

Factors And Components Of Emotional Intelligence

Dr. Chandra Sekhar Dash.

University of Delhi

Dr. Chandra Sekhar Dash.

Associate professor, department of commerce, Aryabhata college, University of Delhi.

Abstract

The concept of emotional intelligence is of great interest in both the popular literature and within academia. Much work in the field has been done to discover exactly what emotional intelligence is, what all it encompasses and how it would be most effectively applied in work life. It has become a theme of research in almost all fields of social science and particularly so in organizational behaviour, psychology, human resource development, administration and management. For this purpose, ten personality factors which ordinarily constituted the construct of Goleman's questionnaire have been utilised and five demographic factors such as age, gender, family size, family income and regional disparity have been selected. The study covered 129 students from two different age groups, surveyed with the original EQ questionnaire framed by Goleman himself in 1995, adopting his original scoring key. To determine the impact of EQ on performance a specially designed test was conducted that covered their course curriculum at two different points of time. The results of the study showed that, personality factors such as life skill, social skill, self-management, stress management, adaptability, interpersonal skill and team work are positively related to EI/EQ while sensitivity to social issues, problem solving and self-development did not have any impact on EI/EQ among the Indian youth. In respect of the demographic characteristics, age /seniority/experience as well as family income impacted on EQ, while family size, gender and regional back ground were not effective in influencing level of EI/EQ among the Indian youth. However, the general finding that EQ impacts on performance was profound in our study.

Key words: - Emotional Intelligence, Emotional Quotient, Emotion

Factors and Components of Emotional Intelligence Among Indian Youths: -

A Case Study

Introduction

The concept of emotional intelligence is of great interest in both the popular literature and within academia. Much work in the field has been done to discover exactly what emotional intelligence is, what all it encompasses and how it would be most effectively applied in work life. It has become a theme of research in almost all fields of social science and particularly so in organizational behaviour, psychology, human resource development, administration and management. Although the concept was developed by Goleman in 1990s who is basically a psychologist, its contemporary criticism brought it into a number of disciplines in social science in the main stream of humanities. Despite many approaches from different disciplines "EI" has acquired a strong and undoubted relation with job factors such as commitment, satisfaction, performance, motivation and labour effectiveness and efficiencyⁱ. So, linking EI with performance can provide organizations with an effective alternative for selecting and assessing employees and train them to fit their job. Supporting EI skills enables employees to regulate their emotions and get themselves motivated to be more effective in their job. Its components and the antecedent factors constituting "EI" have also shown various implications in jobs and work environment. Till date 3 models of emotional intelligence have been developed. They are ability model, mixed model and trait model. Salovey and Mayer's proposed the ability model to explain that EI includes four types of abilities i.e. perceiving, using, understanding and managing emotions to achieve intended goalsⁱⁱ. The model introduced by Daniel Golemanⁱⁱⁱ called "the mix model", focuses on EI as a wide array of competencies and skills that drive leadership performance listing them as five main elements e.g. self-awareness, self-regulation, social skill, empathy, and motivation.

Mixed models are so called because they mix the ability conception with personality traits and competencies such as optimism, self-esteem, and emotional self-efficacy etc. (Cherniss, 2010)^{iv}. Konstantinos V. Petrides^v proposed a trait model as a constellation of emotional self-perceptions which alternatively can be labelled as trait emotional self-efficacy. Latter studies listed up to 10 elements covering factors such as empathy, self-awareness, curiosity, analytical mind, belief, needs and wants, passionate, optimistic, desire for others to succeed and adaptability^{vi}. Of let a concept of training in emotional skill has been developed which is called

“RULER approach” attempts to train teachers and educators with emotional skills to enhance performance. A typical training course includes recognising, understanding, labelling, expressing and regulating emotions (the “RULER” skills)^{vii}. Many studies, since then, have been made to show that EI can predict and account for a broad range of human behaviours e.g. mental and physical health, life-satisfaction (self-reported) and well-being, positive social interactions, academic achievements, and work performance (Raz & Zysberg, 2014). Psychologists continue this trend even to this day through their various research and workplace applications. Goleman’s initial published research surmised that up to 67% of all competencies that were deemed essential for high performers were actually related to emotional intelligence or EQ. When it came to high performers, the idea of EQ seemed to be a great advantage at the highest levels of leadership.

Purpose of the study

Emotional intelligence in this paper has been studied from two angles. One, how strongly the personal factors among the youth relate to each other and second, how demographic factors influence EI/EQ among Indian youth. For this purpose, ten personality factors which ordinarily constituted the construct of Goleman’s questionnaire have been utilised e.g. life skill, social skill, stress management, sensitivity to social issues, adaptability, team work,

problem solving and self-development. Among the demographic factors, stress is given on age, gender, family size, family income and regional disparity. Research on the above variables are very rare and, in some cases, non-existent. From this point of view the study is exoplanar.

Literature review

Personality factors and EI/EQ: - Personality factors were studied initially by Goleman in 1995, in conjunction with trait approach and developed there upon the Mix model discussed earlier. In Lop’s study, stress tolerance, and leadership potentials were found to be positively associated with, emotional intelligence^{viii}. Emotional intelligence was found to be associated with the extent to which managers conduct themselves in ways that are supportive of the goals of the organization, according to ratings of their supervisors^{ix}. Susan E. Rivers, investigation indicated how emotional skills training affects positive youth development and creates supportive learning environments^x. Emotional intelligence is postulated to promote positive social functioning by helping individuals to detect others’ emotion states, adopt others’ perspectives, enhance communication, and regulate behaviour. Indeed, people with higher EI scores tend to be more socially competent, to have better quality relationships, and to be viewed as more interpersonally sensitive than those with lower EI scores (Brackett, Warner, & Bosco, 2005; Brackett et al., 2006a; Lopes, Salovey, Co`te’, & Beers, 2005; Lopes et al., 2003, 2004)^{xi}. Most of these associations remain statistically significant even after controlling for established personality traits such as neuroticism and general intelligence. Mayer–Salovey–Caruso Emotional Intelligence Test scores have been associated positively with self-perceived supportive relationships with friends and parents, and negatively associated with antagonistic and conflictual relationships with close friends (Lopes et al., 2004). For example, college students with higher EI scores were viewed by their peers as more interpersonally sensitive and

pro-social (Lopes et al., 2005)^{xii}. Research in the field of factors such as life skill, social skill, stress management, sensitivity to social issues, adaptability, team work, problem solving and self-development leading to higher EI has been rare.

Demographic factors and EI/EQ: -Impact of demographic factors on EQ has been largely studied in food and beverage sector^{xiii} by (Yogun et al., 1916), their study showed positive impact on different aspects of EQ. Gender was found to be positively related to self-awareness while education was positively related to social skill and self-regulation. In “Demographic variables and its effect on emotional intelligence: a study on Indian service sector employees”^{xiv} by Pooja and Pranab (2016) factors taken for their studies are gender, age, education, experience among employees in hotels and restaurants, transport including tourist assistance activities as well as activities of travel agencies and tour operators, storage and communication, banking and insurance, real estate and ownership of dwellings, business services including accounting; software development; data processing services; business and management consultancy; architectural, engineering and other technical consultancies and advertisement and other business services, education, medical and health, retail stores. The findings of these study showed a positive relation of gender on EQ females with higher EQ than male, EQ is higher with age, non-technical education is higher in EQ than non-technical counterpart,

experience increased EQ up to 20, years & falls there after. Upper level management gave higher EQ than lower level of management. In 2018, Trakis Stami, (Mrs), Fernandez Ritin, And Parrish Dominique, in their study on

“demographic predictors of emotional intelligence among radiation therapists” found that gender, education and level of job predicts the level of EQ among radiation therapists^{xv}. In 2018, Matthew Marengo, Willie T. Chinyamurindi, in their study on “impact of demographic variables on emotional intelligence levels amongst a sample of early career academics at a south African

higher education institution” found that EQ enables coping with change and pressure in work environment yielding consistent performance^{xvi}. In 2019, Aditya Gautam & Charu Khurana in their study on “demographic variables as indicators of emotional intelligence: a study of selected enterprises of Uttarakhand” found that demographic variables such as age, gender and working experience have a significant impact on the emotional intelligence score of middle level managers. It was also found that educational qualification does not have any significant impact on the emotional intelligence score of the middle level managers^{xvii}. Again in 2017, Dr. Minakshi Nagar, in her study on “role of demographic factors in emotional intelligence: an empirical study of bank managers” found that branch managers have higher level of emotional intelligence as measured with EQ test. Furthermore, a significant positive relationship between age and EQ was found and the same was found for experience also, but no relationship was found between other factors such as, gender, educational qualifications, and marital status and EI^{xviii}. In 2019, Jain Jyoti, in her study on “impact of demographic variables on emotional intelligence: a study among the employees of private sector banks in Madhya Pradesh” found that employees working in private sector banks possess moderate level of emotional experience significantly influence the employee’s level of emotional intelligence. On the other hand, no significant difference exists between male and female’s level of emotional intelligence^{xix}.

S. Hemalatha in her studies on “ An empirical study on impact of demographic factors on emotional intelligence” in 2014 showed that some demographic factors like gender and education affected the emotional intelligence of the employees in a retail firm^{xx}. Subhashini Akurathi,P. Swathi and G. Ravi Kumar in their study on “Effect of demographic variables on emotional intelligence: A study on college students in Visakhapatnam” found that role of financial status and community of a person which has directly influence on the areas of Adaptability and sensitivity which are domains of emotional intelligence^{xxi}. Similar to

personality factor, explained in the preceding paragraph, demographic characteristics such as age, family income, family size, gender and regional disparity among the youth population are not researched at all. Hence, in respect of demographic characteristics, this study is exemplary.

Methodology

In our study two groups of students totalling 129 students belonging to age group of 18 to 21 particularly in undergraduate level showing various combination of personality and demographic characteristics were taken as the subjects of the study. The personality and demographic distribution of both the groups are presented below.

Demographic characteristics: -

Age		Family income		Family size		Gender		Regional disparity		No response
junior	senior	<3 lakh	>3lakh	<5	>5	F	M	North	south	
58	70	71	56	100	27	42	85	123	04	02

Personality characteristics: -

Performance groups	life skill	social skill	Self-management	stress management	sensitivity to social issues	Inter-personal skill	adaptability	team work	problem solving	self-development.
Low performers	41	41	41	41	41	41	41	41	41	41

High performers										
	∞	∞	∞	∞	∞	∞	∞	∞	∞	∞

Demographic factor such as age, gender, family size, family income and regional disparity were taken as the independent variable. The study covered 129 students from two different age groups, surveyed with the original EQ questionnaire framed by Goleman, the pioneer of the emotional intelligence, who presented the concept to the academic world himself in 1995, adopting his original scoring key. Each question had a score range of 0 to 20. To determine the impact of EI/EQ on performance, a specially designed online test was conducted that covered their course curriculum at two different points of time. The questionnaire was circulated among the students through google form put onto wi-fi net-work and responses were collected and tabulated in a spread sheet.

Statistical tools used: - Two tailed “t” statistics was used to calculate the significance of difference at $p > .05$ level.

Findings

I. Impact of personality factors on emotional intelligence: -

1.1 Impact of life skill on EI/EQ- There was a significant effect of life skill on EI score, $t = 3.1429$, $p = .002086$, with low performer group ($M_1: 16.59, Sd_1=7.525487$) attaining higher scores than high performer groups ($M_2: 19.54, Sd_2=2.997334$).

Table-1.1 LIFE SKILL*				
low performers	$M_1: 16.59$	$N_1: 41$	$s^2_1 = 58.05$	$Sd_1=7.525487$
high performers	$M_2: 19.54$	$N_2: 87$	$s^2_2 = 9.09$	$Sd_2=2.997334$
The t -value is -3.14296. The p -value is .002086. The result is significant at $p < .05$.				

1.2 Impact of social skill on EI/EQ- There is a significant effect of social skill on EI score, $t = -0.92662$, $p = .0355894$, where high performers group ($M_2: 16.09, SD = Sd_2=8.861416$) attaining higher scores than low performer group ($M_1 = M_1: 14.63, SD = 7.93$).

Table-1.3 SELF MANAGEMENT*

.0355894, where high performers group ($M_2: 16.09, SD = Sd_2=8.861416$) attaining higher scores than low performer group ($M_1 = M_1: 14.63, SD = 7.93$).

Table -1.2 SOCIAL SKILL*				
low performers	$M_1: 14.63$	$N_1: 41$	$s^2_1 = 80.49$	$Sd_1=8.861416$
high performers	$M_2: 16.09$	$N_2: 87$	$s^2_2 = 63.62$	$Sd_2=7.930202$
The t -value is -0.92662. The p -value is .0355894. The result is significant at $p < .05$				

1.3 Impact of self-management on EI/EQ- There was a significant effect of life **self-management** on EI score, $t = -2.49739$, $p = .0138$, with low performer group ($M_1: 9.27, Sd_1=9.973194$) attaining lower scores than high performer groups ($M_2: 13.79, Sd_2=7.930202$).

low performers	$M_1: 9.27$	$N_1: 41$	$s^2_1 = 101.95$	$Sd_1 = 9.973194$
high performers	$M_2: 13.79$	$N_2: 87$	$s^2_2 = 86.61$	$Sd_2 = 7.930202$
The t -value is -2.49739. The p -value is .0138. The result is significant at $p < .05$.				

1.4 Impact of stress management on EI/EQ- There was a significant effect of stress management on EI score, $t = -3.04277$, $p = .002853$, with low performer group ($M_1: 18.05$, $Sd_1 = 5.934402$) attaining lower scores than high performer groups ($M_2: 20$, $Sd_2 = 9.252695$)

Table-1.7 ADAPTABILITY*				
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Table-1.5 SENSITIVITY TO SOCIAL ISSUES				
low performers	$M_1: 11.71$	$N_1: 41$	$s^2_1 = 99.51$	$Sd_1 = 9.853176$
high performers	$M_2: 13.79$	$N_2: 87$	$s^2_2 = 86.61$	$Sd_2 = 0$
The t -value is -1.15612. The p -value is .24982. The result is <i>not</i> significant at $p < .05$.				

Table-1.4 STRESS MANAGEMENT*				
low performers	$M_1: 18.05$	$N_1: 41$	$s^2_1 = 36.1$	$Sd_1 = 5.934402$
high performers	$M_2: 20$	$N_2: 87$	$s^2_2 = 0$	$Sd_2 = 9.252695$
The t -value is -3.04277. The p -value is .002853. The result is significant at $p < .05$				

1.5 Impact of sensitivity to social issues on EI/EQ- There is no significant effect of sensitivity to social issues on EI score, $t = -1.15612$, $p = .24982$, despite low performer group ($M_1: 11.71$, $Sd_1 = 9.853176$) attaining lower scores than high performer groups ($M_2: 13.79$, $Sd_2 = 0$)

1.6 Impact of interpersonal skill on EI/EQ- There is a significant effect of interpersonal skill on EI score, (The t -value is -1.11905. The p -value is .0265246), with low performer group ($M_1: 3.78$, $Sd_1 = 2.147173$) attaining lower scores than high performer groups ($M_2: 4.2$, $Sd_2 = 9.252695$)

Table-1.6 INTERPERSONAL SKILL*				
low performers	$M_1: 3.78$	$N_1: 41$	$s^2_1 = 4.73$	$Sd_1 = 2.147173$
high performers	$M_2: 4.2$	$N_2: 87$	$s^2_2 = 3.41$	$Sd_2 = 9.252695$
The t -value is -1.11905. The p -value is .0265246. The result is significant at $p < .05$.				

low performers	$M_1: 7.32$	$N_1: 41$	$s^2_1 = 95.12$	$Sd_1=9.633374$
high performers	$M_2: 10.11$	$N_2: 87$	$s^2_2 = 101.15$	$Sd_2=1.837284$
The t -value is -1.48265. The p -value is .0140664. The result is significant at $p < .05$.				
low performers	$M_1: 12.32$	$N_1: 41$	$s^2_1 = 87.62$	$Sd_1=9.245801$
high performers	$M_2: 14.66$	$N_2: 87$	$s^2_2 = 66.16$	$Sd_2=8.086924$

The t -value is -1.44487. The p -value is .150976. The result is *not* significant at $p < .05$.

1.7 Impact of Adaptability on EI/EQ- There is a significant effect of **adaptability** on EI score, (The t -value is -1.48265. The p -value is .0140664), with low performer group ($M_1: 7.32, Sd_1=9.633374$) attaining lower scores than high performer groups ($M_2: 10.11, Sd_2= 1.837284$)

1.8 Impact of team work on EI/EQ- There is a significant effect of **team work** on EI score, (The t -value is -2.17222. The p -value is .031711), where low performer group ($M_1: 5.85, Sd_1= 9.099882$) attaining lower scores than high performer groups ($M_2: 9.89, Sd_2=9.999339$).

Table-1.8 TEAM WORK*

low performers	$M_1: 5.85$	$N_1: 41$	$s^2_1 = 84.88$	$Sd_1=9.099882$
high performers	$M_2: 9.89$	$N_2: 87$	$s^2_2 = 101.15$	$Sd_2=9.999339$
The t -value is -2.17222. The p -value is .031711. The result is significant at $p < .05$.				

1.9 Impact of problem solving skill on EI/EQ- There was no significant effect of **problem solving skill** on EI score, (The t -value is -1.44487. The p -value is .150976. The result is *not* significant at $p < .05$), even though low performer group ($M_1: 12.32, Sd_1=9.245801$) attaining lower scores than high performer groups ($M_2: 14.66, Sd_2=8.086924$).

1.10 Impact of self-development on EI/EQ- There was no significant effect of **self-development** on EI score, (The t -value is 0.16198. The p -value is .871585). The result is *not* significant at $p < .05$, even though low performer group ($M_1: 4.39, Sd_1=8.278323$) attaining lower scores than high performer groups ($M_2: 4.14, Sd_2=8.101614$).

Table-1.10 SELF DEVELOPMENT

low performers	$M_1: 4.39$	$N_1: 41$	$s^2_1 = 70.24$	$Sd_1=8.278323$
high performers	$M_2: 4.14$	$N_2: 87$	$s^2_2 = 66.4$	$Sd_2=8.101614$
The t -value is 0.16198. The p -value is .871585. The result is <i>not</i> significant at $p < .05$.				

2 Impact of demographic factors on emotional intelligence: -

2.1 Impact of Seniority/age/experience on EQ- There is significant difference ($t=4.52806, p=.000014$) between junior group($M_1=134.4, sd_1=30.10252$) and senior group($M_2=106.36, sd_2=37.92776$), indicating a positive relation with EQ showing that age/experience/seniority influence EQ, but in a reverse direction, i.e. EQ increase with decrease in seniority, showing that, younger generation is more emotionally intelligent than the older generation. (see table-2.1)

Table-2.1	Impact of age on EQ			
Junior gr	$M_1=134.4$	$N_1=58$	$S_1^2 = 922$	$Sd_1=30.10152$

2.2 Impact of family size on EQ: -

Senior gr	M ₂ =106.36	N ₂ =70	S ₂ ² =1459	Sd ₂ =37.92776
t value=4.52806	P value=.000014	Significant difference at p<.05		

There is no significant relation (t =.61983, P =.536501) between family size and the level of EI/EQ, despite the fact that Large Family size has larger mean (M₁=120.25, Sd₁=30.10152) than small family size (M₂=115.19, Sd₂=40.65395), (see Tablt-2.2).

Table-2.2	Impact of family size on EQ			
Lage family size	M ₁ =120.25	N ₁ =100	S ₁ ² =1341.6	Sd ₁ =30.10152
Small family size	M ₂ =115.19	N ₂ =27	S ₂ ² =1716.31	Sd ₂ =40.65395
t value=.61983	P value=.536501	Not Significant at p<.05		

2.3

Impact of family income on EQ: -There is a significant relation(t=2.31537, P =.022222) between the family income and EI/EQ , despite the fact that lower income group showing a greater EI/EQ (M₁=125.92, Sd₁=36.946) than the large income group(M₂=110.62, Sd₂=36.29077). This means high ego goes with high income people while low ego goes low income people.

Table-2.3	Impact of family income on EQ			
Low income	M ₁ =125.92	N ₁ =71	S ₁ ² =1384.51	Sd ₁ =36.946
High income	M ₂ =110.62	N ₂ =56	S ₂ ² =1340.97	Sd ₂ =36.29077
t value=2.31537	P value=.022222	Significant at p<.05		

2.4 Impact of Gender on EQ: -There is no significant relation between Gender and level of EI/EQ (t=1.31137, p=.192138) despite the fact that female students show a higher EI (M₁=125.36, Sd₁=38.53559), than the male counterpart (M₂=115.88, M₂=115.88). This is a very prominent & encouraging finding in the present times. In the contemporary period when empowerment of women is an ongoing movement demanding gender equality, giving more power to women, this finding supports them by saying that women are no way less intelligent than men. (see table-2.4). This finding also confirms the earlier research findings made by Jain Jyoti in 2019.

Table-2.4	Impact of gender difference on EQ			
Female	M ₁ =125.36	N ₁ =42	S ₁ ² =1521.21	Sd ₁ =38.53559
Male	M ₂ =115.88	N ₂ =85	S ₂ ² =1441.18	Sd ₂ =37.73886
t value=1.31137	P value=.192138	Not Significant at p<.05		

2.5 Impact of regional background on EQ: - Regional disparity does not show any significant relation ($t=1.34081$, $p=.182414$) relation with EI/EQ despite the fact that north belt ($M_1=119.84$, $Sd_1=37.3292$) show a higher EI/EQ than south belt ($M_2=93.75$, $Sd_2=54.58651$). (see table-2.5).

Table-2.5	Impact of regional difference on EQ			
North belt	$M_1=119.84$	$N1=123$	$S_1^2=1404.89$	$Sd_1=37.3292$
South belt	$M_2=93.75$	$N2=4$	$S_2^2=3972.92$	$Sd_2=54.58651$
t value= 1.34081	P value= $.182414$	Not Significant at $p<.05$		

2.6 Impact of EQ on performance: - To evaluate relation of EQ and performance Pearson’s correlation coefficient was used. Performance was measured in terms of the marks obtained by the students in a test conducted for this purpose.

The result indicated that EQ influences performance ($r=0.2966$, The P value is $.000745$); -

Table- 2.6 CORRELATION BETWEEN PERFORMANCE AND EI/ EQ	
$R=0.2966$	$N=126$
The P value is $.000745$	The result is significant at $p > .05$

Summary

The results of the study showed that, personality factors such as life skill, social skill, self-management, stress management, adaptability, interpersonal skill and team work are positively related to EI/EQ, while sensitivity to social issues, problem solving and self-development did not have any impact on EI/EQ among the Indian youth. In respect of the demographic characteristics, age /seniority/experience as well as family income impacted on EQ, while family size, gender and regional back ground were not effective in influencing level of EI/EQ among the Indian youth. However, the general finding that EQ impacts on

performance was profound in our study showing a significant correlation between EI/EQ ($r = .2966$). the figure given below shows the summery in nutshell.

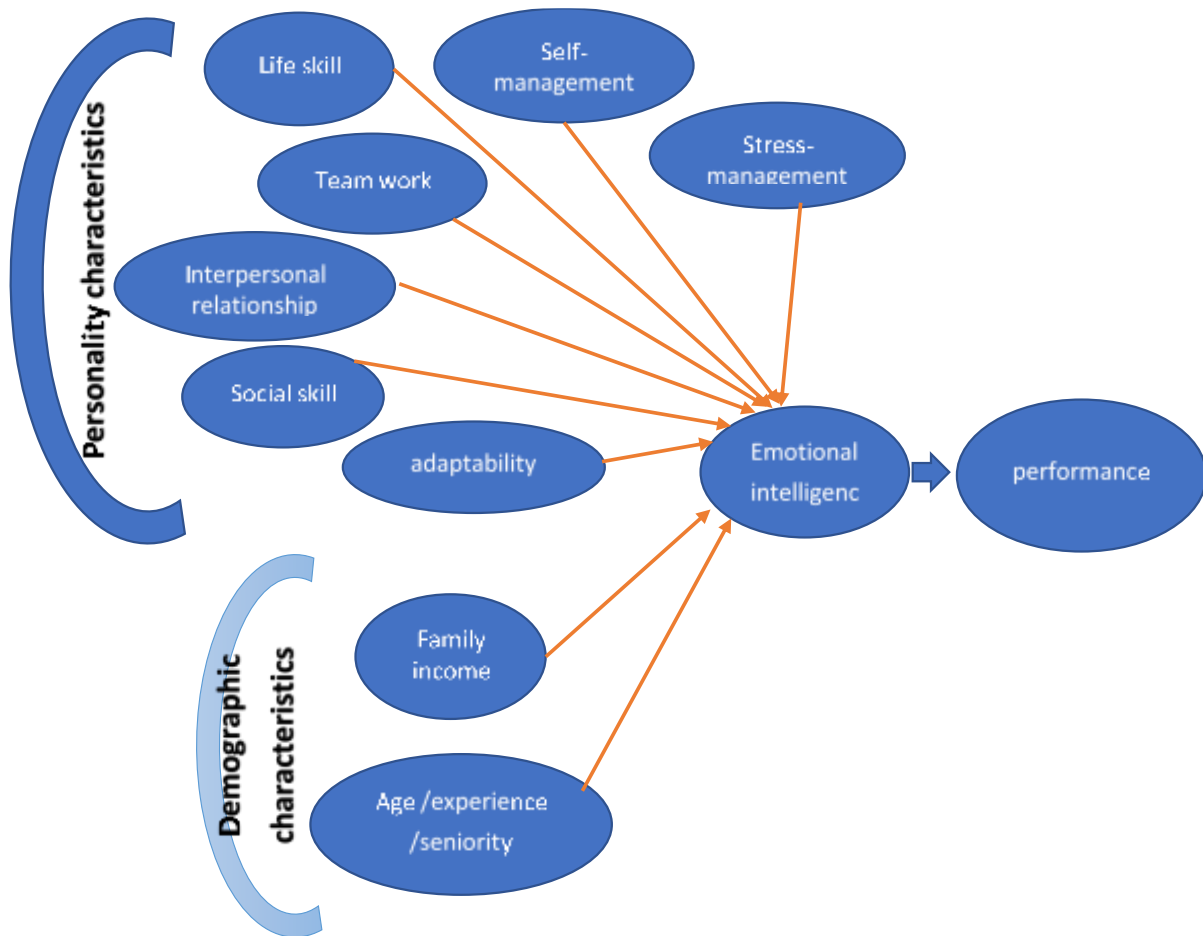


Fig.1 FACTORS INFLUENCING EMOTIONAL INTELLIGENCE & PERFORMANCE

Conclusion

This study contributes to the literature of EI/EQ and have implications for students as they seek to personally grow and develop in their career, institutions of higher learning and their human resources functions and career counsellors. Differences in the levels of EQ amongst different groups were observed based on the various personality and demographic

variables. Even though the majority of these differences were statistically insignificant, it may not be possible to predict EI/EQ solely on the basis of these variables, nor can they be stated as exhaustive. The study suggests that further research needs be conducted in which comparisons can be made between early career professionals and those already established. It is also suggested that more of such factors be considered in future research.

Limitations

This study was conducted under some limitations imposing on us the short time limit. In this respect, caution needs to be exercised in generalising findings. Secondly, this study is conducted specially for assessing students before entering in to their job life. Hence, its applicability may be different from studies made in real work environment.

Despite the fact that the sample size used was sufficient for the purposes of this study, it must be noted that the sample did not sufficiently represent the characteristics of the population of interest that could have brought many more factors into our study. Lastly, EQ is exhibited in theory as a personality trait or ability which is influenced by various factors. This study only included ten personality variables and four demographic variables, which do not exhaustively represent all the factors that influence EQ. Regardless of the mentioned limitations to this study, the obtained findings may still be relevant to academicians, career counsellors, corporate trainers and institutions of higher learning

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