CHAPTER-2

CONCEPTUAL BACKGROUND OF EMOTIONAL INTELLIGENCE

2.1 Introduction:

In the past twenty years ‘Emotional intelligence’ has emerged as one of the key component of emotional adjustment, personal wellbeing, life success, and interpersonal relationship. In different context of everyday life, everyone experiences and relates to feelings and emotions. Until very recently, the concept of emotion has been ignored due to the myth that emotions of any kind are disruptive in the workplace (Robbins, Judge, 2009). However, the most recent empirical research shows that emotions can be constructive and do contribute to enhanced performance and better decision making both at work and in private life.

Two Minds:

Neuroscientists and evolutionists through their research have shown that the harmony between the two minds, the emotional mind and the rational mind constitutes emotional intelligence which is the key to successful and fulfilling life. The rational mind centered in the neo-cortex, the outer part of the brain promote individual to plane, learn and remember. The emotional mind, the sub-cortical limbic system lying beneath the gray matter is the source of basic emotion like anger, fear, disgust etc.
Emotion, a Basic component of personality:

Emotional traits form the core of human personality. Emotional change embraces change in personality, and personality characteristics such as empathy, warmth, social skills, motivation and persistence are influenced by the adaptive nature of emotional expression—changing our personality from within. The origin of the term ‘intelligence’ is from ‘personality’ and the origin of the term emotional intelligence is from intelligence as defined in personality theories. (Sing, D. 2007, p-130). Intelligence is an area of personality that is usually treated apart from other aspects although it interacts closely with personality traits and types. Concepts of emotional intelligence thus centered on the interaction between emotion and cognition as sources of personality that emphasize the functionality and adaptability of emotions.

2.2 Traditional Versus Modern View of Emotional Intelligence:

Mayer J.D. (2000a) discussed that emotions and reasoning sometimes have been viewed in opposition to one another.’ Researchers (Ekman & Davidson 1994; Mayer & Salovey 1990; Salovey et al. 2000) provided views of emotion in relation to cognition in the sequence of how emotional intelligence rose from a large body of literature to be a field of research. Traditional views of emotions were that reason was superior and opposite of emotion and play negative role. Besides, emotions are chaotic and immature that gets in the way of rational decision-making. From 1940, a paradigm shift occurred and emotions were now
considered to be functional and adaptive that arouses, sustain, direct activity and play a positive role.

2.3 **Rational underlying the concept of Emotional Intelligence** :

A brief review of the developments occurring in the realm of human intelligence theory is necessary to realize the viability of studying emotional intelligence. The psychometric approach, based on the presumption that intelligence is measurable, produced a substantial body of systematic knowledge. Since the initial work of Alfred Binet and his assistant Theophile Simon, intelligence tests have been successfully used for many purposes such as selection, diagnosis, and evaluation. Mayer, Salovey, and Caruso (2000) commented that the conceptualization of intelligence as abstract thinking demonstrates to predict academic success but, is far from being perfect, “leaving the vast amount of variance unexplained.” The genesis for the study of emotions can be attributed to human’s search for happiness, and as such, is entwined within philosophical, religious, psychological, and ethical debates throughout history. Mayer (2000) suggested that it was only in the recent time when psychologists began to investigate the relationship of emotions and thought in the context of functional relationships that the stage was set for the emergence of emotional intelligence. A formal academic definition of emotional intelligence refers to emotional awareness and emotional management skills, which enable one to balance emotion and reason so as to maximize long term happiness. Unlike IQ, emotional intelligence is neither genetically fixed nor does it develop only in early childhood.
In the normal course of lifetime, emotional intelligence tends to increase as one learns to be more aware of one’s mood, to effectively handle distressing emotions, listen and empathies that lead to outstanding performance at work. Where general intelligence is generally not subjected to decline or damage with life experience, the emotional intelligence level or potential of one’s emotional intelligence can be either developed or destroyed depending upon the type of environmental experiences one gets in one’s future life.

2.4 Origin of the Concept of Emotional Intelligence:

Mayer (2001) examined the psychological activities of the past century and defined the emergence of emotional intelligence into five time periods: Emotion as separate narrow fields, precursors to emotional intelligence, emergence, popularization, broadening, research and institutionalization of emotional intelligence. The origin of the concept of emotional intelligence is however attributed to Charles Darwin who believed that emotions ensured survival by energizing required behavior and also signaled valued information. From the beginning of the 19th century Intelligence and Emotions were considered as separate fields of study. There are researchers like E.L. Thorndike (1920) who had long ago introduced the concept of ‘social intelligence.’ David Wechsler as early as 1940, referred to intellective as well as non-intellective elements by which he meant affective, personal and social factors that determine one’s ability to succeed in life. Howard Gardner in 1983, introduced the idea of multiple intelligence which included both interpersonal intelligence i.e. the capacity to
understand intentions, motivations and desires of other people and interpersonal intelligence i.e. the capacity to understand oneself, to appreciate one’s feelings, fears and motivations. In 1985, Payne, wrote a doctoral dissertation which introduced the term “emotional intelligence.” Then in 1990, Mayer and Salovey were trying to develop a way of scientifically measuring the difference between people’s ability in the area of emotion. Salovey and Mayer (1990) justify the designation of ‘Emotional Intelligence’ as it requires processing of specific emotional information from within the organism and same level of competence of these skills are necessary for adequate social functioning. In 1995, Daniel Goleman, science writer for the ‘New York Times’ and trained psychologist at Harvard, published ‘emotional Intelligence, why it can matter more than I.Q” and in 1998, another book called “Working with Emotional Intelligence” which broadens the concept of emotional Intelligence. Goleman prefers to call his model of emotional intelligence as ‘theory of performance’ rather than ‘theory of personality.’ Goleman (2001b) adapted his framework of emotional intelligence based on ‘emotional intelligence competencies’, which he described as, ‘a learned capability based on emotional intelligence that results in outstanding performance at work’ (1998a, p. 28). In this new model, Goleman looked at the physiological evidence underlying emotional intelligence theory, and reviewed number of studies of the drivers of workplace performance, and the factors that distinguished the best individuals from the average ones. In 1985 Bar-On, coined the term ‘Emotional Quotient’ to describe his approach to assessing emotional intelligence. It is believed that emotional intelligence may explain differences in the quality of intrapersonal and interpersonal relationships and contribute to job performance
and management effectiveness (Mayer, Caruso & Salovey 2000; Mayer, Salovey & Caruso 2004a) and predict success (Caruso & Salovey 2004; Goleman 1995, 1998a), although some dispute this (Davies, Stankov & Roberts 1998; Matthews, Roberts, & Zeidner 2004). However, since 1990, debate is also going on about the nature of emotional intelligence, as intelligence, different models of emotional intelligence, its measurement, reliability and validity, utility of psychometric instruments measuring emotional intelligence, and the potential relationship between a broad spectrums of emotionally intelligent skills. Locke (2005), Landy (2005) claims that the concept of emotional intelligence is too broad, unstable and has no substantial predictive value, studies seem to suggest that emotional intelligence appears as a collection of personality traits.

2.5 (a) **Emotional Intelligence and Emotional Quotient**:

Individual born with a certain potential for emotional sensitivity, emotional memory, emotional processing and emotional learning ability which are the inborn components and form the core of one’s emotional intelligence. The level or potential of one’s emotional intelligence is relatively measured through some tests of situations in life, resulting in one’s emotional quotient (EQ), a relative measure of one’s emotional intelligence or potential. This intelligence can either be developed or damaged with life experiences, particularly by the emotional lessons taught by the parents, teachers, care givers and family during childhood and adolescence. The impact of these lessons result in one’s level of emotional quotient.
2.5 (b) Emotional quotient and intelligent quotient:

‘Intelligence Quotient’ is a measure of intelligence whereas ‘Emotional Quotient’ is a measure of emotional intelligence. Though the relationship between emotions and rational intelligence is a complex one Emotional Quotient’ is not opposite of Intelligence Quotient' rather complement to one another. Research suggests that emotional and social skills help to improve cognitive functioning (Sing D. p-52).

2.6 Emotional Competence:

Emotional competence is a learned capacity based on emotional intelligence that results in outstanding performance at work. Our emotional intelligence determines our potential for learning the practical skills that are based on its five elements – self awareness, motivation, self- regulation, empathy and adeptness in relationships. Our emotional competence show how much of these potential we have translated into on the job. Emotional competence is the combination of both social and emotional competencies; just as H. Gardner uses the term ‘personal intelligence’ to subsume both inter and intrapersonal abilities (Goleman 1998 p-339). It is because of this specific reason, the proposed study has been conducted on Goleman’s competence based model of emotional intelligence.
2.7 **Nature of Emotional Intelligence:**

Emotional intelligence is the new yardstick which is increasingly applied to assess a person’s well-being in life. Shaped by childhood experience ‘Emotional Intelligence’ can be nurtured and strengthened throughout adulthood with immediate benefit to our health, relationship and work. Emotionally intelligent people have the ability to empathize, can preserve, control impulses, communicate clearly, make thoughtful decisions, solve problems and work with others that earn them success. At school they do better on tests and helps to create a safe, comfortable classroom atmosphere that makes it easier to learn. To Goleman, emotional intelligence does not always mean ‘being nice’ or giving free rein to feelings, rather, it means managing feelings so that they are expressed appropriately and affectively, enabling people to work together smoothly toward their common goal (Goleman 1998, p 7). The nature of emotional intelligence as envisaged by Goleman can be summarized as-

1. Emotional intelligence is as powerful, and at times more powerful than IQ. While IQ contributes only about 20% of success in life, the other forces contribute the rest.
2. Unlike IQ, emotional intelligence may be the best predictor of success in life.
3. Emotional intelligence is not fixed genetically, rather it is largely learned and continued to develop throughout life.
4. The concept of emotional intelligence is to be applauded not because it is totally new but because it captures the essence of what our children or all of us need to know for productive and happy.
5. In working situations too, emotional intelligence helps more than one’s intellectual potential in terms of one’s IQ or even professional skills and competencies.

6. Emotional intelligence develops with increasing age and experience, as a person progresses from childhood to adulthood.

7. Men and women have a personal profile of strength and weaknesses in Emotional intelligence abilities, while women tend to be stronger in competencies based on empathy and social skills, men do better in those based on self regulation.

8. People’s emotions are rarely put into words rather they expressed through other cues. The key to intuiting another’s feelings is in the ability to read non-verbal channels like communicating through eye contact, tone of voice, gestures, facial expression.

2.8 The Framework of Emotional Intelligence:

Daniel Goleman developed (1998, p 26) a framework of emotional competencies which determines the extent of emotional intelligence acquired by an individual. An emotional competence, according to him “is a learned capacity based on emotional intelligence that results in understanding performance at work”. This earlier framework consisted of five domains or dimensions such as self-awareness, self-regulation, motivation, empathy and social-competencies. These five domains were of 25 competencies. This was further refined by Richard Boyatzis, Goleman and Mckee, A. in the year 2002. In this new model, Goleman looked at the physiological evidence underlying emotional intelligence theory,
and reviewed number of studies of the drivers of workplace performance, and the factors that distinguished the best individuals from the average ones. The framework illustrates that we cannot demonstrate the competencies of trustworthiness and consciousness without mastery of the fundamental ability of self-management or the competencies of influence, communication, conflict management and so on without a handle on managing relationships. The following table presents the current version of Emotional Intelligence framework as proposed by Daniel Goleman.

### Table: The Framework of Emotional Intelligence:

<table>
<thead>
<tr>
<th>Recognition</th>
<th>Self (Personal Competence)</th>
<th>Other (Social competence)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Self-Awareness</strong></td>
<td><strong>Social Awareness</strong></td>
</tr>
<tr>
<td></td>
<td>- Emotional self-awareness</td>
<td>- Empathy</td>
</tr>
<tr>
<td></td>
<td>- Accurate self-assessment</td>
<td>- Service orientation</td>
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<tr>
<td></td>
<td>- Self-confidence</td>
<td>- Organizational awareness</td>
</tr>
<tr>
<td>Regulation</td>
<td><strong>Self-Management</strong></td>
<td><strong>Relationship Management</strong></td>
</tr>
<tr>
<td></td>
<td>- Self-control</td>
<td>- Developing others</td>
</tr>
<tr>
<td></td>
<td>- Trustworthiness</td>
<td>- Influence</td>
</tr>
<tr>
<td></td>
<td>- Conscientiousness</td>
<td>- Communication</td>
</tr>
<tr>
<td></td>
<td>- Adaptability</td>
<td>- Conflict management</td>
</tr>
<tr>
<td></td>
<td>- Achievement drive</td>
<td>- Leadership</td>
</tr>
<tr>
<td></td>
<td>- Initiative</td>
<td>- Change catalyst</td>
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<tr>
<td></td>
<td></td>
<td>- Teamwork &amp; collaboration</td>
</tr>
</tbody>
</table>

2.10 Emotional Intelligence and Educational Practices:

Education is to draw out the innate tendencies, capacities and inherent powers and develop them to the full, through formal, informal and non-formal agencies. Most of the problems in our life whether childhood or adolescent problems, home and family problems, work situation problems or political, regional or international are the result of mishandling of the involved sentiments, feelings and emotions of the individuals concerned, group of individuals, society and the nations. The viewpoints and ideas propagated by Daniel Goleman have brought a revolution in the field of childcare, home, school and workplace management. Although it may seem a bit exaggerated in the tall claim that emotional intelligence is a sure guarantee for the advantage in life, yet there is no denying of the fact that one’s emotional make-up counts quite substantially towards one’s ability to deal successfully with other people and with one’s own feelings.

Goleman (1998) considered school as one place which can turn to compensate children’s deficiencies in emotional and social competence. As such schools face the challenge to teaching as well as nurturing the emotional skills of children. John Mayer and Casey Cobb (2000) briefly reviewed major points in the field of research on emotional intelligence, and focused on educational policies, attempting to make schools and school systems more “emotionally intelligent.” The authors presented their thoughts in three steps, whether there is scientific evidence to imply that emotional intelligence is relevant to improved learning, whether schools should be designing and implementing policies centered on raising emotional intelligence, to research findings and theoretical ideas that can serve as scientific
bases for educational policy on emotional intelligence. Research on EQ has revealed that (EQ) has been correlated with better results in leadership, sales, academic performance, marriage, friendships, and health.

2.11 **Definitions of Emotional Intelligence:**

There are various views and definitions of ‘Emotional Intelligence’. Such as-

**Peter Salovey and J. Mayer (1990)** defined the term EI as a form of social intelligence that involves the ability to monitor one’s own and others feelings and emotions to discriminate among them and use this information to guide one’s thinking and action.

**Reuven-Bar-On (1997)** “Emotional Intelligence is an array of non-cognitive capabilities, competencies and skills that influence ones’ abilities to succeed in coping with environmental demands and pressures.”

**Daniel Goleman (1998):** Emotional Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional Intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ.

**Bradberry, Travis and Greaves, Jean (2009)** states that EI can be defined as the ability, capacity, and skill or in the case of the trait EI, a self-perceived ability, to indentify, assess and manage the emotion of one’s self of others and of groups. It is part of art of managing people at the workplace.
2.12 Models of Emotional Intelligence:

There is substantial disagreement regarding the exact meaning of Emotional Intelligence as the constructs are varied and the researchers are constantly amending their own definitions. (Goleman (1998); Salovey and Mayer (2000). Some researchers believe that emotional intelligence is a cognitive ability just as I. Q. (e. g. Mayer and Salovey, 2000). Others believe that it is a combination of perceived abilities and traits (e. g. Schutte et al, 1998). Bredberry and Greaves, (2005) consider it a skill that can be measured and say that EQ is dynamic and can be learned or increased whereas others (such as Mayer 2000) say that EQ. is stable and cannot be increased. The common construct amongst various researchers in terms of terminology are these three models: Based on ability model (Mayer et al. 1999), emotional intelligence is the application of cognitive ability to process emotional information. However, mixed models of emotional intelligence exist and see emotional intelligence as an array of non-cognitive abilities, Bar-On,1997; competence base model of EI that influence one’s ability to succeed in coping with environmental demands and pressures (Goleman 1995; 1998; Schutte et al., 1998).
## A Comparison of EQ Models:

<table>
<thead>
<tr>
<th></th>
<th>Self-Awareness</th>
<th>Self-Management</th>
<th>Self-Direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dalip Singh</td>
<td>Sensitivity</td>
<td>Maturity</td>
<td>Competency</td>
</tr>
<tr>
<td>Salovey, Mayer, Caruso</td>
<td>Perceive</td>
<td>Regulate</td>
<td>Generate</td>
</tr>
<tr>
<td></td>
<td>Understand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daniel Goleman</td>
<td>Know Yourself</td>
<td>Choose Yourself</td>
<td>Give Yourself</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reuven Bar-On</td>
<td>Intrapersonal</td>
<td>Interpersonal General Mood Stress Management</td>
<td>Adaptability</td>
</tr>
<tr>
<td>Ester Orioli</td>
<td>Sense</td>
<td>Understand</td>
<td>Apply</td>
</tr>
</tbody>
</table>

Source: Singh Dalip (2008, p 113)

### 2.13 Indian perspective of Emotional Intelligence:

The concept of emotional intelligence in the Indian context is embedded in its highly valued social concerns, virtues, religious traditions and cultural practices. India often treats individual inclination as consistent with duty or dharma. Indians develop a morality of caring which emphasizes broad and relatively known contingent interpersonal obligation- a familial view of interpersonal relationship and contextual sensitivity. The Indian tradition has form different systems of belief and practices that emphasized certain interdependent but interrelated
concepts like stress and suffering. We cannot imagine a life worth living, beautiful and meaningful without positive emotions. All the growth and development in the world is the result of this powerful emotion. In Indian perspective different researchers tried to defined Emotional Intelligence-

**Dalip Singh (2003):** Emotional Intelligence constitute three psychological dimensions: emotional sensitivity, emotional maturity and emotional competency, which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behaviour.

**Mala Kapadia (2004):** Emotional Intelligence from Vedic Psychology perspective can be described as transformation of mind, body and spirit to realize our true potential for the universal wellbeing and abundance of joy.

**Vinod Sanwal (2004):** Emotional Intelligence is the awareness of use of emotions and their utilization within the parameters of individual cognitive styles to cope with situations and problems.

**N.K.Chadha (2005):** All intelligence have an emotional base. Using your emotions as a source of energy to accomplish the self-defined goals is what emotional intelligence consists of.

**Madhumati Singh (2006):** Emotional Intelligence is the ability and freedom to grow from mistrust to trust, self-doubt to self-empowerment, following to leading, incompetence to competence, isolation to synergy and despair to hope.
2.14 Developing Emotional Intelligence:

Research shows that it is possible to develop emotional intelligence by unlearning bad emotional responses and deal such situation with required emotional competencies. However, teaching these skills depends on exercise and practice of emotional skills enabling them to be adaptive within a person’s natural repertoire. Different studies support the effectiveness of specific training programmes in the emotional skills that make up emotional intelligence.

2.15 Cornerstones of Emotional Intelligence:

In academic literature, various terms have been employed as a substitute for emotional intelligence. Such terms include emotional literacy, emotional competence, emotional creativity and emphatic accuracy. (Averill & Nunley, 1992; Goleman, 1995).

**Emotional Literacy:** This involves developing a clear and useful vocabulary for emotional literacy and recognizing, respecting and valuing the inherent wisdom of feelings. Emotional energy, emotional honesty, emotional feedback and practical institution contribute to emotional literacy.

**Emotional Fitness:** Trust is the key characteristics of emotional fitness. It includes authenticity, resilience, renewal and constructive discontent. Emotional fitness refers to those qualities that illuminate our personal values and character and the feelings that enliven and drive them.
**Emotional depth:** Emotional depth calls fourth one’s core character, unique potential, and purpose of destiny. It is the manifestation of a person’s commitment, drive, initiative, conscience and accountability. It shows one’s integrity and increases his/her influence beyond authority, rank and title. Emotional depth can be developed by inculcating self-awareness, assertiveness, empathy, communication and by referring to role model.

**Emotional Alchemy:** It is a blending of forces that enables us to discover creative opportunities and transform lesser ideas into greater ones. It is emotional alchemy through which we extend our creative instincts and capacity to flow with problems and pressure and to fight for the future. It throws light on the range of hidden solutions and untapped opportunities.

### 2.16 The Measurement of Emotional Intelligence:

For the measurement of one’s intelligence we make use of one or the other intelligence test (verbal or non-verbal). Similarly for the measurement of one’s emotional intelligence we can make use of such measures called emotional intelligence tests or scales. A few references of such well-known measures of emotional intelligence may be cited as follows-

#### 2.16 (a) Bar On Emotional Quotient Inventory – EQ-i:

Based on 19 years of research by Dr. Reuven Bar On and tested on over 48,000 individuals worldwide, the Bar- On Emotional Quotient Inventory is designed to measure a number of constructs related to emotional intelligence. A
growing body of research suggests that emotional intelligence is a better predictor of success than the more traditional measures of cognitive intelligence (IQ).

2.16 (b) Self-Report measures of EQ:

Self-report measures of emotional intelligence include the Emotional Intelligence Appraisal by Bradberry and Greaves. This appraisal measures the following four EQ skills- Self-Awareness, Self-Management, Social Awareness, Relationship Management.

2.16 (c) Activity-based measures of Emotional Intelligence:

Mayer-Salovey –Caruso Emotional Intelligence Test is a measure of emotional intelligence involving a series of emotion-based problem solving items, of which the answers have been deemed correct by consensus.

2.17 Emotional Intelligence and Other Related Issues:

Berrocal, D. and Fernangaz, P. discussed (2008) four basic areas where the benefit of emotional intelligence skills can facilitate the skill of solving behaviour problems in student’s e.g.

2.17(a) Emotional Intelligence and Interpersonal Relationship:

People of high Emotional intelligence are able to extrapolate these skills to the emotions of others. Emotional intelligence skills are basic factors in
establishing, maintaining and having quality interpersonal relations. Research evidences have established strong positive relationship between emotional intelligence and interpersonal relationships.

2.17(b) Emotional Intelligence and Psychological Well-being:

Mayer and Salovey’s studies in USA have shown that University students with higher emotional intelligence report fewer physical symptoms, less social anxiety, depression, greater use of active coping strategies, perceive stressors as less threatening that lead to psychological wellbeing.

2.17(c) Emotional Intelligence and Academic achievement:

Emotional Intelligence may act as a moderator of the effects of cognitive skills on academic performance. Persons with limited emotional skills are more likely to experience stress and emotional difficulties during their studies. The ability to pay attention to their emotions, experience feelings with clarity enable one to recover from negative states of mind that have a decisive influence on students mental health and psychological balance which ultimately effect ones academic achievement.

2.17(d) Emotional intelligence, Motivation and Creativity:

Emotional Intelligence relates to contemporary theories of motivation including Maslow’s hierarchy of needs and self-efficacy theory that are based on evaluation of our social awareness and emotional responsiveness in a given
situation. Thus, being emotionally intelligent, being aware of emotions and their causes can help stay attuned to motivated attitude, express and project it on others, and produce better results at work and in personal life. Additionally, EI contributes to ethical behavior and creates positive work environment, influencing employee’s job attitudes in a healthy way.

2.17(e) Emotional intelligence and Decision Making:

Many researchers agree that the key to good decision making is to employ both thinking and feeling in one’s decisions. Positive moods and emotions seem to help decision making. People experiencing positive emotions are more likely to use heuristics to help make good decisions quickly. Positive emotions also enhance problem-solving skills so that positive people find better solutions to problems.

2.17(f) Emotional intelligence and Negotiation:

Everybody knows that negotiation is an emotional process. Being aware of emotions and moods of oneself and others can help manage stressful situations and improve conflict resolution. Active listening techniques and reading non-verbal cues to recognize and understand emotions are elements of both emotional intelligence and successful negotiations.
2.17(g) Emotional intelligence and Leadership:

Effective leaders rely on emotional appeals to help convey their messages. When leaders feel excited, enthusiastic, and active, they may be more likely to energize their subordinates and convey a sense of efficacy, competence, optimism, and enjoyment. (Robbins, Judge, 2009). Therefore, successful leaders are also emotionally intelligent.

Goleman (1995) recognized the effectiveness of workers, work group and whole organization to be influenced by emotional and social competencies and such realization may one of the reasons due to which emotional intelligence has recently attracted the attention of many behavioral scientists and management practitioners. With this conceptual background, the study has been designed and studied that has been discussed in the preceding chapter.