

An investigation of the relationship between emotional
intelligence and job involvement in a Penang manufacturing
company

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DEDICATION

This thesis is dedicated to my beloved Father, Prof. Ghasem Najafpour and Mother, Moloud Pourdadaash who have supported me all the way since the beginning of my studies.

Also, this thesis is dedicated to my Wife, Noor Aliza Bt. Abd Razak and Son, Djibril Najafpour who offered me unconditional love and support throughout the course of this thesis.

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ABSTRAK

Secara relatifnya, kebijaksanaan emosi adalah konsep baru yang diperkenalkan oleh Mayor dan Salovey (1990). Tujuan penyelidikan ini adalah untuk mempelajari tentang perhubungan antara kebijaksanaan emosi(EI) dan penglibatan kerja di sebuah syarikat perkilangan yang bertempat di Pulau Pinang. Merangka tentang perhubungan antara kebijaksanaan emosi dan penglibatan kerja dengan mengaitkan faktor seperti umur dan jantina merupakan suatu lagi tumpuan kajian ini. Di dalam kajian ini memerlukan rangka tentang apa yang membentuk penglibatan kerja pekerja. Adakah mungkin kebijaksanaan emosi yang menjadi faktor terhadap penglibatan kerja; kajian ini akan merungkai segalanya. Dengan menggunakan soalan ujikaji yang mengandungi 120 soalan diserahkan kepada pekerja yang berlainan organisasi dan 75 daripadanya diterima pakai. Data yang diperolehi di analisis secara statistik. Akhir sekali, perbincangan terhadap penemuan, batasan, implikasi terhadap kajian yang dijalankan, dan cadangan terhadap kajian di masa hadapan telah ditetapkan.

ABSTRACT

Emotional intelligence is a relatively new concept, which was first coined by Mayor and Salovey (1990). This research intends to study the relationship between emotional intelligence (EI) and job involvement in a manufacturing company located in Penang Island. Figuring out the relationship between emotional intelligence and job involvement with moderating factors such as age and sex is another aim in this study. The research world is in need to figure out what creates employees job involvement. Emotional intelligence could be a factor in creating job involvement; this study intends to figure this out. Using survey method, a total of 120 questionnaires were distributed to a sample of employees in different organizational level. 75 usable questionnaires were returned. Data collected were statistically analyzed. The study found that ROE and UOE have positive relationship with job involvement, while SEA and OEA have no positive relationship. ROE had a positive effect on the level of job involvement with the moderating effect of gender and age. Finally, a discussion of the major findings, limitations, implications of the study, and avenue of future research are addressed.

Chapter 1

INTRODUCTION

1.0 Introduction

Emotional intelligence (EI) is a relatively new idea developing from the increased interest in emotions within the workplace. According to Salovey and Mayer (1990), who were the first to coin the definition of emotional intelligence, Emotions are the most important source of human energy, ambition and drive, activating our most private feelings and aims in life, and turning them from things we think about, to values we live. Emotional intelligence holds within social intelligence and gives a special importance to the effect of emotions on our ability to look at situations without being influenced by personal feelings and therefore understanding ourselves and other people. Emotional intelligence is being able to sense, understand, and use the power of emotions, as a source of energy, creativity and influence. Emotions are the primary source for human energy, ambition and going forward (Goleman, 1995). We can say that Daniel Goleman's book (Goleman, 1996), and its associated publicity spread the interest in the topic of emotional intelligence. The topic became popular and this popularity led to a range of books and articles examining its applications and its development in both contexts of individuals and corporations.

The main focus for many leaders today is to have employees with high level of job involvement. Every organization needs highly involved employees in order to survive in today's complex business environment, highly involved employees tend to dedicate their time and effort to the success of the organization, they think of staying with the

organization for a long time and never think about quitting (Rabinowitz and Hall, 1977; Brown, 1996).

Emotional intelligence within the workplace could be related to job involvement of the employees. It is expected that employees with higher emotional intelligence should have higher level of job involvement. In today's highly competitive business Environment Company's need their employees to be highly involved and dedicated with their jobs. Job involvement of employees is a key to success for organizations. It is said that highly involved employees are productive and will lead to success in their organizations (Khan, 1990; Kanungo 1979; Lawler1986; Pfeffer, 1994).

1.1 Background of the study

Study of emotional intelligence within the workplace is very useful in today's complex business environment. The importance of emotional intelligence has only recently become widely salient in the quest to identify high potential employees. Understanding behavior in the workplace or in any setting may be incomplete without examining emotions. E.I. is important for career success, and works in conjunction with other factors such as integrity, persistence, passion, and general intelligence (Ivancevich, Konopaske, & Matteson, 2008).

As individuals ascend the organizational hierarchy, social intelligence becomes an increasingly relevant determinant of who will and will not be successful (Zaccaro, 2001). In the last decade or so, there has been a particular growing body of research regarding the importance of emotional intelligence for successful leadership. Underlying this research interest is the view that people with high emotional intelligence competencies

are more likely than less emotionally intelligent people to gain success in the work place (Carmeli, 2003). There has been research associating E.I with key skills among nursing staff (Cadman & Brewer, 2001), with interpersonal skills among managers (Morland, 2001) and some components of EI have been found to be strongly associated with transformational leadership behaviors (Beadle, 2000).

Previous research suggested that highly involved employees would put forth substantial effort towards the achievement of organizational objectives and be less likely to turnover (Kahn, 1990; Kanungo, 1979; Lawler, 1986; Pfeffer, 1994). They do not get involved in the job only for self-rational interest fulfillment; they also get involved in the job because they let their emotions play a role. Becoming highly involved in the job is often times a response to emotional rather than rational needs. People are social creatures who, through job involvement, fill the need for emotional experience (Carmeli, 2003). Thus, it seems that these individuals should consider their career as success. They are emotionally involved with their job and identify with it. Therefore, those employees who are high in E.I. should be high in job involvement. He went on to note that not enough research has been conducted to understand what really creates job involvement.

According to Brown (1996) we are still in need of more investigation regarding the factors that boost an employee's level of job involvement in his/her job.

1.2 Problem statement

One interesting argument in literature on the topic of emotional intelligence is that emotionally intelligent people are uniquely valued human assets compared to less

emotionally intelligent people (Goleman, 1995). This claim has stimulated the appetite of many researchers to investigate to what extent this statement could be true. Since then many studies have been conducted to provide empirical evidence supporting this claim by establishing a link between EI and significant job attitude and behaviors that are of considerable interest to the organization. However, it is argued that this claim has not received sufficient investigation (Carmeli, 2003). Indeed, we are interested in the study of relationship between EI and Job involvement. The ability of emotional intelligence in predicting other outcomes and behaviors in the workplace is calling for further examination. The company of interest is facing some problems with large number of job hopping from their employees. There have been a large number of changes in the organization due to the job hopping problem. This company is in need to know what really creates job involvement. This study is going to investigate the relationship between emotional intelligence and job involvement among employees of a manufacturing company within Penang Malaysia. There is extensive literature on the subject of emotional intelligence, but so little if not at all focuses on whether it has a relationship with job involvement.

1.3 Research objectives

1. To find out the relationship between emotional intelligence and job involvement of employees.
2. To find out how age moderates the relationship between emotional intelligence and job involvement of employees.

3. To find out how sex moderates the relationship between emotional intelligence and job involvement of employees.

1.4 Research questions

1. Is there a relationship between emotional intelligence and job involvement of employees?
2. Does age moderates the relationship between emotional intelligence and job involvement of employees?
3. Does sex moderates the relationship between emotional intelligence and job involvement of employees?

1.5 Definition of Key Terms

Emotional intelligence is the “ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thoughts; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote educational and intellectual growth” (Mayer & Salovey, 1997, p. 10). Job involvement has been defined as “a belief descriptive of the present job and tends to be a function of how much the job can satisfy one’s present needs” (Kanungo, 1982, P.342).

1.6 Significance of study

This study will be important because it would be one of the few researches done to examine emotional intelligence and its relationship with job involvement. This research will build upon the growing understanding of the role emotional intelligence plays in job

involvement. Researchers have gone on to note the benefits of having high emotional intelligence. These people or individuals are more healthy and successful than the other people who have less emotional intelligence (Cooper, 1997). Many of high emotional intelligence people's characteristics coincide with the characteristics of leaders. People with emotional intelligence are said to have strong personal relationships with others (Cooper, 1997). Pay attention and evaluate others' feelings (Salovey & Mayer, 1990), empathize with others (Kelley & Caplan, 1993), and succeed in interpersonal skills (Goleman, 1998).

According to Dulewicz and Higgs (2000, p.341), "the concept of emotional intelligence is stated to be based on extensive scientific and research evidences" (e.g. Goleman, 1996; Cooper, 1997; Cooper and Sawaf, 1997). Dulewicz and Higgs went on to say that, "however little research has been conducted in an organizational context and existing research has been largely drawn from psychological research developments, educational-based and developments in the therapy field (e.g. Goleman, 1996; Steiner, 1997; Damasio, 1994). The organizational applications of emotional intelligence tend to be based on derivative arguments and largely anecdotal case descriptions" (Dulewicz and Higgs, 2000, p. 341).

Emotional intelligence is increasingly becoming a popular tool to identify potentially effective employees and also as a tool to develop effective employees. A 1997 survey of benchmark practices among major corporation, conducted by the American Society of Training and Development, found that four out of five companies in the United States are

trying to promote EI to their employees through development and training, when evaluating performance and in hiring (Goleman, 1999). Although companies understand that it is important to have a workforce with high emotional intelligence and job involvement, they may not understand how to accomplish this goal. A deeper understanding of what creates emotional intelligence and job involvement and how they are related to one another would be beneficial to companies. Therefore, this research intends to explore the relationship between emotional intelligence and job involvement with moderating variables such as age and gender. The knowledge gained by investigating the relationship among emotional intelligence and job involvement will help to create a better workforce for companies. Useful information can be used to guide companies in formulating ideas and programs for their employees in order to create a better workforce. Furthermore, the present study may perhaps serve as means to enrich the understanding of the relationship between the emotional intelligence and job involvement in Malaysian context. Moreover, it will be useful for the HR managers to know the factors that may contribute to job involvement and their implications in the workplace so that they can devise a new policy considering job involvement and EI of their employees. The researcher is not aware of any research done regarding this topic in Malaysia yet.

1.7 Background of the company

The company of interest in this research was found in 1990, located strategically in the Free Industrial Zone (FIZ), Penang. Over the years, they have established into a company with vast experience in producing precision plastic tooling & parts, PCBA contract

manufacturing and box build assembly services. The factories occupy a total land area of 174, 240 sq. ft. with a built up area of 315,000 sq. ft with near to 600 employees.

1.8 Organization of remaining chapters

This research consists of five chapters. Introduction, background, problem statement, research question, research objective and significance of the study are presented in Chapter 1. Chapter 2 covers literature review on factors relating to this research such as emotional intelligence and job involvement. Theoretical framework and hypotheses, which was developed based on the literature review, are also presented in this chapter. Chapter 3 explains the research methodology used in this study. It outlines the introduction, research design, variables used in the research, population and sample, questionnaire design, data collection, data coding and data analysis. Chapter 4 presents the profile of the respondents, statistical analysis, hypothesis testing and summary of the results. Lastly, Chapter 5 presents the discussion of the results. The findings of the research are discussed in the context of its implication, limitation of the study, suggestion for future research and conclusion.

Chapter 2

LITERATURE REVIEW

2.0 Introduction

This chapter will first review the concept of emotional intelligence and job involvement. Based on the literature review, theoretical framework and hypotheses are developed and presented at the end of this chapter.

2.1 Emotional intelligence

2.1.1 Emotions

What is emotion? Webster's Dictionary (1998) is not able to produce one single definition but rather it provides two multifaceted definitions, proving that there is no simple answer to the above question. Over 90 years ago, William James and Carl Lange theorized that emotion is the experience a person has after an object or situation excites the senses enough to result in a biological reaction. In other words, an emotion is the feeling of the biological responses as they occur (James, 1890). "Emotional feelings follow when we are able to cognitively explain ambiguous bodily states by using environmental cues" (LeDoux, 1998, p.48).

More recently, Antonio Damasio, neurologist and author of *Descartes' Error* (1994), challenged James and Lange's theory regarding emotion. He referred to emotions as a combination of chemical and neural responses that shape a pattern and create a biological reaction. This theory suggests that emotion is not a biological reaction product.

According to Damasio (1999, p. 50) there are two types of emotions, primary and secondary emotions. Primary emotions are those “emotions that people are born with, and include such emotions as anger, fear, happiness, and surprise”. He also noted “the human brain is wired to respond in predetermined ways with primary emotions when certain features of stimuli are perceived” (Damasio, 1994, p. 130). Secondary emotions “are emotions that are learned as conscious connections form between objects and the emotional body state they produce” (Damasio, 1994, pp. 132, 134). These types of emotions are “formed through the education of experience and include variations of primary emotions such as pride, guilt, jealousy, euphoria, and embarrassment” (Damasio, 1999, p. 51).

2.1.2 Brief history of Emotional Intelligence

“The roots of emotional intelligence follow the lines of the intelligence testing movement. Thorndike (1920, p. 229) acknowledged there are multiple intelligences and social intelligence, or the ability to “act wisely in human relations”, is one of them. Social intelligence was problematic from its inception because it is inherently difficult to measure. Examining humans in interactions is a much more difficult task than measuring the cognitive abilities of an individual solving a math problem” (Bradberry & Su, 2006, p.4). With all the difficulties, researchers still put substantial efforts towards measuring social intelligence. Thorndike and Stern (1937) studied and reviewed these attempts made by number of researchers and came to a conclusion that social intelligence was made out of three components: attitude toward society, social knowledge, and degree of social adjustment. They also noted that social intelligence would be too complex to be measured

and the difficulties occurring in measuring interactions with people were hard obstacles to overcome.

“The term, emotional intelligence, was first mentioned in a doctoral dissertation nearly 20 years ago (Payne, 1985). This qualitative study proposed one could overcome deficiencies in emotional functioning and regulation by showing strength in the face of fear or desire problem” (Bradberry & Su, 2006, p. 4). Howard Gardner (1983) went on to expand the knowledge of interpersonal and intrapersonal skills in the mid-1980s. Few years later, another dissertation referred to the emotional quotient, which is the term commonly used today to refer to an individual’s emotional intelligence score (Bar-On, 1988). The term 'emotional intelligence' (EI) was first coined and introduced by Salovey and Mayer in 1990, and ever since it has been developed, adapted and embraced by the business world and also by many educators. “Salovey and Mayer recognized the connection between two underlying components of personality, cognition and emotion” (Abraham, 2006, p.1).

Finally, Daniel Goleman (1995) published two highly successful books in which he described emotional intelligence and how emotional intelligence is used in the workplace. Although Salovey and Mayer (1990) created the term emotional intelligence, it was introduced worldwide with Goleman’s (1995) book, *Emotional Intelligence*. The book became bestseller in the United States and sold more than four million copies worldwide (Miller, 1997). Salovey and Mayer’s (1990) short definition of EI, understanding how peoples emotions work and how a person is able to control his or her emotions, was

extended by Goleman to introduce such competencies as optimism, conscientiousness, motivation, empathy and social competence.

2.1.3 Concept of Emotional Intelligence

The general concept of intelligence refers to one's overall ability to adapt through effective cognition and information processing (Roberts, Matthews, & Zeidner, 2001). This involves the use of higher order mental abilities to perceive patterns and logical reason to solve problems. Abstract reasoning is said to be the main distinctive characteristic of intelligence (Mayer, Caruso, Salovey, & Sitarenios, 2001).

According to Abraham (2006, p.1) "the concept of emotional intelligence was first described as a form of social intelligence that involve the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer 1990). Later, these authors revised their definition of emotional intelligence, the current characterization now being the most widely accepted. Emotional intelligence is thus defined as: The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth (Mayer & Salovey, 1997).

Emotional intelligence is the ability of a person to relate with other people and understand their emotions as well as his or her own (McGarvey, 1997). People who are more accurate in expressing their emotions can respond to their own emotions and express those emotions to others more quickly and accurately.

Goleman (1998) extended the concept of EI with two published articles in the Harvard Business Review. His first research concerned around 200 large international companies; he noted, “truly effective leaders are distinguished by high degree of emotional intelligence”(Goleman 1998, p. 82). In his second research, Goleman drew on the experiences of around 3000 executives; once again he discussed the relationship between emotional intelligence and leadership. He came to a conclusion that leaders can “increase their quotient” of leadership styles by trying to understand which “emotional intelligence competencies underlie the leadership styles they are lacking” and trying to develop those competencies (Goleman 2000, p. 90). According to Goleman (1998), strong and effective leaders are the same in the way that all have a high level of emotional intelligence. He then went on to state that emotional intelligence is more important for employees than technological skills.

2.1.4 Emotional Intelligence and its various Dimensions

Mayer and Salevoy (1997) gave four dimensions of emotional intelligence: emotional perception, emotional assimilation, emotional understanding and emotion management. Mayer and Salevoy’s first domain, emotional perception, or self-awareness, is the ability to recognize a feeling as it takes place; it is a very important part of emotional intelligence. Learning about our moods, thoughts, and feelings about our moods is highly needed to manage emotions (Mayer & Salevoy, 1997).

The second domain, emotional integration, is the ability to distinguish among the

different emotions one is feeling and to identify those that are influencing their thought processes (Mayer & Salevoy, 1997). The third domain, emotional understanding, is being able to understand others emotions and feelings. It also includes the ability to understand complex emotions. This domain is a crucial skill that one needs to have while interacting with others (Mayer & Salevoy, 1997).

Lastly, the fourth domain, emotional management, is being able to manage our feelings so it will lead to appropriate behavior, which is a vital ability that builds on self-awareness. Mayer and Salevoy consider this domain to be a basic emotional skill. People who do well in this domain can bounce back from defeats and setbacks far more quickly (Mayer & Salevoy, 1997).

Besides Mayer and Salevoy's (1997) four domains, they noted eight emotional competencies that are closely linked to cultural values. These eight emotional competencies are as follows:

1. One's awareness of his or her emotional state.
2. The ability to understand others emotions based on the situation and expressions made by them.
3. Representing an emotional experience with the use of words, this accomplishes two goals. First, allows one to talk with others about feelings and emotions he or she might be having. Second, being able to label emotions for comparisons, and

integrations with other situations and people.

4. Empathy and sympathy create social bonds and connect people to each other.
5. The ability to separate the emotions inside with outer expression.
6. A person, who has control over circumstances, may copy strategies such as:
problem solving, seeking for support, self-blaming and blaming others.
7. One is aware how he/she communicates differently depending on the nature of the relationship. This helps to improve relationship with another person.
8. Finally, their eighth emotional competency is the capacity for emotional self-efficacy: The individual views her or himself as feeling, overall, the way her or she wants to feel. An individual accepts his/her emotional experience allowing for the individual's feelings of emotional balance.

Quiet similar to Mayer and Salevoy, Goleman (1995) categorize emotional intelligence into five different groups: emotional self-awareness, managing emotions, harnessing emotions productively, empathy, and handling relationships. Ryback (1998) define emotional intelligence using four components in his research: sharpening instincts, controlling negative emotions, discovering talents, and management. Sharpening instincts is the first component, which understands one's own feelings and what affects it has on others. Controlling negative emotions is the second component, includes anger management and conflict resolution. Negative emotions are also a part of this component as they are related to others. Fighting with depression and anxiety and improving self-

image is also noted in this component. Discovering talents is the third component. It includes tasks such as personal projects, self-improvement programs, and compassionate approaches to personal relationships. The fourth and the last component is superior management skills. This includes improving communication skills, sense of ethics and fairness, and the ability to solve conflicts.

Wong and Law (2002) also proposed four dimensions of emotional intelligence with the help of the definition from Mayer and Salovey (1997) as follow:

- (1) Self-emotional appraisal (SEA) refers to the individual's ability in understanding their emotions and being able to express these emotions.
- (2) Others' emotional appraisal (OEA) refers to the individual's ability to be aware and understand the emotions of those people around them.
- (3) Regulation of emotion (ROE) refers to the individual's ability to regulate their emotions as to enable a quick recovery from psychological distress.
- (4) Use of emotion (UOE) refers to the individual's ability to utilize their emotions towards constructive activities and personal performance.

Mayer and Salevoy, Goleman, and Wong and Law, and Ryback all have almost similar definitions and characterizations of emotional intelligence. All of the researchers above

include interpersonal and intrapersonal sides of emotional intelligence.

2.1.5 Emotional intelligence and Intelligence Quotient (IQ)

The term emotional intelligence was first coined by Salovey and Mayer (1990) in order to define different types of intelligence. Many people have noted the differences between academic intelligence and social intelligence (Neisser, 1976). Researches suggest that standard intelligence quotient (IQ), is usually static while emotional intelligence can be learned (Salopek, 1998). A study conducted by Lashway, Mazarella and Grundy, (1997, p.24) revealed that when asked employees where they learned to do their jobs, they answered “on the job”. One’s emotional intelligence can increase with leadership experience. The most important thing is that emotional intelligence can be learned. Improving emotional intelligence requires learning, which is different from trainings offered at workplace. People who have been with a company longer tend to have more emotional intelligence than those who have just entered the workplace. Experience could lead to emotional intelligence as with experience comes learning (Salopek, 1998).

Happiness depends on more than the standard intelligence quotient (IQ); this is the basic concept behind emotional intelligence (Cherniss, 1998). Research shows that people with high emotional intelligence are highly successful in their career, have strong personal relationship with others, have better and more effective leadership skills, and consume a better level of health than those who are low on emotional intelligence (Cooper, 1997). The idea that IQ is the best predictor of success is being questioned since Daniel Goleman’s popular emotional intelligence book (Dulewicz, & Higgs, 2000).

According to Dr. Harvey Silver, a leading management consultant in Canada, “Around one-third of a leader’s success is based on IQ and expertise, the other two-thirds on EQ (EI)” (Tomlinson, 2002, p. 7).

According to Goleman, Boyatzis and McKee (2002), people who score high on IQ tests are not always successful. Emotional intelligence is the ability a person has to handle his or her and relationships with others. Unlike the way IQ has traditionally been seen as a fixed innate characteristic, Goleman has not defined EI as an innate characteristic. He went on to say that a person is born with IQ while on the other hand emotional intelligence can be learned through out life.

One can truly feel the significance of the emotional intelligence construct only when he or she considers that, not like other success predicting variables such as general intelligence and IQ, emotional intelligence can be learned. In studies conducted regarding emotional intelligence training with students in universities show an increased mark in emotional intelligence measured by a pre- and post-test measure (Ashkanasy, 2001; Clark, Callister, & Wallace, 2002). This finding has also been observed with leaders in corporate settings (Sala, 2001; Young & Dixon, 1996). A follow- up study of increases in emotional intelligence as a result of direct learning efforts has revealed the maintenance of changes as long as seven years after the intervention (Wheeler, 1999).

According to Barth (2003) its not always people who have high IQ have higher degree of

success. He continued by theorizing that, sometimes people with average level of IQ go on to do big things and become successful in their lives. On the other hand people with high level of emotional intelligence are more successful than their counterparts with lower level of emotional intelligence.

According to Goleman et al. (2002), IQ does play a part in persons professional success so does emotional intelligence. He concluded by saying that for very successful people at least eighty to ninety percent of their success can be attributed to EI.

Happiness depends on more than the standard intelligence quotient (IQ); this is the basic concept behind emotional intelligence (Cherniss, 1998). Goleman (1995) note that academic intelligence has little to do with emotional life. People who have high level of IQ can become poor managers in their respective social life. He went on to say that IQ contributes somewhere in the region of 20% to factors that determines life success. Emotional intelligence abilities such as: motivating oneself, persisting when faced with frustration, controlling impulse, delaying gratification, regulating one's moods, and empathizing with others, may note some amount of the factors that comprises the other 80% of success in life. Goleman (1998) in a study regarding organization's most outstanding leaders found out that, emotional intelligence is two times more important than technical skills and IQ.

2.1.6 Emotional intelligence as a true intelligence

Despite its gaining popularity, there is still debate about whether emotional intelligence is

a true intelligence (Roberts et al. 2001). This is in part due to popularized style of Goleman (Mayer, Salovey, & Caruso, 2002).

In order for emotional intelligence to qualify as a true intelligence, it must be able to meet three criteria: (1) conceptual, (2) correlational, and (3) developmental (Mayer, Caruso, & Salovey, 2000). Conceptual criterion comprises the abilities that define emotional intelligence (Sosik & Megerian, 1999). These abilities distinguish performance from personality traits and talents (Mayer & Salovey, 1993, 1997). Mayer and Salovey (1997) went on to combine the research about emotions and created a framework regarding emotional intelligence. The model consists of four branches from basic psychological processes to higher integrated processes (Mayer & Salovey, 1997). The lowest is Perceiving Emotions and it deals with perceptions of emotions within our self and other people. At this level a person will begin to understand how others might feel regarding a circumstance and listen to different points of view. The second level is Assimilating Emotions, in this level a person begins to understand how other person feels in a particular circumstance and see different points of view. The third level is Understanding Emotions; this level involves the process of understanding and labeling of emotions. Individuals recognize the variations of each emotion in the third level. The fourth and highest level is Managing Emotions, this level consists of the ability to recognize and appreciate both good and bad feelings in self and others. The second criterion, which will enable emotional intelligence to qualify as a true intelligence is that emotional intelligence should be correlational (Mayer & Salovey, 1997). This means it must be correlated with other intelligences (Mayer & Salovey, 1993). Mayer and Salovey (1997)

in their first study, predicted scores for emotional intelligence that would distinguish it from other intelligences. The test is reliable according to the results regardless of the scoring method. The tests were positively correlated with one another. The third criterion, which will enable emotional intelligence to qualify as a true intelligence is that emotional intelligence should be developmental. Mayer and Salovey (1997) in their second study noted that emotional intelligence met the developmental criterion with growth from adolescence to early adulthood. In this study adults did get a higher score than adolescents. Emotional should qualify as a type of intelligence based on the results in the two studies noted above.

The results concluded that (1) emotional intelligence is a set of abilities in other words conceptual; (2) emotional intelligence does correlate with other intelligences (correlational); last but not least (3) shows the growth starting from adolescence to early adulthood (developmental) (Mayer & Salovey, 1997).

2.1.7 Emotional Intelligence as an ability and personality

Mayer, Caruso and Salovey (2000) proposed that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. They then posit that this ability is seen to manifest itself in certain adaptive behaviors.

Peter Salovey and John Mayer perceive E.I. as a form of pure intelligence, that is, emotional intelligence is a cognitive ability (Mayer & Salovey, 1997). Bar-On (1997)

regards E.I. as a mixed intelligence, consisting of cognitive ability and personality aspects. In his model Bar-On emphasizes how cognitive and personality factors influence general well being. Goleman (1995) also perceived E.I. as a mixed intelligence involving cognitive ability and personality aspects. However, unlike the model proposed by Reuven Bar-On (1997), Goleman's model focuses on how cognitive and personality factors determine workplace success.

Several models of emotional intelligence are closely tied with personality theory (e.g. Goleman, 1995; Bar-On, 1997). Both models list components and sub-components of their theory of emotional intelligence, which are similar to areas, which have been previously studied under personality theory. Bar-On' sub-components of assertiveness, interpersonal effectiveness, empathy, impulse control, social responsibility, and reality testing have all been considered parts of personality, and are consequently measured as such by popular personality inventories. Likewise, several of Goleman's competencies, including empathy, self-control, and self-confidence are areas which have been extensively researched in personality psychology (Mayer, Caruso & Salovey, 2000). Coincidentally, even the pure model of emotional intelligence, proposed by Mayer and Salovey (1997), has shown empirically significant correlations with measures of personality (Brackett & Mayer, 2003).

2.1.8 Emotional Intelligence and success

Emotional intelligence is an excellent correlate of job success for employees (Bradberry & Su, 2006). Number of researchers (e.g. Cooper & Sawaf, 1997; Dulewicz & Higgs,

2000; Goleman, 1995, 1996, 1998; Martinez, 1997) have said that emotional intelligence could likely lead to individual's advancement and success. It should be noted that number of these claims relating EI to success, were made without empirical evidence. Little research has been done at the organizational level and these proposed applications of EI are mostly based on derivative arguments and anecdotal case descriptions (Dulewicz & Higgs, 2000).

Cadman and Brewer (2001), in one of the few empirical studies to examine EI and success found out that level of EI was a reliable predictor of success through a sample of nurses in the United States. One of the famous authors regarding EI, Goleman (1998) has made reference to studies done at Bell Laboratories, which he went on to claim shows the association between EI and Individual success. The studies showed engineers who were top performers were higher on emotional intelligence than their peers.

In another study conducted by Jordan, Ashkanasy, Hartel, and Hooper (2002), relationship between EI and team effectiveness was examined. Samples of 448 Australian students were divided into 3- to 7- person teams. The teams were then separated into two groups, one containing the 15 highest average EI teams and the other comprising the 15 lowest average EI teams. The result showed that the group with lower level of EI had a lower level of process effectiveness than the group with higher level of emotional intelligence.

EI skills have been linked strongly with both dynamic leadership (Emmerling & Goleman 2005; Goleman, 1998, 2000; Goleman, Boyatzis & McKee 2002; Kerr, Garvin, Heaton,

& Boyle 2006; Rosete & Ciarrochi 2005) and satisfying personal life experiences (Goleman 1995; Marques 2006; Wing, Schutte & Byrne, 2006). In addition, Emotional intelligence has been identified as an important factor for success within the workplace (Goleman 1998; Kirch, Tucker & Kirch 2001; Rozell, Pettijohn & Parker 2002). It has been said that Emotional intelligence is linked with number of important outcomes in organizations and it is studied frequently as a correlate with performance (Boyatzis, 2006; Goleman, 1995, 2001). Sosik and Megerian (1999) discovered that employees with high emotional intelligence outperform their counterparts with lower emotional intelligence when measured by organizational performance data.

Other studies that have been conducted carefully correlate emotional intelligence with job-related performance cognitive ability tasks (Lam & Kirby, 2002). Perhaps the strongest evidence to date for the utility of emotional intelligence for predicting on-the-job success comes from a study by Cavallo and Brienza in the year 2002 (Bradberry & Su, 2006). In this study the behavior of 358 employees at Johnson and Johnson Corporation, at locations across the globe were assessed. The study found that employees with high emotional intelligence were the ones who performed the best in ratings made by their supervisors, peers and subordinates in the Emotional Competency Inventory (ECI), with a 360-degree feedback instrument adopted from Goleman's (2001) model. Goleman and his fellow researchers further developed the concept of emotional intelligence by describing it as a key factor for business success. (Goleman, Boyatzis, & McKee 2002; Goleman 2004; Mayer, Goleman, Barrett & Gutstein 2004).