DETTERMINANTS OF EMOTIONAL INTELLIGENCE – THEORETICAL PERSPECTIVE

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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. 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.

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 area. An article published by Mensa Magazine in 1987; the author Keith Beasley used the term ‘emotional quotient’. It has been considered as the...
Two psychologists from the University of New Hampshire, John Mayer and Peter Salovey, 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 (Dalezio 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).

Table 1. Dimensions of Emotional Intelligence of Various Authors

<table>
<thead>
<tr>
<th>Year</th>
<th>Author</th>
<th>Variables</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>Mayer and Salovey</td>
<td>Identifying Emotions, Using Emotions to Facilitate Thought, Understanding Emotions and Managing Emotions Self Awareness Cluster, Self-Regulation Cluster, Motivation Cluster, Empathy Cluster and Social Skill cluster</td>
<td>This model defines emotional intelligence as involving the abilities of an individual. MSCEIT consists of 141 items. Twenty five competencies arranged in five respective clusters.</td>
</tr>
<tr>
<td>1995</td>
<td>Daniel Goleman</td>
<td>Intrapersonal skills, Interpersonal skills, Stress Management, Adaptability and General Mood</td>
<td>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. 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.</td>
</tr>
<tr>
<td>1997</td>
<td>Bar-On</td>
<td>Appraisal and expression emotion, Regulation of Emotion and Utilization of emotion</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>Vanessa UrchDruskat and Steven B. Wolff.</td>
<td>Emotional Self-Awareness, Emotional Expression, Emotional Self-Management and Emotional Reasoning, Emotions Management of Others and Emotional Self Control</td>
<td>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.</td>
</tr>
<tr>
<td>2001</td>
<td>Ben Palmer and Con Stough</td>
<td>Emotional Self-Awareness, Emotional Self-Control, Adaptability, Achievement Orientation, Positive Outlook, Empathy and Inspirational Leadership.</td>
<td>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.</td>
</tr>
<tr>
<td>2002</td>
<td>Boyatzis-Goleman</td>
<td>Self Emotion Appraisal, Others' Emotion Appraisal, Regulation of Emotion and Uses of Emotion to Facilitate Performance</td>
<td>The 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.</td>
</tr>
<tr>
<td>2003</td>
<td>K. V. Petrides</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: EI Consortium.org
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 exist 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 psychologist 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 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 or 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 Inflows, 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:

- interpersonal skills – Emotional Self Awareness, Assertiveness, Self Regard, Self Actualisation and Independence.
- interpersonal skills – Interpersonal Relationships, Social Responsibility and Empathy.
- adaptability – Problem Solving, Reality Testing, and Flexibility.
- stress Management – Stress Tolerance and Impulse Control.
- general 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.

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

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Factor</th>
<th>Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>EmoIntelligence</td>
<td>Self Perception</td>
<td>Self Regard, Self Awareness, Emotional Self Awareness</td>
</tr>
<tr>
<td>EmoIntelligence</td>
<td>Intra Personal Composite</td>
<td>Emotional Expression, Assertiveness, Independence, Interpersonal Relationship</td>
</tr>
<tr>
<td>EmoIntelligence</td>
<td>Inter Personal Composite</td>
<td>Empathy, Social, Reality</td>
</tr>
<tr>
<td>EmoIntelligence</td>
<td>Decision Making</td>
<td>Problem Solving, Impulse Control, Flexibility, Tolerance</td>
</tr>
<tr>
<td>EmoIntelligence</td>
<td>Stress Management</td>
<td>Tolerance</td>
</tr>
</tbody>
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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 older. 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 interested 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 posess.

**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.

**REFERENCES**