of emotional expression for survival and adaptation. In the year 1976, Stanley Greenspan also put forth about intelligence in his study social intelligence in the retarded. Post that in 1986, Wayne Payne a graduate student at a liberal arts college in USA, first used this word emotional intelligence in an unpublished thesis. This appears to be the first academic work in this arena. An article published by Mensa Magazine in 1987; the author Keith Beasley used the term 'emotional quotient'. It has been considered as the

first use of the term in print, even though Reuven Bar-On claims to have used the word in an unpublished version of his graduate thesis.

Two psychologists from the University of New Hampshire, John Mayer and Peter Salovey from the Yale University have coined the term emotional intelligence in an academic paper which was published in 1989. A psychologist and science journalist named Daniel Goleman (1995) took Mayer and Salovey's theory and turned it into a best-selling book titled Emotional Intelligence. In 1997, another researcher, Bar-On pioneered the published scale assessing self-reported emotional intelligence and has also contributed to the prominence of emotional intelligence in popular culture.

Simultaneously researchers have examined and raised concerns about the suitable ways to measure EI in diverse studies (Dawda and Hart, 2000; McCann; Matthews; Zeidner and Roberts, 2003). However, researchers have still not reached a consensus on the definition and measurement of emotional intelligence (Dulewicz and Higgs, 2000; Mayer, Salovey, & Caruso, 2000a). Literally, several models on emotional intelligence have been proposed that have challenging perspective on the nature of this concept (Mayer et al., 2000c).

Table1. Dimensions of Emotional Intelligence of Various Authors

Year	Author	Variables	Research
1990	Mayer and Salovey	Identifying Emotions, Using Emotions to Facilitate Thought, Understanding Emotions and Managing Emotions	This model defines emotional intelligence as involving the abilities of an individual. MSCEIT consists of 141 items.
1995	Daniel Goleman	Self Awareness Cluster, Self-Regulation Cluster, Motivation Cluster, Empathy Cluster and Social Skill cluster	Twenty five competencies arranged in five respective clusters. Self report measure of emotional and social intelligence comprises of 133 items in the form of short sentences and for individuals more than 17 years of age and elder.
1997	Bar-On	Intrapersonal skills, Interpersonal skills, Stress Management, Adaptability and General Mood	Technique of measuring general emotional intelligence is a self report with 33 item, using four sub-scales that focuses on average or usual emotional intelligence.
1998	Schutte et al,	Appraisal and expression emotion, Regulation of Emotion and Utilization of emotion	
2000	Vanessa UrchDruskatand Steven B. Wolff.	Individual: Group awareness, Group management Group: Group self-awareness, Group self-management Cross-boundary: Group social awareness, Group Management	It represents the ability of a group to generate a set of norms that guide the emotional experience in a group in an effective way.
2001	Ben Palmer and Con Stough	Emotional Self-Awareness, Emotional Expression, Emotional Self-Management Emotional Awareness of Others Emotional Reasoning, Emotional Management of Others and Emotional Self Control	Genos EI, is a 70-item multi-rater assessment designed specifically for use in the workplace which measures how often people demonstrate 70 emotionally intelligent workplace behaviors in the workplace. The ESCI-U assesses 12 competencies is a multi rater feedback empirically linked to effective performance of managerial, leadership and professional roles. Currently used for undergraduates, master's and doctoral level in many countries.
2002	Boyatzis-Goleman	<i>Emotional Self-Awareness, Emotional Self-Control, Adaptability, Achievement Orientation, Positive Outlook, Empathy and Inspirational Leadership.</i>	
2002	Wong and Law	Self Emotion Appraisal, Others' Emotion Appraisal, Regulation of Emotion and Uses of Emotion to Facilitate Performance	Self-report EI measure developed for Chinese respondent contains two parts.
2003	K. V. Petrides	<i>Emotion perception (self and others, Adaptability, Assertiveness, Emotion expression, Emotion management, Emotion regulation, Impulsiveness, Relationships and Self-esteem</i>	TEIQue is a self-report inventory which covers the sampling domain of trait EI comprehensively. It comprises 153 items, measuring 15 distinct facets, 4 factors, and global trait EI.

Source: EI Consortium.org

Table.1a. Dimensions of Emotional Intelligence in the Current Scenario

Dimension	Factor	Variables
Intra Personal Composite	Self Perception	Self Regard
		Self Awareness
	Self Expression	Emotional Self Awareness
		Emotional Expression
Inter Personal Composite	Self Expression	Assertiveness
		Independence
	Self Perception	Interpersonal Relationship
		Empathy
Decision Making	Self Perception	Social
		Reality
Stress Management	Self Perception	Problem Solving
		Impulse Control
		Flexibility
		Tolerance

Emotional Intelligence Models

Much has been recorded in the recent years on the topic emotional intelligence or EQ after the popularized work of Daniel Goleman in 1995, even though some of its theories have been adopted from the Mayer and Salovey's theory. Various schools of thought exists that aim to precisely explain and measure the concept of emotional intelligence. This section of the paper reviews the emotional intelligence, its prominent models and the measures used to facilitate a detailed understanding of the subject matter.

According to the Encyclopedia of Applied Psychology (Spielberg 2004), the three most generally used EI instrument based on the mass literature on defining emotional intelligence may be summarized in the description of below three models:

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) (Mayer, Salovey & Caruso 2002)

The Emotional Competence Inventory (ECI) (Boyatzis, Goleman & Hay Group 2001)

The Bar-On Emotional Quotient Inventory (EQ-i) (Bar-On 1997a).

The Ability Model of Emotional Intelligence (MSCEIT)

In the year 1990, two psychologists John (Jack) Mayer, Ph.D. of the University of New Hampshire and Peter Salovey, Ph.D. of Yale University had published two academic papers on emotional intelligence in which they defined Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer and Salovey, 1990). These four areas are further defined, as follows:

Perceiving Emotions - the ability to recognize the feeling of oneself and those around you.

Using Emotions to Facilitate Thought - the ability to generate an emotion, and then reason for this emotion.

Understanding Emotions - the ability to understand difficult emotions and emotional "chains", how emotions swing from one stage to another.

Managing Emotions - the ability that allows you to manage self emotions and in others.

The four branch model of emotional intelligence explains four areas of capacities or skills that collectively describe many of areas of emotional intelligence. More specifically, this model defines emotional intelligence as involving the abilities of an individual. MSCEIT consists of 141 items and it will take 30-45 minutes to complete the test. MSCEIT provides 15 main scores: Total EI score, two Area scores, four Branch scores, and eight Task scores. In addition to these 15 scores, there are three Supplemental scores (Mayer, Salovey and Caruso, 2002).

The Emotional Competence Inventory (ECI)

Integrating a great deal of research work Goleman (1998) presented a model of emotional intelligence with twenty five competencies arranged in five respective clusters (Rosier, 1994 -1997; Jacobs, 1997).

Self Awareness Cluster includes Emotional Awareness , Accurate Self-Assessment and Self Confidence;

The Self-Regulation Cluster includes Self- Control, Trustworthiness, Conscientiousness, Adaptability, and Innovation;

The Motivation Cluster includes Achievement Drive , Commitment , Initiatives and Optimism;

The Empathy Cluster includes Understanding Others, Developing Others , Service orientation , Leveraging Diversity and Political Awareness;

The Social Skill cluster includes Influences, Communication, Conflict Management, Leadership, Change Catalyst, Building Bonds, Collaboration and Cooperation and Team Capabilities. Even though numerous methods were available to assess these competencies behaviorally through various test and interviews, assessment centers (Boyatzis, 1982; Spencer and Spencer, 1993) a questionnaire form was in ease of use. With the help of self assessment questionnaire developed by Boyatzis in 1991, both Goleman and Boyatzis rewrote items for non - cognitive competencies by including additional created for competencies not addressed in his model. About 40 % of the new instrument is based on the earlier questionnaire. On the basis of analysis of reliabilities and inter correlation of items, these Scales were revised in the year 1998.

According to Goleman Emotional intelligence will account for success at home, at school, and at work. In together he notes that "About 20 % of the factors determine IQ for life success, 80 % leaves to other factors" (Goleman, 1995).

The Bar-On Emotional Quotient Inventory (EQ-i) (Bar-On 1997).

This model extended the meaning of emotional intelligence by clearly mixing the non ability traits. It intends to explain the question, "Why some individuals are more successful in their life than other? According to Bar On there are five broad categories relevant to success based on several literatures on personality characteristics. These are listed as:

trapersonal skills - Emotional Self Awareness, Assertiveness, Self Regard, Self Actualisation and Independence.

nterpersonal skills - Interpersonal Relationships, Social Responsibility and Empathy.

daptability - Problem Solving, Reality Testing, and Flexibility.

tress Management - Stress Tolerance and Impulse Control.

eneral Mood - Happiness and Optimism.

The EQ-i is a self report measure of emotional and social intelligence behaviour that provides an estimate of emotional- social intelligence. it comprises of 133 items in the form of short sentences

and a 5 point response scale is employed ranging from very seldom or not true to very often true of me and is suitable for individuals more than 17 years of age and elder. This theoretical model combines mental abilities (emotional self awareness, self actualisation) and abilities other than mental abilities like independence, adaptability and mood and this make it as a mixed model of emotional intelligence. It is the first inventory in broader level this model says that EQ along with IQ can help to have more balanced picture of a person's general intelligence (Bar-On, 1997).

Dimensions of Emotional Intelligence at various Periods

The author was interest to make a note on the various dimensions of emotional intelligence. Based on the previous studies carried out by various authors starting from 1990's has been thoroughly reviewed and listed in the table below:

Emotional Intelligence Dimension Proposed by Author for the Current Scenario

Based on a thorough study of previous literature related to the emotional intelligence the author has developed various dimensions for the current scenarios are listed below:

The emotional intelligence has four major dimensions like intra personal composite, inter personal composite, decision making and stress management. The author has segmented the intra personal composite into two parts, which measures the self perception (self regards, self awareness and emotional self awareness) and self-expression (emotional expression, assertiveness and independence) of an individual. Then inter personal composite has three parts like interpersonal relationship, empathy and sociability, which measures the social awareness and interpersonal relationship of an individual. The decision making has three variables like reality, problem solving and impulse control and the stress management has two variables like flexibility and tolerance. By the contribution of these dimensions one can easily find out the level of emotional intelligence that a particular individual posses.

CONCLUSION

Thus emotional intelligence is the ability of individual to perceive a particular situation and react accordingly to that situation. The author has justified variables based on finding of other respective authors and has brought to the light the various dimensions which would accurately measure the present status of an individual of any circumstances or situations.

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