

A REVIEW OF EMOTIONAL INTELLIGENCE AND ITS MEASURES: RECOMMENDATIONS FOR USE

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ABSTRACT

Emotional intelligence refers to the capacity to recognize, utilize, comprehend, regulate, and deal with emotions. It is by no means new in psychology or academic research circles to explore and even measure emotional intelligence (EI). There is already a substantial amount of research and a wide range of studies available to define, explain, and explore the characteristics of emotional intelligence (EI) as well as how it can be used and assessed effectively. The value of emotional intelligence is growing in many spheres of our lives. It is absolutely true that a person's grasp of emotions informs every choice they make in life. However, in the current environment, everyone is too busy to take the time to reflect on their true feelings toward others and one. Many are not even aware that the element of enjoyment that is added to life is their level of emotional intelligence. Along with discussing numerous ideas and perspectives on emotional intelligence, the study also covers the development of emotional intelligence measures (Ability, Trait & Mixed). The study offers a summary of the various conceptions of emotional intelligence as well as a set of suggestions for researchers and practitioners regarding the best ways to test EI for various applications.

Key Words: Emotional Intelligence, Psychometric Construct, Emotional Facilitation, Traits.

Introduction

Every day is a day of emotions in the life of an individual, but at the end of the day the thing which bothers everyone is “how these emotions are handled by us”. And this is here, where Emotional Intelligence comes into the picture. Do we really stop and think “what is

correct in a particular situation” or we just flow along with the emotions and act without analysing the situation. As per Goleman (1995), IQ contributes only 20% in the life success of a person and remaining 80% is filled in by Emotional Intelligence. In every human being it is the brain which manages each and every action and reaction one wants to take. Joseph LeDoux a neuroscientist in New York University was the first to discover how emotions are generated in the brain of a human being. As per his study in human brain there is a cluster of interconnected structure above the brainstem, which is called amygdala (Greek word almond) which looks like almond. There are two amygdalas, both sides of the brain and are specialists for emotional matters. It was proved from the studies that, if we remove amygdala from the human brain, it will result in inability of a person to measure the significance of emotions attached to a particular situation, which is called affective blindness (LeDoux & Brown, 2017).

LeDoux and Brown (2017) has also revealed the concept of emotional hijacking. He studied that, all the sensory signals first travel from our eye or ear in the brain towards thalamus, and then to the amygdala. The second signal is routed from the thalamus to the neocortex, which is also called the thinking brain. This type of connectivity allows the amygdala to respond before the neocortex, which provides us more finely tailored response before it is perceived. It is due to this reason when we act or react before finely analyzing the situation, which is called emotional hijacking.

Organizations are considering EI as a very important concept to judge the various aspects like performance, creativity, stress level, interpersonal relationship of their employees (Kaur et al., 2023). It has presently come to gleam that emotional intelligence (EI) is implicit in the workplace and plays a pivotal role in assessing how constructive a leader is, particularly when working with teams. Goleman (1998) stressed the importance of emotional intelligence in enterprises and shown a growing interest in the concept, the application of EI gained impetus. In general, EI leaders motivate their team members to cooperate effectively to accomplish organizational objectives. Research on the connections between emotional intelligence (EI) and its advantages in the workplace have been lacking (Chisala et al., 2018).

Emotional intelligence assessment is playing a key role in guiding the organizations to hire a proficient person as per the nature of the job. In this context, three requirements must be met by descriptive models in order to evaluate intelligence in any form (Roberts et al., 2001). Firstly, intelligence ought to represent mental ability rather than favoured behavioural patterns, a person's sense of self, or extracurricular activities. Prescribed correlation criteria should also be met by new forms of intelligence. Finally, intellect ought to change with age and experience. If these requirements are met, emotional intelligence will no longer be viewed as a personality trait or as a preferred mode of behaviour but as a set of skills. According to some experts, emotional intelligence satisfies each of the three previously listed requirements (Roberts et al., 2001; Mayer & Cobb, 2000). Numerous assessments of emotional intelligence have been created, and there may be convergence among the numerous criteria employed by these assessments (Roberts et al., 2001). Some validated measures of emotional intelligence that seem to be associated with empathy meet the second requirement.

The concept's broad definition and the abundance of traits it encompasses are common complaints leveled against emotional intelligence and measures of emotional intelligence

(Landy, 2005). There is parallelism between traits of personality and emotional intelligence models, according to certain writers. Determining what comprises emotional intelligence and what does not requires thorough evaluation. This critique also applies to the tools used to gauge and evaluate emotional intelligence (Conte, 2005). There are several tools available that are ability-based (Multi-Factor Emotional Intelligence Scale [MEIS]), self-reporting (Bar-On EQ-I), or a combination of these. There isn't a single exam that is regarded as the gold standard for evaluation. Ability-based evaluations typically entail practical problem sets and need larger time and financial commitments, but they are generally seen as being more accurate.

Researchers have pondered issues such as whether individual variances in ability-related emotional intelligence (ability EI) are significant in relation to significant life outcomes, in addition to psychometric concerns. Many studies have connected social functioning with ability EI, but the pertinent findings appear to be dependent on one area of EI (management) and not entirely consistent across research (Lopes et al. 2004; Lopes et al. 2011). Although these associations are small (in the .20 range) and frequently do not replicate (e.g., Di Fabio & Kenny 2016), there is some evidence of a relationship between ability EI and outcomes such as health (Martins et al. 2010) and well-being (Sánchez-Ivarez et al. 2016). When personality and cognitive ability are taken into account, there are frequently no significant relationships found between ability EI and work-related behaviors or performance (Miao et al. 2017). Some observers have described these findings as unsatisfactory, and proponents of ability EI have even hinted that there may be more nuanced links between ability EI and performance or behaviors (Joseph & Newman 2010).

Thoughts

In early decades the scientific studies remained untouched to explore the concept of “Emotional Intelligence”. These studies were moving with a narrow view, by saying or making an argument that Intelligence Quotient (IQ) is given genetically and we can't change it. But here the question is what we can change to make our life better than what it is today- this question was unanswered till the concept of Emotional intelligence was not emerged. Many psychologists gave different names and definitions to this concept and it was first seeded by the American psychologist named Edward L. Thorndike by the term called “social intelligence”, which means the ability of an individual to understand & manage people whether men or women and responding sensibly towards every relationship (Thorndike, 1920), but other psychologists took a very ironical view for social intelligence and define it in terms of manipulating other people by wishing them to do what you want, without knowing their wishes. But still the concept of EI remains unexplored.

Gardner (1983) initiated to change the narrow view of IQ with a view that there are spectrum of intelligence which makes our life successful rather than only one type of intelligence. He not only stressed upon the academic, verbal & mathematical intelligence but identified the term called “Personal Intelligence” which includes both Interpersonal Intelligence (understanding other people and working effectively with them) and Intrapersonal Intelligence (understanding oneself) (Gardner, 1983).

Further taking the view of Gardner and his concept of “personal intelligence” the psychologist like Salovey and Mayer (1990) took personal intelligence as a base in defining

Emotional Intelligence. The term “Emotional Intelligence” was used by many psychologists but its first definition & model was introduced by Salovey and Mayer. But, the definition was very vague, as it was concerned about perceiving and regulating emotions without covering the feelings of an individual. A revised definition was given by them which explain that Emotional intelligence involves the ability of an individual to accurately recognize, assess & perceive, appraise and communicate the emotions (Salovey & Mayer, 1990).

Salovey and Mayer (1990) had given a model regarding the four different factors of Emotional intelligence. They have depicted these factors as the four branches, where lower level branch depicts abilities of perceiving and expressing emotion (basic psychological process) and in contrast the highest branch depicts regulation of emotions (higher or more psychological integrated process) (Salovey and Mayer, 1990). Now we will discuss the various branches of Emotional intelligence.

Branches of Emotional Intelligence

The various branches are as follows:

Perception, appraisal & expression of emotions

This is the lowest branch, which tells us how accurately one can identify their emotions & emotional contents. Infants and young children start identifying the emotional facial expressions of their parents and respond to it. As an individual grows up, they start understanding their own internal feelings as well as the feelings of others.

Emotional facilitation of thinking

This is the next branch which tells us how emotions assist in building the thinking process within an individual. Emotions are generated by birth and as an individual grows his emotions begin to shape and improve his thinking process as per the changes which take place within the person & his environment. The second contribution made by emotions in developing the thought process of an individual is to generate “emotions on demand” so that one can better understand them and act accordingly. The next contribution under this branch is that emotionality lead people to take multiple perspectives in their life depending upon their moods. If an individual is upset he will take a pessimistic view about his life and if one is in a good mood he will take optimistic view about his life.

Understanding & analyzing emotions & using emotional knowledge

This is the third branch and is concerned with one’s ability to understand emotions & to use emotional knowledge. As a child grows he not only understands the emotions but also start labeling them. A child starts differentiating between liking & loving, hate & anger, etc and with the further growth he can also conclude the reasons behind these emotions.

Regulating Emotions to promote Emotional & Intellectual growth

This is the highest branch concerned with the conscious regulation of emotions to enhance emotional & intellectual growth. Most of the time people welcome or tolerate the emotional reactions which are known as the openness to feelings. Another concept explored in this branch is “meta-experience of moods and emotions”. This concept is divided into two parts

“meta-evaluation” and “meta- regulation. The evaluation includes the attention paid by an individual towards his/her mood, and how clear, typical, acceptable and influential one’s mood is”, on the other hand regulation includes whether the individual is trying to uplift a bad mood, dampen a good one or leave the mood alone. As the individual matures he learns how to moderate the negative emotions and nurture the pleasant or good emotions within himself.

From the above mentioned 4 branches of emotional intelligence, it is very clear that as a person grows his emotional intelligence grows and helps him to manage his life in a better way.

In this context, Goleman has also given these 5 domains of Emotional Intelligence (Goleman, 1995):

1. **Knowing our own emotions (Self-awareness).** This is considered to be the root of emotional intelligence because until and unless you are not aware about your feelings, you can never understand the feelings of others. The people who lack in understanding their emotions or what they actually feel can never become good pilot of their life and on the other hand the people who are highly aware about their emotions & thought can pilot their life in a better way (Aziz et al., 2022). There can be two implications of such differences. First, the people who are less aware about their emotions or feelings can’t make intelligent choices in their life. Secondly, most of the times the people who lacks self-awareness are low in expressing their feelings through facial expressions or body language (Rajendran & Haque, 2022).
2. **Managing emotions-** This means how one should handle the feelings he/she is experiencing. It means “ability of a person to calm oneself from the feelings like anxiety, fear, happiness, distress or irritability” (Goleman, 1995). For example, what type of reaction you show when you become angry? First is loose your temper and burst on others. Second is calm yourself and try to handle the situation without worsening it, which means managing our emotion- to regulate their nature, intensity & expression (Zillmann, 1996). The people who are poor in this ability make their life a battle ground of emotions and on the other hand those who are good in this ability make their life a garden of emotions which they manage efficiently (Lee et al., 2023).
3. **Motivating oneself-** This means marshaling emotions. Most of the times the negative emotions twist our attention toward their preoccupation and we can’t focus elsewhere. The most important concepts here are “self-motivation” & “self-control” and people having these skills are seems to be very dynamic & effective in their life.
4. **Recognizing the emotions of others-** As per Goleman (1995), there is the term called “Empathy”- “putting yourself in others shoes”. The important component of empathy is self -awareness, which means “the ability to read and understand your emotions as well as recognize their impact on others” (Goleman et al., 2002). The people who are emphatic can better understand the social signals that indicate what other people feel and want (Rana et al., 2023).
5. **Handling relationships-** The technique of handling relationships generally include leadership & interpersonal effectiveness (Fei et al., 2024). The people who excel in

these skills always interact smoothly with others and always try to build strong bonding in each and every relationship they hold in life (Haibin et al., 2022). On the other hand, people who lack these skills are tagged as insensitive and their relationships always suffer.

The above-mentioned domains are very helpful to answer the questions which were rose earlier in this topic. The person who masters these domains can understand his as well as the feelings of others and act in a better way to make the situation or circumstances better in his as well as in the life of other people.

Measures of Emotional Intelligence

The first formal model of Emotional Intelligence was introduced by Salovey & Mayer (1995) and after that it was Daniel Goleman who popularized the construct. It was Petrides & Furnham (2000) who studied the conceptual difference between Trait EI and ability EI. Trait EI is concerned with the emotion-related dispositions & self-perceived abilities which can be measured with the help of self-report questionnaire and on the other hand ability EI is concerned with the actual emotion related cognitive abilities and can be measured with the help of maximum performance test. The most important point here is that Trait EI and ability EI are two different constructs.

A- Ability

The most widely used ability test model is Mayer- Salovey-Caruso EI test (MSCEIT: Mayer et al., 2002). The latest version of this test is known as the Myer- Salovey- Caruso EI test, version 2.0 (Mayer et al., 2003)

How this model works

MSCEIT assesses the four branches of Emotional Intelligence i.e. perceiving, using, understanding & regulating emotions, with 141 items which are further divided into 8 task (two for each branch). This test comes up with the seven scores: one for each of the four branches, two area scores & a total EI score. The two area scores are named as, Experimental EI (branch1 + branch 2) & Strategic EI (branch 3 + branch 4).

The first branch of EI is- perceiving emotions, which mean recognizing how you and the people around you are feeling. In this task respondents were asked to identify the emotions expressed in the photographs of people faces (FACE) based upon his or her facial expressions or some artistic design or picture (PICTURE) is shown to identify the feelings expressed in the picture. For example- in a face task respondent is shown as photograph of a person expressing basic emotion and he/she has to rate over the 5 point scale about how much a particular emotion is being expressed in the picture. In picture task the landscape and abstract designs are shown to the respondents rather than faces and five response scale consist of cartoon faces instead of words. (Mayer at al., 2002b)

The second branch, facilitation of thought, it is concerned with the ability of an individual to use emotions, paying attention and proceeding towards more rational, logical & creative thinking. Using emotions requires an ability to strap feelings that assist in certain

cognitive undertaking such as reasoning, problem solving, decision making & interpersonal communication (Liaw et al., 2024).

The third branch, understanding the Emotions, it is an ability to analyze the blends of emotions which makes complex emotions & how they move ahead from one state to another. As per this branch EI is measured with the help of two tasks one is Blends (to analyze the blends of emotions) and other one is Change (how emotions proceed from one state to another). For example in the Blends task respondent is given a statement say, joy, acceptance and warmth are combined to form.....emotion, a list of alternatives are given to the respondent and he/she has to choose the appropriate option. On the other hand, in Change task respondent select an emotion which is the progressive stage of another feeling, say, Rage is the intensified form of anger or depression is result of intensified sadness and fatigue (Mayer et., al, 2002b).

The highest branch, managing the emotions, is an ability to manage and regulate one's own emotions as well as the emotions of other people (Jing et al., 2023). Under this branch EI is measured with the help of two tasks, one is social management (managing the emotions of others) and the other one is Emotion management (regulating his or her own emotions). In social management task, respondents are given a short story to read about someone else and have to find out the effectiveness of the various kinds of course of actions to cope up with the emotions in the story (Francis et al., 2023). Respondents have to rate these courses of actions ranging from Very ineffective to Very effective. On the other hand, in emotion management task, respondent has to rate the effectiveness of the alternative actions which are required to obtain a certain outcome in situations where a person must regulate his or her own emotions.

The person who scores low on Social management may or may not be able to identify the emotions felt by another person, but react according to his or her self-judgment towards the emotions of another person. He or she may not be very good as far as interpersonal skills are concerned and will be incapable of understanding and solving the problems faced by others (Wan et al., 2023). On the other hand, the person who scores high on social management task is capable of empathizing with the emotions of other people and has the ability to convey them properly. High scorer may have very good interpersonal skills. Such person welcomes negative emotions from others without taking them personally and encourages others to express an emotion safely.

Now, those who scores low on Emotion management task are very poor in Self-management. They often misread the situation and blame others or feel as a victim and try to withdraw themselves rather than facing the situation (Osman et al., 2024). They get angry and want others to do something to make them happy rather than doing something themselves to handle the situation or to cope up with the emotion (Jye et al., 2022). On the other hand, that who scores high on Emotional management task takes the responsibility of their feeling rather than blaming others (Wai et al., 2024). Try to do something to make them feel better even after having the emotional pain. Such people try to look at the situation from different perspectives and act accordingly (Haque et al., 2022). They are proficient in managing their emotions, as well as in taking good emotional decisions.

How to score MSCEIT test

There are two methods by which MSCEIT can be scored, one is General consensus scoring method and other one is Expert scoring method.

B- Trait

Trait EI is the second construct to measure Emotional Intelligence and is like a constellation of emotional perceptions which are present at the lower levels of personality hierarchies (Petrides et al., 2007). Now let us discuss the various scales to measure the trait Emotional Intelligence:

1. Trait Meta-Mood Scale (TMMS)

TMMS is the first measure of Emotional intelligence, this scale was developed in order to provide an index of individual differences in the process of mood regulation and termed as meta mood experience, which involves monitoring, evaluating, regulating feelings & emotions (Salovey et al., 1995). This measure comprises of 48 items, measured on a 5 point likert scale varying from “totally disagree”(1) to “totally agree”(5) including 3 subscales, which are as follows:

1. Attention to the feelings- attention paid by an individual towards its subliminal self and emotional states.
2. Clarity- aptness of a person in understanding and discriminating among feelings.
3. Repair- ability of a person to regulate moods and overcome negative emotional experiences.

The first sub scale i.e attention to feelings consist of 21 items and includes statements like “I often think about my feelings”, “It is usually waste of time to think about your emotions” (reverse score) and “I pay lot of attention to how I feel”. This is the basic step of Meta mood experience which assesses the ability of person to notice and value his or her mood (Chawdhury et al., 2022). As per this sub scale, the people who do not give much attention to their emotions and feels that emotions are not relevant to them, is unlikely also to understand how they feel in a particular situation due which they never try to find out the repair mood strategies to get rid of that situation (Khalil et al., 2023). On the other hand the person who notice and value his or her emotions well and feels that their emotions are relevant to them, will always understand how he or she feels during a particular situation and try to find out the repair mood strategies to handle the situation (Haque et al., 2024a).

The second subscale is Emotional clarity which consists of 15 items and having the statements like “Sometimes I can’t tell what my feelings are” (reverse scored), “I am rarely confused about how I feel”, and “My belief and opinions always seem to change depending on how I feel”. This sub scale measures the extent to which people have clarity about how they feel or to the extent they understand their feelings (Ifedi et al., 2024). There are people who get confused about how they feel and become unable to express their feelings, whereas there are people who are very much clear about how they feel and try to make sense of their feelings rather than getting confused, they rarely confused about their feelings (Haque et al., 2024b).

Emotional repair is the third sub scale of TMMS model comprises of 12 items, including the statements like “I try to think good thoughts no matter how I feel”, “Although I

am sometimes sad, I have the mostly optimistic outlook” and “When I am upset I realize that “good things in life” are illusions”. This sub scale measures the ability of the person to regulate his or her emotional state especially how he or she regulate the negative emotional states to bring positivity (Umesh et al., 2023). The emotional repair factor is the most complex factor in Meta mood experience because in order to repair the mood or to search the repair strategies, the person has to firstly, pay attention to his or her emotions and secondly he or she has to understand their emotions well, then only he or she can regulate their negative emotions by applying the strategies like calming down, thinking about the pleasant situations or about some happy moments of life, distraction strategies like – listening to music, reading books, going movie or involving in some sports activity (Osman et al., 2022).

A revised version of TMMS scale was recommended by Salvoy et al. (1995), where they eliminated the statements having smaller internal consistency and reduced the number of items to 30.

2. Bar-On Emotional Quotient Inventory

It is the most extensively used gauge of trait Emotional Intelligence and stresses both on the importance of emotional expression and sees the outcome of emotionally and socially intelligent behavior in terms of effective adaptation (Bar-on, 1997).

This model is operationalized with the help of Emotional Quotient Inventory (EQ-i). The EQ is considered to be the self-report measure, which is designed to measure the emotionally & socially intelligent behavior which gives an estimate about the level of emotional-social intelligence. It comprises of 133 items, introduced in the form of short sentences, measured on 5 point likert scale, starting from “very seldom or not true of me” (1) to “very often true of me or true of me” (5). As far a scoring is concerned the total EQ score and the score of 5 composite scales which comprises of 15 subscales is considered according to the individual responses. The 5 subscales along with their respective subscales are as follows:

1. Intrapersonal- Self-Regard, Emotional Self Awareness, Assertiveness, Independence and Self – Actualization.
2. Interpersonal- Empathy, Social Responsibility and Interpersonal Relationship.
3. Stress Management- Stress Tolerance and Impulse Control.
4. Adaptability- Reality- Testing, Flexibility and Problem Solving.
5. General Mood- Optimism and Happiness.

C- Mixed

This model consists of 4 most important constructs of Emotional Intelligence i.e Self-awareness, Self – Management, Social awareness & Relationship management (Goleman, 1998). Certain emotional competencies were also included in each of the construct (Goleman, 1998). This model is illustrated in the Figure 1 given below:

Table 1: Emotional Intelligence Competencies

	Self Personal Competence	Others Social Competence
Recognition	Self Awareness Accurate Self assessment Emotional Self awareness Self- Confidence	Social Awareness Service orientation Empathy Organizational awareness
Regulation	Self control Self Management Trustworthiness Adaptability Conscientiousness Initiative Achievement drive	Relationship Management Influence Developing others Communication Leadership Conflict management Building Bonds Change catalyst Teamwork and collaboration

Measures of Goleman's model

The following measuring tools were designed as per the model:

1. Emotional Competence Inventory- It is a multi-rater 360 degree measuring tool which provides self- rating, rating for manager, direct report and peers on a sequence of behavioural standards of emotional intelligence. It measures 20 competences provided under the four constructs (self-awareness, social awareness, self-management and social skills).
2. Emotional Intelligence Appraisal- This measure was developed by Travis Bradberry and Jean Greaves, which consist of 28 items to measure the four main components of the Goleman's model (self-awareness, social awareness, self-management and social skills) (Bradberry and Su, 2003). Items included views the existence of skills reflective of above components and are rated using a 6 point rating scale, where 1 means "never exhibiting a behaviour" and 6 means "always exhibiting a behaviour" (Annathurai et al., 2023). As an outcome this appraisal gives 5 final scores, first is an overall EQ score and second is the score for each of the four components of emotional intelligence (Bradberry and Su, 2003).
3. Work Profile Questionnaire- Emotional Intelligence Version- It is self-report measure of 7 competences of Goleman's model of Emotional Intelligence. It consists of 84 items and gives a result out of 10 for total emotional intelligence and for each of the seven competences of interest i.e. innovation, self-awareness, intuition, emotions, motivation, empathy and social skills (Goleman, 1998).

Recommendations for Appropriate use of EI measures

Before incorporating EI measures in the work, a critical decision will need to be made as to whether to use a trait, ability or a combination of both. Generally, when empiricists are intrigued in emotional skills and abilities, they should use EI measures (O'Connor et al., 2019).

In particular, ability measure of EI is applicable in conditions where a strong speculative understanding of emotions may be necessary (Narayanan et al., 2023). For instance, an administrator with prominent ability EI is liable to make better opinions about team composition. Various researches on EI and decision-making in consultants have shown that those with elevated EI are more likely to be qualified decision-makers, problem-solvers and mediators, largely because of their improved capability to sense and understand emotions (Meyer et al., 2008). More generally, research on ability EI has also linked ability EI with social skills in kids (Schultz et al., 2004) and in adults (Brackett et al., 2006).

O'Connor et al., 2019 recommend researchers/ practitioners to choose trait measures for EI if they are looking to measure behavioral trends and/or feelings of emotional self-worth. This is especially true when long-term, habitual behavior is expected to result in positive outcomes, as opposed to short-term, peak performance. For instance, studies on work-related stress (e.g. temporary states of adverse effect induced by short-term, difficult tasks) has demonstrated that trait EI has increased validity relative to other predictors of stress (O'Connor et al., 2017).

Researchers and practitioners may decide to employ both ability and trait measures when both are significant. In fact, some studies show that both types of EI are significant stress reducers and that they work protectively at various points in the coping process: trait EI indicates that coping strategies will be used after they have been chosen, while ability EI assists in choosing coping mechanisms (Davis & Humphrey, 2014).

O'Connor et al., 2019 suggested a mixed measure when researchers are fascinated in a wider range of dispositions and competencies related to emotions and social interactions. It is especially appropriate to use mixed measures in the workplace (Ramalingam et al., 2024). This appears to be the case for two reasons: first, workers are likely to be equipped with a positive growth mindset regarding their EI due to the tendency to frame EI as a set of competencies that can be trained (Goleman, 1995; Boyatzis & Goleman, 2007). Second, the prominence on 360-degree appraisal methods in mixed measures gives people access to information about how others see them as well as how they see themselves, which is especially helpful in training contexts (Adetayo et al., 2022).

Conclusion

The authors have discussed about the various concepts of Emotional Intelligence and its measures. In every era Emotional Intelligence was always there but its name and understanding was different. The authors like Daniel Goleman has popularised this concept & highlighted its importance to the society by tracing out various branches of Emotional Intelligence & its measures (Mien et al., 2023). It is very clear from the above discussion that success in life is not just achieving higher positions by only concentrating upon the IQ level but the real happiness is to lead a life by understanding yourself and the other people attached to us. The importance of emotional intelligence (EI) in attaining organizational performance has been emphasized in numerous international researches (Wahab et al., 2024). The evaluation and predictability of EI leading to success, however, remains a critical issue that needs to be addressed. The research that is now available indicates that aspects of EI fit in nicely with the framework for accomplishing the objectives.

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