

Emotional Intelligence: An Integrative Review of Literature, Models, and Associations with Other Constructs

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ABSTRACT

The developments in the field of emotional intelligence are well documented in the literature. However, presenting these developments that among other things could include the various models as well as the association of emotional intelligence with other organizational outcome variables is conspicuously missing in the extant literature. The study in hand thus is an attempt to bridge this gap by critically examining the contributions of academics and practitioners and in line to this association between emotions and cognition is thoroughly reviewed and how these emotions finally progressed into today's modern construct of emotional intelligence is also discussed. Besides, the three prominent EI models of Mayer and Salovey, Daniel Goleman and Bar-on have been thoroughly reviewed in the study. Association of EI with other important constructs is also discussed. Finally, conclusions and implications for future research have been also addressed in the present paper.

Keywords: Constructs, Emotional Intelligence, Literature Review, Models

Type (Method/Approach): Historical Inquiry and Literary Analysis

I. INTRODUCTION

While looking at the modern construct of emotional intelligence we come to know that it has gone through various stages before being acknowledged as a latent variable and at the bottom, it comprises of emotions. Emotions shape the base of the present construct of EI; emotions have been given a lot of importance and are considered as bosses of our lives as researchers believe that these little emotions are very significant in our daily interactions (Van Gogh V, 1889) however it is argued that due recognition has not been given to appreciate these emotions. The lexical definition of emotion defines it “as a state of feeling concerning thoughts, physiological alterations, and an external expression or behavior” (Gayathri & Meenakshi, 2013). However, different theories have been put forward by theologists, psychologists, researchers, philosophers and scientists and these theories aim at fully understanding the nature of emotions by digging deep into it, see for example, study of emotions or rather control of emotions is considered as a means of recognizing the Supreme Being by theologists while as, understanding the source, development, and function of EI have been emphasized by the researchers and scientists (Gayathri & Meenakshi, 2013).

Research argued that human beings are composed both of emotions and rationale, rationale enables them to be logical, while as emotions enable them to recognize and have concern and compassion making them human (Gayathri & Meenakshi, 2013). Extant literature proposes that usually it was believed that the individual's intelligence was comprised of only rational skills and sound logical bend of the brain. And in line to this, the IQ tests that were meant to determine the individual's intelligence assessed only the reasoning and logical aptitude of the person. However, these IQ tests were judged to be useful only when an individual being tested was not in any kind of abnormal state of mind, such as, anxious, scared, irritated and annoyed etc (Woodworth, 1940). Thought practice of an individual was claimed to be disturbed by emotions. Importantly, research argued emotion to be a severe disturbance and was one of the cause for losing control by persons (Young, 1943). However, researchers like Salovey and Mayer strongly contradicted such notions and didn't accept emotions as disturbing in nature rather assisting cognition (Salovey and Mayer, 1990). And more importantly, emotions are claimed of exceptional significance within the individuals and are thought to be the upper class of intelligence (Mowrer, 1960), hence not in conflict to cognitive intelligence.

Notably, a swing in the attitude of researchers was observed from being considering emotions as troubling forces towards supplementing cognition. Emotions and cognitions were judged to have an encouraging connection between themselves by the cognitive theorists who believed that emotions are affected by personal characteristics and its understanding. Emotions are linked to physiological arousal and the cognitive assessment of this arousal (Stanley, Schachter, & Jerome). Researchers like, Gayathri & Meenakshi, 2013 argued that emotions do not result in unsettling cognition, as the first appraisal of events & objects is carried out by an individual which is then followed by emotions resulting in physiological changes, expressions and finally regulation. Accordingly, scholars and researchers have moved from the phase of considering emotions as troublemaking to the stage where they argue that emotions and cognition are interrelated and it was claimed that most of the times, cognition or reasoning pave the way for emotions. Emotions & intelligence were merged into a new field of cognition and affect instead into two separate fields of intelligence and emotion (Mayor, 2001). The viewpoints concerning the EI keep varying, to technically conceptualize anything that can be merely sensed and experienced becomes more or less impracticable and accordingly the prejudiced character of emotions poses complexities in framing a single universally accepted definition (Gayathri & Meenakshi, 2013). To appreciate the character of emotions, we may look at the work of different researchers who came up with different arguments, like, James-Lange theory supposed that emotions are the outcomes of any specific occurrence and events which leads to physiological change and then emotions, The Canon-Bord theory argues that emotions and physiological alternations are experienced by an individual simultaneously. Researchers, like, Schachter-Singer, came with the different model and they argued in between the physiological change and emotion expressions an important role is played by cognition. Research argued that thought comes first before perceiving the emotions, to cut it short theories and notions are untold, emotions are "... a complex, diffuse concept that can be expressed differently at different levels of abstractions" (Matthews et.al., 2004). The trend has changed emotions are now realized and accredited as a means to assisting cognition rather than disrupting it. Research argued that "Emotions direct our attention and motivate us to engage in certain behaviors." (Caruso 2008). Caruso further argued that emotions are imperative and key for all effective decisions. In conclusion, research argued that emotions should not be assumed to be barriers to effective cognition; they ought to assist and positively affect the cognition.

II. Evolution of Emotional Intelligence Theory

Intelligence was believed to be associated merely with reasoning and cognition. It was thought that intelligence was only of one type known as general intelligence, this was inherent and psychologists argued that it was difficult to change. However such types of notions that intelligence only encompassed reasoning and cognitions received some contradiction, Gardner 1998 questioned that if there were no IQ tests for the measurement of the intelligence, and then would it have been not possible to measure person's intelligence or say whether the person is intelligent or not. Therefore such type of arguments has made us dig deep into the base of intelligence and have encouraged us to be critical about intelligence being only composed of cognitive dexterity or there are other inborn knacks in an entity which ought to be also taken into deliberation before appraising his or her intelligence.

While outlining the fruition of the emotional Intelligence construct, the credit is to be given to Thorndike (1920) an influential psychologist and then David Wechsler (1958), the originator of the Wechsler Adult Intelligence Scale (WAIS) intelligence tests, who at the most beginning are responsible for bringing into limelight the importance of social intelligence and non-intellective elements, like, affective, conative, personal, and social factors while evaluating the overall intelligence of an individual. Drawing from the above arguments it is clear that apart from cognitive factors there are also social and non-intellective factors that determine the intelligent behavior. However sorry to say adequate attention was not given towards these factors in research until Gardner's theory of "Multiple Intelligence" in 1983 (Gardner, 1983). He argued that individual's consist of a number of self-governing abilities and does not consists only of certain cognitive abilities only (i-e, IQ) (Gardener 1998). He believed that each individual has manifold dormant capabilities, which can't be assessed by the present conventional methods of testing and also revealed the importance of emotional expression in organisation behavior. He proposed intelligence as Psychobiological potential and propounded the theory of "Multiple Intelligence" in his famous book frames of mind (Gardner, 1983), and came up with seven categories of intelligence, i-e, linguistic, logical, musical, spatial, kinesthetic, interpersonal and intrapersonal which according to him individuals enjoy perhaps in varying levels. Interpersonal and intrapersonal correspond to emotional aspect, interpersonal intelligence as per Gardner, entails the skill of appreciating other persons such as motivation of their behavior, working style, and attitude while intrapersonal intelligence as the ability to set the norm for oneself and use that in life. Eight intelligence was also added in 1995, i-e, Naturalist. Two focal points were that, 1) These intelligences were held by all the individuals and 2) No two individuals have the exactly the same combination. However, this theory of Gardner received criticism but he maintained that he is not bothered about the validity of these intelligences and strongly backed mulling over these intelligences before acknowledging an individual as intelligent or not. However, before Gardner or Wechsler, it was as mentioned before Thorndike when he came up with the concept of 'Social intelligence' in a challenge to the conviction that intelligence stands for only cognitive abilities (Salovey & Mayer, 1990). He maintained that it is not only reasoning and rational capabilities depicting the intelligence of an individual but also the social skills and social intelligence of an individual that is, "an ability to understand men and women, boys and girls – to act wisely in human relations" (Salovey & Mayor, 1990). Accordingly, the notion of social intelligence persuaded researchers

to take interest in other hidden skills. Thorndike however, maintained whether there is any unitary attribute related to social intelligence still remains to be verified (Salovey and Mayer 1990). Declining interest in social intelligence was seen because of the failure of social intelligence to represent it as a distinctive intellectual unit. Providentially, Kihlstrom and Cantor, 2000 in their book social intelligence argue that, when inquired by Sternberg and his colleagues (1981) to record the traits which they (lay man) believed to be imperative in an intelligent person, qualities like making fair judgment, sensitive to other's needs, displaying interest in the world at large and admitting mistakes were listed out. Peter Salovey and John Mayer got enthralled by these findings and they took interest in it and carried more focused research and eventually came with the today's modern construct of Emotional Intelligence. They initially defined it as "a subset of social intelligence separable from general intelligence which entails the ability to monitor one's own and others' feelings and emotions, to distinguish among them and to use this information to steer one's thinking and actions" (Salovey & Mayor, 1990). They developed the model known as "ability model", which implies that emotions can be rationally examined and they went step forward by distinguishing EI from all other types of intelligence. Other researchers who have been forerunners in studying and contributing to the concept of EI are Bar-On, David Cauroso, and Daniel Goleman. It was Reuven Bar-On, who introduced the term "emotion quotient" and described EI as understanding oneself and others, and adjusting to and handling the environment to be successful in meeting the situational demands (Bar-On, 1997). Mayer and Salovey afterward modified their basic definition of EI and described it as the ability of an individual to perceive accurately, evaluate and express emotion; the ability to access and/or produce 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 (Mayer and Salovey, 1997). Encouraged by the work of Salovey and Mayer, Daniel Goleman a psychologist researched further in this field and came with a wonderful book: Why It Can Matter More Than IQ (Goleman 1995), the milestone habituated whole world with the concept of emotional intelligence. The construct received huge fame as it pointed out and offered proofs on how people with a good IQ sometimes fail and those who were school dropouts and thought stupid go on becoming the most successful ones in their areas (Goleman 1995) In conclusion, all these hereinbefore mentioned arguments gives an account of how emotions went to finally become a separate distinct type of intelligence, that is, Emotional intelligence.

III. A brief description of the evolution of Emotional Intelligence

- 1.1** Edward Thorndike explained the concept of "social intelligence" as the capability to interact with other people, 1930.
- 1.2** David Wechsler proposed that affective elements of intelligence may be vital to accomplishment in life, 1940.
- 1.3** Humanistic psychologists, like, Abraham Maslow portrayed how people can build emotional strength, 1950.
- 1.4** Howard Gardner published The Shattered Mind, which pioneered the theory of multiple intelligences, 1975.
- 1.5** In an article published in Mensa Magazine, Keith Beasley made use of the term "emotional quotient." It has been suggested that this is the first published use of the term, although

Reuven Bar-On claims to have used the term in an unpublished version of his graduate thesis, 1987.

1.6 Psychologists Peter Salovey and John Mayer published their milestone article, "Emotional Intelligence," in the journal *Imagination, Cognition, and Personality*, 1990.

1.7 The construct emotional intelligence was popularized after the publication of psychologist Daniel Goleman's book *Emotional Intelligence: Why It Can Matter More Than IQ*, 1995.

IV. Models of Emotional Intelligence

In today's unprecedented changing environment and modernizations when people are required to work more and more in order to meet their economic needs and are consequently giving less time to social interaction resulting in terrible depths of intolerance and aggression and hostility over slight aggravation the emotional intelligence has to play an important role (Gayathri & Meenakshi, 2013). However any theory like, EI, to uphold curiosity and to survive has to withstand critical discussions, debates, and questioning and should hold itself superior against the Karl Popper's test that "the theory has the potential to explain things that other theories cannot, or if it has the potential to explain things better than other competing theories." (Emmercing and Goleman, 2003), or it cannot be accepted. While examining the available literature associated with EI, it was found that in the beginning theorists, like, Thorndike, Wechsler, and Gardner cemented the path for the contemporary researchers in the area of emotional intelligence Mehta & Singh (2013). In line to this, researchers like Peter and Salovey, Bar-On and Goleman have been successful in developing theories and models which have been able to attract a good amount of research and attention Mehta & Singh (2013). The models developed by them can be divided into two different categories that are ability model and mixed model, ability model implies a type of pure intelligence consisting of just rational capability (Mayer & Salovey, 1990), & while as mixed model represents both cognitive ability and personality traits, like, confidence & adaptability etc, These models are discussed as under:-

1. The Mayer-Salovey-Caruso ability model

Encouraged by the work of Gardner & taking a cue from there Mayer, Salovey and Caruso conceptualized and developed the ability-based emotional intelligence model in 1997. Salovey and Mayer were the foremost to invent the concept "Emotional intelligence" in 1990 (Salovey and Mayer 1990) and identified five wide domains:

- 1) Knowing one's own emotions.
- 2) Managing one's own emotions.
- 3) Self-motivation.
- 4) Recognizing the emotions of others.
- 5) Handling relationships with others.

However, after doing more research they modified the construct EI and argued four areas of EI moving from the basic Psychological processes to more complex ones (Salovey & Mayer 1997). These four branches are as:

- 1) Emotional perception
- 2) Use of Emotions/ Emotional assimilation
- 3) Understanding & analyzing emotions

4) Managing emotions.

- 1) Emotional perception implies an ability to identify one's own emotions and that of others and express them precisely and also includes the capability to discriminate between accurate and inaccurate or open and complicated emotions. It represents the basic aspect of EI, as it makes all other processing of emotional information possible.
- 2) Using emotions/ Emotional assimilation: This sharpens the thought process and facilitates various cognitive activities such as thinking and problem-solving. Mood changes may lead to either optimistic views or pessimistic thoughts, however, an emotionally intelligent person can capitalize fully upon his or her changing moods so as to result in best outcomes. Emotionality helps people encourage the consideration of multiple points of view which ultimately leads to better reasoning capabilities and creativity.
- 3) Understanding/ analyzing emotions: The ability to comprehend emotional language and to appreciate complicated relationships among emotions. See, for example, ability to comprehend complex emotions which are experienced simultaneously by an individual, such as, love and hate, fear and surprise, etc. and also the ability to understand the transition from one to another, such as the transition from anger to the satisfaction or from anger to shame.
- 4) Managing Emotions: It implies the capability of an individual to regulate emotions in both over selves and others. It shows the capability of an individual to be open to both good and bad emotions, and harnessing those emotions, even negative ones so as to attain intended goals. It is the ability to attach or detach oneself from an emotion depending upon the utility of the concerned emotions and being able to manage emotions in ourselves and others.

2. Goleman's Mixed Model of emotional intelligence

As discussed, an earlier phenomenal book written by Daniel Goleman on emotional intelligence: "why it can matter more than IQ" in 1995 took the theory to the wider section of the audience and popularized the theory to the maximum extent. The theory rose to the sensationalized level of the fame when Goleman argued that EI was the reason for "nearly 90% of the difference" between star performers and average ones (Goleman, 1998). He described EI as the ability for being aware of our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Inspired by the research work of Peter and Salovey, Goleman outlined the four basic constructs of EI, i-e, Self awareness, self management, social awareness and relationship management which was further classified into twenty emotional competencies, however he differed from them as he came up with additional personality traits, such as, trustworthiness, innovations, team player etc. However, because of these additional personality traits, Goleman received criticism that it was 'preposterously all-encompassing' (Locke, 2005). He believed EI is a latent, inborn talent and is responsible or provides a platform for learning emotional competencies, which according to him are not latent & innate capabilities, therefore, can be learned and developed, as per him EI and EC are like apples and apple sauces (Goleman 2003). His four branches along with emotional competencies are as under (Goleman, 2001).

- 1) Self-awareness: It is the capability to know one's own emotions, strengths, weaknesses, and drives and comprehend their impact on others while using gut feelings to guide decisions. It includes

emotions competencies such as emotional self-awareness, accurate self-assessment, and self-confidence

- 2) **Self-Management:** It encompasses managing one's emotions and impulses and adapting to changing circumstances. It includes competencies, such as self-control, trustworthiness, conscientiousness, adaptability, achievement drive, and initiative.
- 3) **Social-Awareness:** Represents the ability of an individual to sense, understand and react to other's emotions while comprehending social networks. Emotional competencies under this branch are Empathy, Service orientation, and organizational awareness.
- 4) **Relationship Management:** Implies the ability to inspire, influence and develop others while managing conflict (Goleman, 1988). Emotional competencies under this domain are: developing others, influence communication, conflict management, and leadership, change catalyst, building bonds, teamwork, and collaboration.

It was Daniel Goleman who brought into notice that effective leaders tend to have high EI and He was the first to use the concept of EI into the business through his article in Harvard Business Review (Goleman 1998). He argued that technical knowledge and a good IQ were 'threshold capabilities' which were entry level requirements', while as good interpersonal, social and team building skills, assist an individual to maintain good liaisons with his peers, superiors, and subordinates which is vital for a person's success (Goleman 1998). Good IQ may get an individual Job but to be successful and retain it he needs to be emotionally intelligent (Emmerling & Goleman, 2003; Cherniss et.al., 1998; Boyatzis & Ooston, 2002).

3. Bar-On's Trait model

As an analogue of the intelligent quotient (IQ), Bar-on invented the concept of 'Emotional Quotient' (EQ) (Bar-On, 1998). His model of emotional intelligence focuses on the 'potential' for success rather than success itself and is considered process-oriented rather than outcome-oriented (Bar-On, 2002). He described EI as "an array of non cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with the environmental demands and pressures" (Bar-On, 1997, P. 14), His model of EI can be viewed as a mixed intelligence and consisting of both cognitive ability and aspects of personality, health and wellbeing. He believed that EI, through training programmes and therapy, can be learned and developed over a period of time (Stys & Brown, 2004). Bar-on model differs from that of Goleman's model as in the case of former it incorporates stress management and general mood components like optimism and happiness (Gayathri & Meenakshi, 2013). Bar-On 2002 argues that EI and cognitive intelligence contribute equally to an individual's general intelligence, which eventually indicates potential success in one's life. In his model, he also includes reality testing which asserts 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 (Gayathri & Meenakshi, 2013). This model outlines five components which are further classified into fifteen subcomponents (Bar-On 2006).

- 1) **Intrapersonal:** Emotional Self-Awareness, Assertiveness, Self Regard, Independence, and Self-Actualization.
- 2) **Interpersonal:** Empathy, Social Responsibility, and interpersonal relationships.

- 3) Adaptability: Reality Testing, Flexibility, and Problem Solving.
- 4) Stress Management: Stress Tolerance and impulse control.
- 5) General Mood Components: Optimism and Happiness.

As the construct includes both EI and Social competencies, thereby Bar-On coined the 'Emotional social Intelligence' (ESI) rather than separate emotional intelligence or social intelligence Bar-On (2006), he proposes that 'ESI' is a cross-section of interrelated emotional and social competencies, skill and facilities that determine how effectively we understand and express ourselves, understand others and relate with them, and deal with daily demands. He argued individuals happiness and psychological well being is positively associated with EI (Bar-On, 2010; Bar-On, 2006), He argued that persons with higher emotional quotient (EQ) are more capable in coping with demands, challenges, and pressures of daily life.

V. Emotional intelligence and other related constructs

1) Emotional Intelligence and academic achievement

Gone are the days when success in educational performance was related to the only IQ of the pupils, research argued that students, in order to achieve great heights in academics, need to be emotionally intelligent apart from having good IQ, see for example, Panboli and Gapu (2011), Vernon et.al., (2008), and others, These researchers argued positive association between EI and academic performance. Further Joibaria and Mohammadtaherib (2011) argued that the main elements of EI, such as self-motivation, self-awareness, self-regulation, social consciousness, social skills and academic performance of pupils are significantly linked to each other. Earlier, Bar-On (2000) proposed that if a student's emotional and social needs are given proper attention it can lead betterment and improvement of their academic performance. Though Dabrowski (2001), argued that presence of EI was not associated with augmenting individuals social and academic successes and eventually concluded negative correlation between EI and academic performance based on the study executed on 39 intelligent adolescents. However researcher's like Peridisa, Frederi Cksomn and Furnham (2002) confirmed that trait EI scores were less likely to have had an unauthorized absence and less likely to have been excluded from school, while analyzing the role of trait EI in academic performance and in deviant behavior at school on a sample of 650 pupils in the British secondary education. Additionally, study on 150 students of a general management graduate-level course in the northern united states revealed the impact of emotional intelligence instructions on academic success with the finding that there is a statistically significant increase in EQ scores among the students who completed the emotional intelligence curriculum compared with scores of students in the group that was not given the EI curriculum (Jaeger, 2003). In conclusion, as argued by extant research EI envisages the significant aspects of interpersonal and intrapersonal relationships, adaptability, moods, stress management skills which have significant impact on academic performance of pupils, therefore the inclusion of EI within the core skills taught in training and development programmes should be emphasized and made necessary (Rozell, Pettijohn & Parker, (2001).

2) Emotional Intelligence and leadership

After Peter and Salovey pioneered the term emotional intelligence in 1990 (Peter & Salovey, 1990), consistent efforts are being put forth by the researchers to appreciate the relationship between EI and leadership; Majority of the studies suggest a positive relationship between EI and effective leadership with some contradictions. The early ability model of EI developed by Mayer & Salovey was used by the researcher, C.L.Rice in (1999) to appreciate the effectiveness of teams & their leaders & he came up with the findings that EI plays a role in effective team leadership & team performance (C.L.Rice, 1999). EI & leadership styles were argued to be positively and significantly related to each other by researches, like, (Suhaila & Zahra, (2013); Trabun, (2002); Sitter, (2004). Transformational style of leadership which is regarded as a most contemporary and comprehensive style of leadership was proposed to be positively related to EI by various researchers (Barling, Slater, and Kelloway, (2000); Mandell & Pherwani (2003); Webb (2004); Srivastva & Bharamanaiakar, (2004). A study executed with the purpose to appreciate whether emotionally intelligent leadership (EIL) could influence the faculty effectiveness, the researchers came up with the finding and identified 10 components of EIL which serve to improve the effectiveness of faculty members viz. Self-leadership, moral, trust, conscientiousness, flexibility, participation empowerment, capacity building, communication and motivation Kamran (2010). In conclusion, the research argued that emotion and social intelligence along with cognitive capabilities have an association with the effectiveness of leadership.

3) **Emotional Intelligence and Stress**

Research argues that individuals who were found emotionally intelligent experienced better health and well being, showed better management performance and suffered less subjective stress and displayed better work performance (Abraham, 2000; Kauts and Saroj, 2010; Slaski and Cartwright, 2002; Duran and Extremera, 2004; Darolia and Darolia, 2005; Chabungban, 2005; Spector and Goh, 2001). Other researchers, like, Gohm, Corser & Dalsky (2005) argued that reduction in stress in some individuals is associated with their EI, however, it may be unnecessary or irrelevant for others due to lack of confidence in their emotional ability. Research argued EI to be useful in decreasing occupational stress of teachers and augmenting their effectiveness in teaching (Kauts et.al., (2010). Moreover, researchers argued that by inculcating EI one can bridge the gap between stress and better performance (Chabungban (2005) and consequently preventing negative emotions from swamping the ability to think, feel motivated and confident and to accurately perceive emotions, to empathize and get along well with others. Drawing from the above arguments it can be said that an individual's EI plays a prominent role in dealing effectively with stress-related moments and EI makes an individual to manage and control their emotions in the workplace.

4) **Emotional Intelligence and Employee creativity**

Since the appearance of the concept of emotional intelligence and its popularization by the Goleman, researchers have been found interested in its links with other variables, its consequences, and outcomes, see for example EI-life satisfaction & EI- job performance etc (Law, Wong, & Song, 2004). On the relationship between EI and employee creativity, research argued that Emotions improve and assist thoughts, which helps in considering multiple points of view on a particular issue leading to creativity (Caruso & Salovey, 2004), consequently asserting EI to be the predictor of employee creativity. A person may be inspired to think creatively if he or she can correctly use his or her

emotions (Tsai & Lee, 2014). More recently, Jafri (2018) in a study on financial organizations claimed that trait-based emotional intelligence has a positive and significant influence on employee creativity. Employee creativity is referred to as the creation of precious, useful new products, services, ideas, procedures, or processes by individuals working collectively in a complex social system (Woodman, Sawyer, and Griffin, 1993). In addition, EI is believed to enable people to differentiate emotions, and to make appropriate choices for thinking and action (Mayer, Salovey, & Caruso, 2004; Zhou & George, 2003). Stough and De Guara (2003) also asserted that EI was positively related to the ability to be creative in the workplace. These and many others studies (see, for example, Tsai & Lee, 2014; Averill, 2000; Goleman, 1998; Salovey and Mayer, 1997) have indicated a positive and significant relationship between EI and employee creativity.

VI. Conclusions and Implications for future research:

In conclusion, this paper sought to review the connection between emotions and cognition and came up with the findings that emotions, in fact, lend a hand to cognition, instead of disrupting cognition as argued by earlier research. It also discussed the evolution of emotional intelligence from Thorndike introducing the concept of social intelligence in 1920 till Peter & Salovey pioneered the concept of EI first in 1990 & then how Daniel Goleman popularized the same. Most prominent models developed by Mayer, Salovey, and Curoso, Daniel Goleman and Bar-On were also discussed & association of EI with other important variables was also thrown some light and it was observed that EI plays a key role in promoting effective leadership, creativeness, and reducing stress, hence screening the significance of EI.

The future research should pay more concentration towards operationalization of the EI construct and the most crucial challenge is to develop an instrument which will precisely assess and evaluate the emotional attributes of an individual and improve the existing instrument for the same. Secondly, as the Goleman's & Bar-On's models of EI received criticism for being copying personality traits, therefore, the same may pose the challenge whether EI is a really different form of intelligence or old wine in new bottle. As, the association between EI & various other variables have been discussed in this paper, however other areas need to be looked for an association with EI. Gender differences should also be taken into consideration while assessing EI. As proposed by Bar-On & Goleman that EI can be learned and developed the same needs to be confirmed by undertaking more research. It was observed that there are too many definitions and approaches which are regarded as important for any developing theory, however many times it puts researchers into confusion as to which definition or approach has to be taken into consideration.

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