



A LITERATURE REVIEW OF EMOTIONAL INTELLIGENCE

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Abstract

Mano Matram Jagat; Mano Kalpitam Jagat - ("the world is as the mind sees and feels it; the world is as the mind thinks of it" (as qtd. by T.N.Sethumadhavan, 2010). So, our life is in the way we feel and perceive it.

Humans are a mixture of emotions and reasons. Reasoning enables them to analyze and judge things with mathematical precision, while emotions help them to understand and empathize others that make them human. Traditionally, people with a high degree of logic and reasoning were believed to be intelligent and. The purpose of the IQ tests was designed to ascertain a person's intelligence based on the reasoning and the logical aptitude of the person. IQ tests were found to be effective when a person is 'not' scared or angry or intrigue about specific things that aroused emotions. Emotions were considered disruptive in nature, which influences the process of thinking of a person (Woodworth, 1940). Mowrer (1960) opined that "emotions are of quite extraordinary importance in the total economy of living organisms and do not deserve being put into opposition with intelligence". The emotions are, it seems, themselves a higher order of intelligence."

INTRODUCTION

Young (1943) defined emotions as "acute disturbances of the individual ..." and believed that emotions made people to lose control. But, not all felt or accepted emotions as disorganized interruptions (Salovey and Mayer, 1990). Mowrer (1960) opined that "... emotions are of quite extraordinary importance in the total economy of living organisms and do not deserve being put into opposition with "intelligence".

Emotions are the determinant of various outcomes in organization. It plays a predominant role in determining the level of job satisfaction (Gopinath & Chitra, 2020; Gopinath, 2011 a), aids in managing the occupational stress (Gopinath,2014 a) have a vital role in reduction of the stress level (Gopinath, 2014 b). the role of emotional intelligence in employee retention is also immense (Sivakumar & Chitra, 2018)

There was a paradigm shift from thinking that emotions being disruptive to where they were seen as assisting cognition (Gopinath.2011 b). The positive relationship between emotions and cognition has been established by the cognitive theorists, who have assumed that perception of emotions depends on personal interpretation or appraisal of a particular event. Any event or an occurrence has a unique meaning for every person and the persons' reaction depends on his personal evaluation of the event. the process of emotion starts with identifying the objects or events, then appraisal, then physiological changes for that event or object, action or expression for the given finally, regulation of the action or expression. First comes the appraisal and then the emotion and thus there is no question of emotion as disrupting cognition. The perception of emotions moved from the phase where the people believed emotions are disruptive, to the phase where they realize that emotion and reason are interconnected and that most of the times, cognition or reasoning precedes emotions (Gopinath,2011 c)

The perspectives of emotions are keep varying. The subjective nature of emotions makes it difficult to acquire a single acknowledged definition or theory. Conceptualizing a subject that can only be felt and experienced becomes an almost impossible task. Numerous researchers have endeavored to comprehend the nature of emotions and how they are perceived by people. While the James-Lange theory believes that a particular event or an occurrence causes a physiological change

and then this change is deciphered into a subsequent emotion. The Cannon-Bard theory believes that we perceive the physiological change and the emotions simultaneously. The Schachter-Singer Theory incorporates reasoning which intercedes the physiological change and the labeling of the emotion. Lazarus theory speaks of thought coming first and emotions are followed by thoughts. And the Facial Feedback theory speaks about emotions as an experience of facial expressions (when someone smiles, he experiences bliss – the expression preceding the cognition). As a whole the theories and concepts in emotions are innumerable. The term emotional intelligence is a combination of two terms: Emotion and Intelligence. The term emotion describes the kind of response to a particular stimulus or situation, and Intelligence is the ability to learn or understand the response and stimuli by experience. So, emotional intelligence refers to the ability of a person to recognize, control and use their feelings of self and others.

THE EVOLUTION OF EMOTIONAL INTELLIGENCE

In earlier days there was believed that there was only one intelligence called cognitive intelligence or general intelligence. It was alleged that people were born with this kind of intelligence and can't be developed in due course of time, Level of this kind of intelligence can be measured by IQ test. Gardner (1998) makes a convincing point and he questions – were the IQ tests in this world to disappear, will it be impossible to identify a person as intelligent or otherwise? Such questions have led us to a new paradigm which has agreed that apart from the intellectual competence, there are other inherent abilities to an individual which should also be taken into consideration before assessing his/her intelligence, in this way discussions were evolved about non cognitive intelligence. While tracing the evolution of the emotional intelligence theory. The earlier Researches is dominated by three main theorists- Mayer and Salovey, Bar-On, & Daniel Goleman. Initially Thorndike in 1920 pioneered a new kind of intelligence called Social Intelligence – “an ability to understand men and women, boys and girls – to act wisely in human relations” (as cited by Salovey & Mayer, 1990). Thorndike broken the concepts of intelligence, in believing that it is not only a person's reasoning and logical competence yet additionally his ability to recognize his own and others' intentions and motives and act appropriately, that is important. He also classified intelligence into three kinds based on a person's ability to understand and manage. They are, abstract intelligence, mechanical intelligence, social intelligence. (Kihlstrom & Cantor, 2000) Though the concept of social intelligence paved way to theories for a new kind of intelligence insisted of recognizing intellect skills in a person, initially it was not successful or convincing. But It definitely changed the way people perceived intelligence. And failed to recognize itself as a distinct form of intelligence. This concept was developed further by Psychologists Peter Salovey and John Meyer (1990), they published their landmark article, “Emotional Intelligence”, in the Journal, Imagination Cognition and Personality. And 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”.

Interest in these areas (non-intellective factors) was revived with Howard Gardner's theory of Multiple Intelligence in 1983. He strongly criticized IQ test, his conviction was that “Human beings are better thought of as possessing a number of relatively independent faculties, rather than as having a certain amount of intellectual horsepower (or IQ) that can be simply channeled in one or another direction.” (Gardner, 1998). As Gardner further discusses in the same paper, a person's intellect or non-intellect cannot be decided by a single intelligence test as every human being in his/ her own way has multiple latent abilities. These abilities were not acknowledged by the conventional methods of testing. Based on this belief, he defined intelligence as “a psychobiological potential to process information so as to solve problems or to fashion products that are valued in at least one cultural context”.

Peter Salovey a professor of psychology from Yale University and John Mayer also a professor of psychology from the University of Hampshire, took the research further and introduced the concept of “Emotional Intelligence” (EI). They considered Emotional Intelligence as a subset of social intelligence (Salovey & Mayer, 1990) and defined EI as an – “ability to monitor one's own and others' feelings and emotions, to discriminate among them and use this information to guide one's thinking and action”. Based on the work of Salovey & Mayer, Goleman (1995) definite emotional intelligence comprises five dimensions: (1) cognitive abilities of their own emotions (2) cognitive abilities of others' emotions (3) their emotional management ability (4) the ability of self -motivation (5) interpersonal relationship handling ability. Mayer and Salovey (1997) conceptualize emotional intelligence as mental skills from social emotional personality traits. From them, emotional intelligence is defined as a series of concepts related to mental ability, it can be divided into four divisions: (1) the perception of emotion (2) the promote of emotions (3) the understanding of emotions and (4) emotion management. Later Mayer and

Salovey, Caruso (2003) define the emotional intelligence as the interaction between the two different concepts, cognitive system and emotion system. It is a unique aspect of intelligence. When discussing the role of emotional intelligence in professional life Mayer, pointed that Emotional Intelligence enhances the problem-solving ability and Goleman applied the concept of emotional intelligence in leadership. According to Goleman a sound technical knowledge and good IQ were the threshold capabilities and these are essential entry level requirements. But these alone is not sufficient to determine the success of a person in an organization. Whereas it depends on his good interpersonal, social and team building skills, ability develop a good rapport with his colleagues, higher officials and subordinates. If IQ got a person a good job, it was EI which would help him retain it and be successful in his workplace (Emmerling and Goleman, 2003; Cherniss et.al., 1998; Boyatzis and Oosten, 2002).

Phases of Development in Emotions and Intelligence in Past Century (Rohr,2005; Nourizade & Mohseni, 2014; Priyam Dahni & Tanu Sharma, 2016)

<p>1900-1969 Intelligence and Emotions as Separate Narrow Fields</p>	<p>Intelligence Research Psychometric approach to intelligence is developed and refined. Emotions Research physiological reaction or emotional reaction- which happen first, a debate is started Movement from Darwin ‘s theory for heritability and evolution of emotional responses to now being viewed as culturally determined. The concept of Social Intelligence is introduced.</p>
<p>1970-1989 Pioneers to Emotional Intelligence</p>	<p>Investigation of emotions interaction with thoughts has been started Gardner (1983) theory of multiple intelligences described the concept of intrapersonal intelligence and an interpersonal intelligence. Empirical work on social intelligence has developed four components: social skills, empathy skills, prosaically attitudes, and emotionality (sensitivity). Research began to separate out connection between emotion and cognition. Occasional use of EI appeared</p>
<p>1990-1993 The Emergence of EI</p>	<p>Mayer and Salovey publish a series of articles on EI. First ability measure of EI published. Editor of the journal Intelligence argued for an existence of EI. Further developments for EI in the brain sciences.</p>
<p>1994-1997 The Popularization and Broadening</p>	<p>Goleman (1995) publishes Emotional Intelligence which becomes worldwide best-seller. Time magazine used the term — “EQ” on its cover (Gibbs,1995) measures of EI using mixed model theories were published</p>
<p>1998-Present Research on the Institutionalization of EI</p>	<p>refinements to the concept of EI. new measures of EI introduced. appearance of peer-reviewed articles on the subject.</p>

Theories of Emotional Intelligence

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

Ability Model of Emotional Intelligence

When Mayer and Salovey introduced the concept of EI in 1990, they defined it as “an ability to monitor one’s own and others’ feelings and emotions, and ability to discriminate among them and to use this information to guide one’s thinking and actions”. They conceptualized a set of three skills and they believed this would assist an Individual in regulating his emotions. They are a) appraisal and expression of emotions, b) regulation of emotion c) utilization of emotions.

Appraisal and Expression of emotions

Ability of an individual to accurately perceive his emotions, the ability to respond to his emotions accurately, and in turn expressing his emotions to others. And also, the individuals' Ability to understand the emotions of others, makes him to adapt to the situation and have better social skills. These skills are a part of emotional intelligence as it requires the processing of emotional information in oneself and in others.

Regulation of Emotions

Emotions can be prompted and regulated according to a person's willingness, by consciously receiving feel good emotions and avoiding the negative one. This ability also sharpens his senses towards perceiving the emotions of others and effectively adapting himself accordingly. Sometimes people use this skill to manipulate the emotions of others for their own benefit (Gyathri, & Meenakshi,2013)

Utilization of Emotions

An Individuals' awareness about their emotional state helps him plan his actions, think creatively, redirect his focus and motivate himself to get the best out of any situation. According to Mayer and Salovey (1997), "Emotional Intelligence is the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth". Based on this definition, A four branch model was proposed – the four branches moving from basic psychological processes to more complex ones. They also believe that an emotionally intelligent person had the ability to progress through these four levels and master most of them faster than others with lower EI. The four branches each were further subdivided into four sets of skills.

Perception, Appraisal and Expression of Emotion: This is an ability to identify emotions in oneself, and in others, express them accurately and further discriminate between honest and dishonest expressions of feelings.

Emotional Facilitation of Thinking: This sharpens the thought process of an individual, normally emotions change the perception of information and the emotions can enable better usage of information for better judgment and memory. Emotionality helps people to have multiple perspectives. Emotions have considerable influence on perception (Chitra,2020) A happy mood leads to optimistic views and a bad mood to pessimistic thoughts. An awareness of these mood swings will assist a person in evaluating a problem in specific ways with better reasoning and creativity.

Understanding and Analyzing emotions: Better understanding about the emotions and ability to discriminate similar emotions and should have the knowledge of transition from one emotion to another (frustration leads to anger) also considered as a part of emotional intelligence.

Regulation of Emotions to Promote Emotional and Intellectual Growth: It is an ability to be open to emotions either they are good or bad and having the power to attach or detach from an emotion. The individual should have the competence to understand and manage his own and others' emotions.

Mayer et. al., (1999) also proposed the Multifactor Emotional Intelligence Scale (MEIS) and proved that emotional intelligence is a distinct and itself is a separate kind Intelligence. MEIS used 12 subscale ability tests to assess the emotional intelligence of the Individual. Twelve tasks are framed to measure the different abilities classified under the four branches:

emotional perception – identifying different emotions in faces, music, designs and stories

emotional facilitation of thinking – describe emotional sensations and asked to simulate situations where any specific emotion is predominant

emotional understanding – recognize when two emotions blend (excitement and happiness.) and when one emotion progresses into another (likeliness becoming love.)

emotional management – given imaginary situations and asked how they would act.

The results of Multifactor Emotional Intelligence Scale (MEIS) show the level and dimensions of emotional intelligence and also elucidate the influence of age and other demographic factor on emotional intelligence.

MIXED MODEL OF EMOTIONAL INTELLIGENCE

Goleman's Competency Model

Inspired by the findings of Mayor and Salovey, Goleman conducted research in emotional intelligence and proposed the Competency Model. His contribution to the field of emotional intelligence is immense, and he popularized the term emotional intelligence in his book "Emotional intelligence: Why it can matter than IQ". He also claimed emotional intelligence is the reason for "nearly 90% of the difference" between star performers and average ones (Goleman, 1998). He differed from Salovey and Mayer's Ability model of Emotional Intelligence in that he added a few personality traits like trustworthiness, innovation, team working, etc. which has also earned the criticism that it was "preposterously all-encompassing" (Locke,2005). Goleman believes that these emotional competencies are not innate traits and these can be learnt and developed. In turn, the potential to develop these emotional competencies depended on a person's emotional intelligence which he believes is a latent, inborn talent. Emotional intelligence and emotional competencies are like apples and apple sauces (Goleman, 2003). While Emotional Intelligence is natural, emotional competencies are the outcome of Emotional Intelligence. Goleman's Competency Model includes:

Self-Awareness: Emotional Self-awareness, Accurate Self-Assessment and Self-Confidence.

Self-Management: Self-Control, Trustworthiness, Conscientiousness, Adaptability, Achievement Drive and Initiative.

Social Awareness: Empathy, Social Orientation and Organizational Awareness.

Relationship Management: Developing Others, Influence, Communication, Conflict Management, Leadership, Change Catalyst, Building Bonds, Teamwork and Collaboration.

Goleman developed his Emotional Competency Inventory (ECI) – a multi rater instrument that provides self, manager, direct report, and peer ratings on a series of behavioral indicators of emotional intelligence (Stys & Brown, 2004) it incorporates a person's self- assessment and others' assessment of him/her giving a 360° perspective. but the researchers questioned about the reliability of the instrument. How far can a person's assessment of himself can be accepted, is debatable. A person might give an answer based on his presumptions regarding his emotional competencies. An overconfident person might think that he is emotionally competent whereas a person with low self- esteem might under estimate his competencies. As Grubb & McDaniel (2007) observe, the mixed models are vulnerable to faking (Matthews et. al., 2002; Van Rooy & Viswesvaran, 2004)

Bar-On's Trait mode

Bar-On [1988] introduced the term Emotional Quotient (EQ) in his doctoral dissertation. His model of emotional intelligence is viewed as a mixed model, consisting of cognitive ability and aspects of personality, health and wellbeing (Bar-On, 2002). He defined emotional intelligence as —an array of non- cognitive capabilities, competencies and skills that is essential to cope up with environmental demands and pressures (Bar-On, 1997). The definition encompasses a number of areas like emotional self-awareness, assertiveness, self-regard, self -actualization, independence, empathy, interpersonal relationship, social responsibility, problem solving, reality testing, flexibility, stress tolerance, impulse control, happiness and optimism. The Bar-On model differs from Goleman's in a way that it includes stress management and general mood components like optimism and happiness. Apart from these, he incorporates reality testing which states how far a person is aware of the gap between the actual meaning and his construed meaning of a given situation, and also impulse control which is an ability to control oneself from reacting to a situation in a reckless manner. Bar-On's (2006) model outlines five components which are further classified into fifteen subcomponents.

Intrapersonal: Self Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization.

Interpersonal: Empathy, Social Responsibility and Interpersonal Relationship

Adaptability: Reality Testing, Flexibility and Problem Solving

Stress Management: Stress Tolerance and Impulse Control

General Mood Components: Optimism and Happiness

As this model is a combination of both emotional and social competencies, Bar-On (2006) refers to it as the “Emotional Social Intelligence” (ESI) rather than emotional intelligence or social intelligence. Insufficient emotional intelligence leads to lack of success and the existence of emotional problems. Bar-On (2002), also considers that emotional intelligence and cognitive intelligence contribute equally to a person ‘s general intelligence, which eventually indicates potential success in one ‘s life.

Different Measures of Emotional Intelligence

S.No	Measures Of EI	Description of the Measure	Theorist
1	Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)	Specific tasks are used to measure level of ability of each factor of emotional intelligence	Mayer and Salovey
2	Emotional Quotient Inventory (EQ-i)	133 self-report items measure total EQ	Bar-On
3	Emotional Competency Inventory (ECI)	instrument that provides opinion about behavioral indicators of emotional intelligence	Goleman
4	Emotional Intelligence Appraisal	A 7-minute assessment meant to measure the existence of Goleman’s four components of Emotional Intelligence	Goleman
5	Questionnaire-Emotional Intelligence Work Profile Version (WPQei)	Measuring Emotional Intelligence in work performance	Goleman
6	Self-Report Emotional Intelligence Test (SREIT)	A 33-item measure of Salovey and Mayor’s original concept of emotional intelligence	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.	Lane & Schwartz
8	The Genos Emotional Intelligence Inventory (Genos EI)	(Genos EI) is a 360-degree measure of emotionally intelligent workplace behavior. It measures how often individuals display emotionally intelligent workplace behavior	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	Vanessa Druskat & 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	K.V. Petrides
11	Work Group Emotional Intelligence Profile (WEIP)	The WEIP captures two dimensions of emotional intelligence: Ability to deal with own emotions (Scale 1:18 items) Ability to deal with others’ emotions (Scale 2:12 items)	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.	Wong et. al.,

Source: (Dhani & Sharma , 2016)

CONCLUSION

In recent decades the concept and measurement of emotional intelligence apprehended the attention and interest of academicians and society. But still there is no unanimity in definition and measurement, the construct of different researchers proposes various combinations to the concept of emotional intelligence This made people to accuse the concept as mere hype and ignoring and trashing the theory as non-existent. When considering the measurement methods, ability model highlights the intellectual ability of an individual in recognizing the emotions. The mixed model conceptualizes emotional intelligence as a combination of intellectual ability and personality traits. Accordingly, the Emotional Intelligence is vital for personal and occupational wellbeing of an individual (Gopinath, 2011 d) the future research is essential to gain theoretical unanimity in the construct of emotional intelligence but also to have appropriate measurement strategy

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