

Emotional Intelligence: Emotional Expression and Emotional Regulation for Intrinsic and Extrinsic Emotional Satisfaction

Waqar Husain^{1,*}, Ayesha Inam^{1,*}, Samia Wasif^{1,*}, Sahira Zaman^{2,*}

¹Department of Humanities, COMSATS University Islamabad, Islamabad, Pakistan; ²Department of Gender Studies, Fatima Jinnah Women University, Rawalpindi, Pakistan

*These authors contributed equally to this work

Correspondence: Waqar Husain, Department of Humanities, COMSATS University Islamabad, Park Road, Islamabad, Pakistan, Tel +92 3005960102, Email drsukoon@gmail.com

Purpose: Theorists have constructed emotional intelligence differently, based on which the literature reveals different diversified scales to measure emotional intelligence. These scales are quite lengthy to respond and have been criticized for producing varying results. The current paper projects the findings of 3 consecutive studies carried out to summarize and simplify the existing models of emotional intelligence and to produce a brief measure in this regard.

Methods: Based on the review of the earlier models of emotional intelligence, emotional intelligence was comprehended as an “ability to express and regulate emotions for intrinsic and extrinsic emotional satisfaction”. “Emotional Intelligence Scale (EIS)”, comprising 12 items in English, was developed and validated through principal component analysis, exploratory factor analysis, and confirmatory factor analysis through a series of 3 consecutive studies which involved 1894 participants from Pakistan. The validity of EIS was tested step by step for its face, content, factorial, convergent, and discriminant validity. The reliability was measured through internal consistency and item-total and item-scale correlations.

Results: EIS was revealed to be a valid and reliable scale to measure emotional intelligence through 4 core factors, ie, emotional expression, emotional regulation, intrinsic emotional satisfaction, and extrinsic emotional satisfaction. The additional findings revealed significantly higher levels of emotional intelligence among men as compared to women; significantly positive correlation of emotional intelligence with social intelligence, positive emotional effects, age, and education; and a significantly inverse correlation between emotional intelligence and the negative emotional effects.

Conclusion: The current paper reported the development and validation of a new scale on emotional intelligence by comprehending and summarizing the earlier models of emotional intelligence.

Keywords: emotional intelligence, emotional expression, emotional regulation, intrinsic emotional satisfaction, extrinsic emotional satisfaction

Plain Language Summary

The current research has associated emotional intelligence with intrinsic and extrinsic satisfaction of a person through developing and validating a new test.

Introduction

Studying intelligence has been a significant area of research.¹ Earlier researchers have been defining intelligence from different dimensions such as the ability of humans to understand the world,² to think and reason,^{3,4} to perform goal-oriented tasks,⁵ and to produce new products⁶ by utilizing different cognitive abilities.^{2,4,7–9} Intelligence has been associated with both heredity and environment.¹ Researchers have also tried to typify intelligence into different categories such as analytical intelligence, creative intelligence, practical intelligence,¹⁰ fluid intelligence, crystalized

intelligence,^{11–14} linguistic intelligence, logical intelligence, spatial intelligence, musical intelligence, motor ability, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence.¹⁵

Emotional intelligence is another type of intelligence that deals with the recognition, monitoring, and distinction of emotions for the appropriate application of thinking and performing behavior.¹⁶ Emotional intelligence is the ability to recognize and respond to emotions.^{17–19} Emotional intelligence has been comprehended and constructed in a quite diversified way by the earlier theorists. Peter Salovey and John Mayer have been regarded as the first who operationally defined emotional intelligence.²⁰ Emotional intelligence, according to them, is “the ability to recognize, monitor, distinguish, and use one’s own and other people’s emotions as a source of information to direct one’s thinking and actions”. They suggested that emotional intelligence can be categorized into three components, ie, appraisal and expression of emotion, regulation of emotion, and utilization of emotions in solving problems.²⁰ They also included cognitive components to emotional intelligence later.²¹ Goleman focused more on the social and communicational skills involved in emotional intelligence.¹⁹ Cooper and Sawaf proposed a model of emotional intelligence comprising emotional literacy, emotional fitness, emotional depth, and emotional alchemy.²² Trait Emotional intelligence theory categorized emotional intelligence into seeing, understanding, managing, and employing emotions.²³ The current research reviewed these earlier models of emotional intelligence to retrieve the most common aspects of emotional intelligence through the earlier models. The measurement of emotional intelligence, on the other hand, has also received plenty of criticism because it has been perceived differently as a construct.^{24–27} Several instruments have also been developed to measure the construct of emotional intelligence differently. The Toronto Alexithymia Scale²⁸ comprised 41 items and was intended to measure difficulties in identifying and describing feelings. The Bar-On Emotional Quotient Inventory²⁹ comprised 133 items and had 15 sub-scales. The Perception of Affect scale³⁰ was made of 93 items and intended to measure the perception of affect based on body, logic, and evaluation. Schutte Self Report Index³¹ was another effort based on Salovey and Mayers’s model²⁰ and comprised 33 items. Trait Emotional Intelligence Questionnaire³² comprises 144 items and 15 factors. The Trait Meta Mood Scale³³ was an effort to measure feelings and mode through 48 items. Despite the fact that the construct of emotional intelligence has been defined and analyzed differently, the literature still reveals a great interest of researchers in developing this construct further.²⁶ Since the researchers acclaim that humans differ in their capacity to process emotions,³⁴ studying emotional intelligence has been regarded an interesting area of research.³⁵ Its importance is justified through its role in humans “judgments, decisions, priorities, and actions”³⁶ as emotions play a vital part in our daily lives.³⁷ Emotional intelligence has also been positively correlated with happiness³⁸ and growth^{39,40} as well. The current research was another effort to comprehend the construct of emotional intelligence and to come up with a brief scale to measure it. The research is based on three consecutive studies that were carried out one after another to validate the newly developed scale. Emotional intelligence was defined as an “ability to express and regulate emotions for intrinsic and extrinsic emotional satisfaction”. This comprehensive definition is based on a thorough review of the existing literature on emotional intelligence. The definition tries to simplify the construct of emotional intelligence by incorporating all the earlier theoretical frameworks in this regard. The review of earlier literature on emotional intelligence resulted in four common aspects of emotional intelligence that have been proposed diversely by the earlier theorists. These factors include emotional expression, emotional regulation, intrinsic emotional satisfaction, and extrinsic emotional satisfaction. Emotional Intelligence Scale (EIS) that was developed and validated during this research is unique by its composition and simplicity. The earlier scales on emotional intelligence, as discussed above, were quite lengthy and reflected diversified theoretical assumptions. The current research comprehended and summarized the earlier models of emotional intelligence and came up with a very brief and comprehensive tool which will ease the future researchers in studying emotional intelligence.

Materials and Methods

The current paper presents the findings of 3 consecutive studies which were carried out one after another to validate the scale. Study 1 involved the development and initial validation of the scale through principal component analysis. The scale was further validated in Study 2 by applying exploratory factor analysis. Study 3 was about the confirmatory factor analysis along with establishing the convergent and discriminant validity of the scale.

Participants

Total participants involved in the entire process were 1894 (study 1 = 500; study 2 = 500; study 3 = 894). These included men ($n = 720$) and women ($n = 1174$) both. The age of the participants ranged between 18 and 77 years with a mean of 21 years. Eighty-six participants were married and 1808 were unmarried. The educational qualifications of the participants ranged between matriculation and PhD. The mean educational qualification of the participants was 13 years of formal education.

Instruments

Emotional Intelligence Scale (EIS) was developed and validated in the current studies. EIS intends to measure emotional intelligence in adolescents and adults. EIS is developed in English and comprises 12 items. The response sheet involves a 7-point Likert scale ranging from strongly disagree to strongly agree. It has 4 sub-scales labeled as emotional expression, emotional regulation, intrinsic emotional satisfaction, and extrinsic emotional satisfaction. EIS was tested for 3 times and has been found reliable and valid. Emotional Intelligence Measure,³¹ Social Intelligence Scale, and the Positive & Negative Affect Schedule⁴¹ were also administered in study 3 to establish the convergent and discriminant validity of the Emotional Intelligence Scale. A Demographic Information Questionnaire was also used to obtain information about participants' gender, age, education, and marital status.

Procedure

The study was approved by the Departmental Ethic Review Committee of (blinded) university. The data collection process was in accordance with the 1964 Helsinki declaration and its later amendments. The researchers approached the participants of the study individually while visiting different hospitals, clinics, educational institutions, and public offices. The participants were informed about the purpose of the study and their consent to participate in the study was appropriately taken. They were assured for the confidentiality of the data and were thanked for their participation.

Analysis

The data gathered were recorded and analyzed in the Statistical Package for Social Sciences. It was cleaned by analyzing missing values, unengaged responses, outliers, linearity, homoscedasticity, multicollinearity, skewness, and kurtosis. Principal component analysis, exploratory factor analysis, and confirmatory factor analysis were conducted to measure the reliability and validity of the EIS. Pearson Correlation Coefficient, t -test, simple regression, and descriptive statistics were also observed.

Results

The Psychometric Properties of Emotional Intelligence Scale (EIS)

The initial item-pool for SIS consisted of 25 items which were constructed by the researchers after reviewing sufficient literature on emotional intelligence and intelligence in general. EIS was initially observed by a panel of 5 expert psychologists who screened it out for appropriate face validity. The panel agreed upon 18 items to be valid for the construct of emotional intelligence. Measuring face validity is regarded as an important initial step in developing a scale.⁴² The panel was also asked to rate their levels of agreement against each item for its linguistic clarity and relevance to the construct of sexual intelligence through a 5-point Likert scale, ie, strongly disagree to strongly agree. This procedure is referred to content validity which is also an important technique to make the scale as much valid as possible before the actual data collection.⁴³ The researchers analyzed the ratings of the panel and found significant positive correlations between the ratings of all the 5 experts, for all the initial 18 items.

To establish the construct validity of EIS, principal component analysis, exploratory factor analysis, and confirmatory factor analysis were conducted in the 3 studies. The exploratory factor analysis (EFA) and the confirmatory factor analysis (CFA) reveals different dimensions available within a scale and determines factorial validity. Principal component analysis was employed for extraction each time. The rotation method was varimax for all the procedures. Sampling adequacy, by using Kaiser-Meyer-Olkin's values⁴⁴ was found meritorious in study 1 (Table 1; KMO = 0.858),

Table I Adequacy, Normality, and Description of Data

Scales	N	KMO	BTS/X ²	VA	Items	α	M	SD	Range		Skewness	Kurtosis
									Potential	Actual		
STUDY 1 (PCA)	500	0.858	914.276*	87.52%								
Emotional Intelligence Scale					12	0.824	54.312	8.369	12–84	33–76	0.035	–0.356
Intrinsic Satisfaction					3	0.890	15.178	3.930	3–21	3–21	–0.524	–0.132
Emotional Expression					3	0.813	11.565	4.206	3–21	3–21	0.093	–0.477
Emotional Regulation					3	0.882	10.929	3.974	3–21	3–21	–0.011	–0.716
Extrinsic Satisfaction					3	0.855	16.640	2.545	3–21	11–21	–0.307	–0.474
STUDY 2 (EFA)	500	0.919	1208.561*	91.19%								
Emotional Intelligence Scale					12	0.808	55.412	10.007	12–84	29–82	–0.044	–0.451
Intrinsic Satisfaction					3	0.807	15.018	4.149	3–21	3–21	–0.667	–0.306
Emotional Expression					3	0.867	12.376	4.569	3–21	3–21	–0.080	–0.711
Emotional Regulation					3	0.826	11.030	4.307	3–21	3–21	0.048	–0.848
Extrinsic Satisfaction					3	0.803	16.988	2.467	3–21	9–21	–0.412	–0.241
STUDY 3 (CFA)	894	0.924	2022.658*	90.00%								
Emotional Intelligence Scale					12	0.807	55.097	10.000	12–84	27–84	0.015	–0.446
Intrinsic Satisfaction					3	0.895	14.875	4.137	3–21	3–21	–0.595	–0.440
Emotional Expression					3	0.834	12.264	4.466	3–21	3–21	–0.040	–0.705
Emotional Regulation					3	0.826	10.980	4.306	3–21	3–21	0.023	–0.848
Extrinsic Satisfaction					3	0.862	16.979	2.437	3–21	9–21	–0.404	–0.301
Social Intelligence Scale					8	0.888	38.770	7.294	8–56	14–56	–0.256	–0.165
Emotional Intelligence Measure					33	0.875	125.370	15.711	33–165	66–163	–0.326	0.036
Positive & Negative Affect					20	0.784	56.281	12.246	20–100	20–100	0.145	0.454
Positive Affect					10	0.879	30.213	9.162	10–50	10–50	–0.091	–0.634
Negative Affect					10	0.886	26.068	10.111	10–50	10–50	0.257	–0.806

Abbreviations: N, number of participants; KMO, Kaiser-Meyer-Olkin Measure of Sample Adequacy; BTS, Bartlett's Test of Sphericity; * $p = 0.000$; VA, Variance Explained; α , Cronbach's Alpha; M, Mean; SD, Standard Deviation.

and marvelous in study 2 (Table 1; KMO = 0.919) and study 3 (Table 1; KMO = 0.924). Bartlett's test of sphericity⁴⁵ was used to analyze the adequacy of correlations between items and was found highly significant in study 1 (Table 1; $X^2=914.276$; $p=0.000$), study 2 (Table 1; $X^2=1208.561$; $p=0.000$), and study 3 (Table 1; $X^2=2022.658$; $p=0.000$). The principal component analysis in study 1 discarded 6 items due to unsatisfactory reliability and validity. The remaining 12 items were tested in the exploratory and confirmatory factor analyses. The factor structure of EIS reported 4 factors in each of the 3 studies (Table 2). These factors were labeled as emotional expression, emotional regulation, intrinsic emotional satisfaction, and extrinsic emotional satisfaction. The communalities for all the items in all the 3 studies ranged between 0.60 and 0.72 (Table 3), thus acceptable as all were above 0.4.⁴⁶ All the items of each of the 4 factors in all the 3 studies were significantly and positively correlated with each other (Table 3). The differences between the factor loadings and cross loadings ranged between a minimum difference of 0.445 to a maximum difference of 0.976 (Table 2) reflecting the convergent validity of EIS within its sub-scales.⁴⁷ Furthermore, all the factor loadings were above 0.701 and the average of the factor loadings in each of the 4 factors in all the 3 studies was greater than 0.7 (Table 2).

Criterion-related validity is another technique used for validating the scales.⁴⁸ This is usually done by measuring the convergent validity of a scale. The convergent validity of EIS was established by correlating emotional intelligence with another scale for emotional intelligence (Emotional Intelligence Measure by Schutte, 1998), social intelligence, and the positive emotional effects. The participants of study 3 responded to EIS along with the other scales used to measure emotional intelligence, social intelligence, and positive and negative emotional effects. The EIS had significant positive correlation with the Schutte Emotional Intelligence Measure (Table 4; $r=0.459$; $p<0.01$). Moreover, the EIS had significant positive correlations with Social Intelligence Scale (Table 4; $r=0.523$; $p<0.01$), and the positive effect sub-scale of the Positive & Negative Affect Schedule (Table 4; $r=0.406$; $p<0.05$). The 4 sub-scales of EIS also had significant positive correlations with Social Intelligence Scale and the positive effect sub-scale of the Positive & Negative Affect Schedule (Table 4). Measuring discriminant validity of a scale is another method to validate the scale.⁴⁸ Discriminant validity reveals that the scale is inversely correlated with another construct which is theoretically opposite to the understudied construct. The participants of study 3 responded to the EIS along with the Positive & Negative Affect Schedule (PNAS). The EIS had significant inverse correlation with the negative effect sub-scale of PNAS (Table 4; $r=-0.332$; $p<0.01$). The 4 sub-scales of EIS also had significant inverse correlations with the negative effect sub-scale of PNAS (Table 4).

The reliability of a scale refers to the consistency in the results by repeating it again and again (Rothman et al, 2008). The mean scores of emotional intelligence and its sub-factors retrieved from the 3 consecutive studies are constant with each other (Table 1). Internal consistency or homogeneity is an important factor in the reliability of a scale.⁴⁹ Cronbach alpha is the most used measure for internal consistency reliability.⁵⁰ The Cronbach's alpha reliability for EIS was good in study 1 (Table 1; $\alpha=0.824$), study 2 (Table 1; $\alpha=0.808$), and study 3 (Table 1; $\alpha=0.807$). The alpha for its sub-scales in all the studies ranged between 0.803 and 0.895 (Table 1). Item-total and item-scale correlations are also important in measuring the reliability of a scale.⁵¹ The item-total and item-scale correlations were highly significant for all the items of EIS, in all the 3 studies (Table 3).

Additional Findings

The studies revealed a significantly higher level of emotional intelligence in men as compared to women (Table 5; $M = 57.52$ vs 53.56 ; $p=0.000$; Cohen's $d=0.404$). Men also had significantly higher levels on 3 out of 4 sub-scales of emotional intelligence, ie, satisfaction (Table 5; $M = 15.56$ vs 14.44 ; $p=0.000$; Cohen's $d=0.273$), expressions (Table 5; $M = 12.11$ vs 10.26 ; $p=0.000$; Cohen's $d=0.440$), and regulation (Table 5; $M = 12.92$ vs 11.84 ; $p=0.000$; Cohen's $d=0.242$). Men and women did not project significant differences on the interaction, ie, the sub-scale of emotional intelligence. Men also projected significantly higher scores on social intelligence (Table 5; $M = 40.38$ vs 37.75 ; $p=0.000$; Cohen's $d=0.367$) and the positive effects sub-scale of PNAS (Table 5; $M = 31.82$ vs 29.19 ; $p=0.000$; Cohen's $d=0.290$). Women projected significantly higher scores on the negative effects sub-scale of PNAS (Table 5; $M = 26.62$ vs 25.18 ; $p=0.039$; Cohen's $d=0.142$).

Age had significantly positive correlations with emotional intelligence (Table 4; $r=0.078$; $p<0.05$), emotional regulation (Table 4; $r=0.100$; $p<0.01$), and positive emotional effects (Table 4; $r=0.153$; $p<0.01$). Age had a significantly inverse correlation with negative emotional effects (Table 4; $r=-0.114$; $p<0.01$). Education had

Table 2 Factor Structure of Emotional Intelligence Scale

Item No.	Item	Study 1 (PCA)				Study 2 (EFA)				Study 3 (CFA)			
		IS	EE	ER	ES	IS	EE	ER	ES	IS	EE	ER	ES
1	I am happy with my life.	0.771	−0.001	0.072	0.004	0.730	0.143	0.159	−0.023	0.753	0.095	0.138	−0.004
2	I am usually relaxed.	0.793	0.054	0.228	−0.071	0.815	0.166	0.187	0.023	0.785	0.163	0.266	−0.019
3	I can sleep well.	0.770	0.144	0.127	−0.029	0.718	0.017	0.128	−0.014	0.701	0.018	0.135	0.007
4	I consider myself fully capable of expressing my emotions anywhere and anytime.	0.229	0.801	0.008	0.031	0.270	0.783	0.065	0.059	0.265	0.782	0.068	0.053
5	I always want to express my emotions freely.	−0.140	0.760	−0.004	−0.133	−0.019	0.759	−0.051	−0.005	0.040	0.727	−0.093	−0.027
6	I can express my emotions in words.	0.127	0.759	0.057	0.170	0.105	0.741	0.119	0.073	−0.004	0.725	0.237	0.104
7	I can control my mood the way I wish.	0.130	0.112	0.761	0.097	0.162	0.076	0.767	0.196	0.223	0.108	0.757	0.136
8	I can control my anger easily.	0.027	0.000	0.764	0.028	0.057	−0.021	0.834	0.066	0.055	−0.014	0.801	0.073
9	I never get sad because of others.	0.303	−0.046	0.791	−0.069	0.253	0.071	0.761	−0.088	0.218	0.067	0.788	−0.086
10	I can understand the feelings of others the way they feel.	−0.094	0.062	0.143	0.789	−0.049	−0.011	0.139	0.800	−0.016	−0.018	0.113	0.831
11	I can understand the emotions of others around me.	−0.105	−0.080	0.022	0.800	−0.148	0.014	0.094	0.828	−0.107	0.023	0.069	0.836
12	People interact with me comfortably.	0.303	0.163	−0.226	0.748	0.342	0.181	−0.133	0.793	0.338	0.225	−0.171	0.789

Notes: Extraction Method: Principal Component Analysis; Rotation Method: Oblimin with Kaiser Normalization; Factor structure is Bold.

Abbreviations: IS, Intrinsic Satisfaction; EE, Emotional Expression; ER, Emotional Regulation; ES, Extrinsic Satisfaction.

Table 3 Communalities, Item-Total and Item-Scale Correlations for Emotional Intelligence Scale

Item	Study 1 (PCA)						Study 2 (EFA)						Study 3 (CFA)					
	Ext.	EIS	IS	EE	ER	ES	Ext.	EIS	IS	EE	ER	ES	Ext.	EIS	IS	EE	ER	ES
1	0.600	0.451**	0.738**				0.679	0.563**	0.765**				0.695	0.546**	0.758**			
2	0.689	0.555**	0.808**				0.727	0.652**	0.853**				0.714	0.662**	0.840**			
3	0.687	0.522**	0.771**				0.632	0.513**	0.769**				0.609	0.514**	0.771**			
4	0.696	0.560**		0.837**			0.694	0.624**		0.828**			0.688	0.615**		0.819**		
5	0.614	0.294**		0.773**			0.679	0.410**		0.744**			0.640	0.401**		0.731**		
6	0.683	0.508**		0.700**			0.680	0.533**		0.753**			0.693	0.526**		0.730**		
7	0.618	0.398**			0.774**		0.659	0.586**			0.797**		0.652	0.623**			0.809**	
8	0.685	0.446**			0.728**		0.704	0.488**			0.805**		0.651	0.492**			0.782**	
9	0.647	0.456**			0.696**		0.692	0.464**			0.659**		0.605	0.467**			0.674**	
10	0.655	0.273**				0.741**	0.663	0.287**				0.783**	0.704	0.285**				0.783**
11	0.657	0.128*				0.666**	0.717	0.228**				0.773**	0.715	0.228**				0.753**
12	0.670	0.346**				0.609**	0.619	0.393**				0.695**	0.634	0.355**				0.667**

Notes: **Correlation is significant at the 0.01 level (2-tailed); *Correlation is significant at the 0.05 level (2-tailed).

Abbreviations: Ext., Extraction; EIS, Item-total correlation with Emotional Intelligence Scale; IS, Item-scale correlation with Intrinsic Satisfaction; EE, Item-scale correlation with Emotional Expression; ER, Item-scale correlation with Emotional Regulation; ES, Item-scale correlation with Extrinsic Satisfaction.

Table 4 The Understudied Correlations

	Intrinsic Satisfaction	Emotional Expressions	Emotional Regulation	Extrinsic Satisfaction	Emotional Intelligence Measure	Social Intelligence Scale	Positive Affect	Negative Affect	Age	Education
Emotional Intelligence Scale	0.726**	0.675**	0.699**	0.401**	0.459**	0.523**	0.406**	-0.332**	0.078*	0.097**
Intrinsic Satisfaction		0.277**	0.392**	0.080*	0.261**	0.358**	0.351**	-0.406**	0.064	0.102**
Emotional Expression			0.172**	0.163**	0.278**	0.251**	0.233**	-0.070*	0.035	0.043
Emotional Regulation				0.119**	0.288**	0.417**	0.285**	-0.286**	0.100**	0.072*
Extrinsic Satisfaction					0.420**	0.340**	0.139**	-0.039	-0.028	0.018
Emotional Intelligence Measure						0.530**	0.292**	-0.269**	0.048	0.047
Social Intelligence Scale							0.321**	-0.285**	-0.018	0.074*
Positive Affect								-0.195**	0.153**	0.074*
Negative Affect									-0.114**	-0.033
Age										0.380**

Notes: **Correlation is significant at the 0.01 level (2-tailed); *Correlation is significant at the 0.05 level (2-tailed).

Table 5 Gender-Based Differences (N = 894)

Variables	Men (n=346)		Women (n=548)		t (892)	p	Cohen's d
	M	SD	M	SD			
Emotional Intelligence	57.526	10.112	53.564	9.627	5.878	0.000	0.404
Intrinsic Satisfaction	15.561	4.103	14.442	4.104	3.972	0.000	0.273
Emotional Expression	12.922	4.479	11.849	4.412	3.522	0.000	0.242
Emotional Regulation	12.116	4.197	10.263	4.222	6.406	0.000	0.440
Extrinsic Satisfaction	16.928	2.626	17.011	2.311	0.497	0.619	–
Social Intelligence	40.384	7.365	37.750	7.068	5.340	0.000	0.367
Positive Affect	31.827	9.067	29.193	9.084	4.225	0.000	0.290
Negative Affect	25.188	10.463	26.624	9.852	2.072	0.039	0.142

significantly positive correlations with emotional intelligence (Table 4; $r=0.097$; $p<0.05$), emotional satisfaction (Table 4; $r=0.102$; $p<0.01$), emotional regulation (Table 4; $r=0.072$; $p<0.05$), social intelligence (Table 4; $r=0.074$; $p<0.05$), and positive emotional effects (Table 4; $r=0.074$; $p<0.01$). Emotional intelligence had significantly positive correlations with social intelligence (Table 4; $r=0.523$; $p<0.01$), and positive emotional effects (Table 4; $r=0.406$; $p<0.01$). Emotional intelligence had significantly inverse correlation with negative emotional effects (Table 4; $r=-0.332$; $p<0.01$).

Discussion

Studying intelligence and its sub-types has been an interesting area for researchers. The construct of emotional intelligence has been a significant area of debate since 1990. Several theorists have come up with valuable ideas in this regard. However, the definitions and structure of emotional intelligence have not been agreed upon. After reviewing the significant earlier models of emotional intelligence, eg, the ability-based model,²¹ the competent model,¹⁹ and the mixed model,^{52–54} the current study was aimed at simplifying the construct of emotional intelligence and presenting a brief scale to measure it. The current study developed and validated a new scale in this regard which was labelled as “Emotional Intelligence Scale (EIS)”. EIS comprises 12 items in English and has 4 sub-scales namely emotional expression, emotional regulation, intrinsic emotional satisfaction, and extrinsic emotional satisfaction. The reliability and validity of EIS was evaluated through a series of 3 consecutive studies by involving 1894 participants and by applying principal component analysis, exploratory factor analysis, confirmatory factor analysis, convergent validity, and discriminant validity. Emotional intelligence was defined as an “ability to express and regulate emotions for intrinsic and extrinsic emotional satisfaction”. This definition covers the four important sub-factors of emotional intelligence (emotional expression, emotional regulation, intrinsic emotional satisfaction, and extrinsic emotional satisfaction) that have also been previously regarded as significant contributors to emotional intelligence. The combination of these factors intends to unite the earlier models of emotional intelligence under a shared platform. Items 1 to 3 of the EIS are related to intrinsic emotional satisfaction. Items 10 to 12 of the EIS are related to the extrinsic emotional satisfaction. Several earlier researchers have considered intrinsic emotional satisfaction as an important component for emotional intelligence and the ultimate goal of emotions.^{35,55} Likewise, the role of emotions has also been highly established in social adaptation.^{56,57} Several earlier researchers have correlated higher emotional intelligence with better social interactions.^{58–60} Managing the emotions of others, apart from managing one’s own emotions, has also been considered important for emotional intelligence.³⁴ Emotional aspects play a vital role in social interactions.⁵⁸ Social inhibition, on the other hand, comprises difficulty in talking to others, fear of being negatively evaluated, and social withdrawal.⁶¹ It stops a person to function appropriately in social settings⁶² and generates several emotional problems.⁶³ The intrinsic and extrinsic emotional satisfaction, therefore, are the ultimate objective of emotional intelligence which are achieved through the process of emotional expression and emotional regulation. Items 4 to 6 of the EIS are related to emotional expression. Expressions are regarded mandatory for emotions⁶⁴ and have established cathartic effects.^{65–68} Emotional suppression, on the other hand, reduces emotional experience.⁵⁸ It has been regarded harmful for mental health⁶⁹ and relational strengths.⁷⁰ Items 7 to 9 of the EIS are related to emotional regulation. Emotional regulation is how a person can effectively manage his/her emotions.⁷¹ It is based on awareness, goals, and strategies.⁷² This can be

conscious or unconscious.⁷³ Several earlier researchers have considered emotional regulation as an important component for emotional intelligence.^{74,75} Identifying, perceiving, and understanding emotions have been regarded an essential part of emotional intelligence.³⁴ The four factors (emotional expression, emotional regulation, intrinsic emotional satisfaction, and extrinsic emotional satisfaction) that comprised EIS, therefore, are all theoretically associated with the construct of emotional intelligence. The same theoretical association has been statistically verified by the current study. In consistent to the earlier studies,⁷⁶ the current study also found significantly positive correlation between emotional and social intelligence. The additional findings of the current study reveal a significantly higher level of emotional intelligence in men as compared to women. The earlier studies reveal mixed results in this regard. These mixed results have been attributed to the variety of diversified scales used to assess emotional intelligence.⁷⁷ Some studies report women having higher emotional intelligence.^{78–83} The emotionality of women can also be related to their moral values which are higher than men.⁸⁴ Studies also reveal no significant differences in emotional intelligence based on gender.^{29,78,85–89} Plenty of other studies, on the other hand, have reported men to be better when it comes to emotional regulation, managing impulses, and coping with stress.^{81,90–97} The current study also revealed significantly positive correlations of emotional intelligence with age and education which were in align with the earlier literature.^{98–100}

Conclusion

The objective of the current study was to develop and validate a brief scale to measure emotional intelligence in a simplified way. The study reviewed the earlier models of emotional intelligence and summarized emotional intelligence as an “ability to express and regulate emotions for intrinsic and extrinsic emotional satisfaction”. Emotional Intelligence Scale (EIS), comprising 12 items in English, was developed and validated. The scale was based on the four core factors of emotional intelligence which were retrieved and summarized from the earlier literature. These factors included emotional expression, emotional regulation, intrinsic emotional satisfaction, and extrinsic emotional satisfaction. The newly developed scale was regarded to be the shortest ever scale to measure emotional intelligence in a theoretically and statistically validated way.

Implications

The current research would be highly beneficial for future researchers as it has compiled and summarized the earlier theories on emotional intelligence. The newly developed and validated scale on emotional intelligence is far brief and comprehensive as compared to the earlier scales of similar nature. This will save time and energies of future researchers and their respondents. Future researchers are encouraged to translate this scale in their local languages to facilitate a broader community of researchers.

Disclosure

The authors report no conflicts of interest in this work.

References

1. Gottfredson LJ, Saklofske DH. Intelligence: foundations and issues in assessment. *Can Psychol.* 2009;50(3):183–195. doi:10.1037/a0016641
2. Wechsler D. Intelligence defined and undefined: a relativistic appraisal. *Am Psychol.* 1975;30(2):135–139. doi:10.1037/h0076868
3. Gottfredson LS. Mainstream science on intelligence: an editorial with 52 signatories, history, and bibliography. *Intelligence.* 1997;24(1):13–23. doi:10.1016/s0160-2896(97)90011-8
4. Sternberg RJ. Images of mindfulness. *J Soc Issues.* 2000;56(1):11–26. doi:10.1111/0022-4537.00149
5. Das JP. A better look at intelligence. *Curr Dir Psychol Sci.* 2002;11(1):28–33. doi:10.1111/1467-8721.00162
6. Legg S, Hutter M. A collection of definitions of intelligence. *Front Artif Intell Appl.* 2007;157:17. doi:10.48550/arXiv.0706.3639
7. Ma C, Schapira M. The bell curve: intelligence and class structure in American life. *Simon and Schuster.* 2017. doi:10.4324/9781912282470
8. Nisbett RE, Aronson J, Blair C, et al. Intelligence: new findings and theoretical developments. *Am Psychol.* 2012;67(2):130–159. doi:10.1037/a0026699
9. Thurstone LL. The nature of general intelligence and ability (Iii). *Br J Psychol Gen Sect.* 1924;14(3):243–247. doi:10.1111/j.2044-8295.1924.tb00134.x
10. Sternberg RJ. Implicit theories of intelligence, creativity, and wisdom. *J Pers Soc Psychol.* 1985;49(3):607–627. doi:10.1037/0022-3514.49.3.607
11. Di Fabio A, Palazzeschi L. An in-depth look at scholastic success: fluid intelligence, personality traits or emotional intelligence? *Pers Individ Dif.* 2009;46(5–6):581–585. doi:10.1016/j.paid.2008.12.012

12. Kane MJ, Engle RW. The role of prefrontal cortex in working-memory capacity, executive attention, and general fluid intelligence: an individual-differences perspective. *Psychon Bull Rev*. 2002;9(4):637–671. doi:10.3758/BF03196323
13. Saggino A, Perfetti B, Spironi G, Galati G. Fluid Intelligence and Executive Functions: new Perspectives. In: Wesley LV, editor. *Intelligence: New Research*. Nova Science Publishers; 2006:1–22.
14. Aartsen MJ, Martin M, Zimprich D. Gender differences in level and change in cognitive functioning: results from the longitudinal aging study Amsterdam. *Gerontology*. 2004;50(1):35–38. doi:10.1159/000074387
15. Gardner H. Reflections on multiple intelligences: myths and messages. *Phi Delta Kappan*. 1995;77:200.
16. Greiner L, Ennsfellner I. Management consultants as professionals, or are they? *Organ Dyn*. 2010;39(1):72. doi:10.1016/j.orgdyn.2009.10.003
17. Ashkanasy NM, Daus CS. Rumors of the death of emotional intelligence in organizational behavior are vastly exaggerated. *J Organ Behav*. 2005;26(4):441–452. doi:10.1002/job.320
18. Salovey PE, Sluyter DJ. *Emotional Development and Emotional Intelligence: Educational Implications*. Basic Books; 1997.
19. Goleman D. *Emotional Intelligence*. Bantam Books; 1995. Available from: http://www.academia.edu/download/5650405/working_with_emotional_intelligence.pdf. Accessed December 21, 2022.
20. Salovey P, Mayer JD. Emotional intelligence. *Imagination Cogn Personal*. 1990;9(3):185–211. doi:10.2190/DUGG-P24E-52WK-6CDG
21. Mayer JD, Salovey P. What is emotional intelligence? In: Salovey P, Sluyter D, editors. *Emotional Development and Emotional Intelligence: Educational Implications*. Basic books; 1997.
22. Cooper RK, Sawaf A. *Executive EQ: Emotional Intelligence in Business*. Orion Business Books; 1997.
23. Petrides KV, Sanchez-Ruiz MJ, Siegling AB, Saklofske DH, Mavroveli S. Emotional intelligence as personality: measurement and role of trait emotional intelligence in educational contexts. In: Keefer K, Parker J, Saklofske D, editors. *Emotional Intelligence in Education*. Springer; 2018:49–81.
24. Sotiroska Ivanoska K. [Review] Work in the 21st century: an introduction to industrial and organizational psychology, by Frank J. Landy & Jeffrey M. Conte. *Psychol Sci Pract*. 2018;3:127–131. doi:10.37509/psyscip183127si
25. Matthews G, Zeidner M, Roberts RD. Emotional intelligence: science and myth - introduction. In: *Emotional Intelligence: Science and Myth*. MIT press; 2003.
26. Fernández-Bercoac P, Extremera N. Emotional intelligence: a theoretical and empirical review of its first 15 years of history. *Psicothema*. 2006;18(SUPPL.1):7–12.
27. MacCann C, Matthews G, Zeidner M, Roberts R. The assessment of emotional intelligence: on frameworks, fissures, and the future. In: Geher G, editor. *Measuring Emotional Intelligence: Common Ground and Controversy*. Nova Science Publishers; 2004:21–52.
28. Taylor GJ, Ryan D, Bagby RM. Toward the development of a new self-report alexithymia scale. *Psychother Psychosom*. 1985;44(4):191–199. doi:10.1159/000287912
29. Bar-on R. The Emotional Quotient Inventory (EQ-i): a test of emotional intelligence. In: Geher G, editor. *Measuring Emotional Intelligence: Common Ground and Controversy*. Nova Science Publishers; 2004:115–145.
30. Bernet M. Emotional intelligence: components and correlates. In: *104th Annual Convention of American Psychological Association*. ERIC; 1996. Available from: <https://eric.ed.gov/?id=ED408535>. Accessed December 21, 2022.
31. Schutte NS, Malouff JM, Hall LE, et al. Development and validation of a measure of emotional intelligence. *Pers Individ Dif*. 1998;25(2):167–177. doi:10.1016/S0191-8869(98)00001-4
32. Petrides KV, Furnham A. On the dimensional structure of emotional intelligence. *Pers Individ Dif*. 2000;29(2):313–320. doi:10.1016/S0191-8869(99)00195-6
33. Salovey P, Mayer JD, Goldman SL, Turvey C, Palfai TP. Emotional attention, clarity, and repair: exploring emotional intelligence using the Trait Meta-Mood Scale. In: Pennebaker JW editor. *Emotion, Disclosure, & Health*. American Psychological Association; 2004:125–154. doi:10.1037/10182-006
34. Mayer JD, Salovey P, Caruso DR. Mayer-salovey-caruso emotional intelligence test™. In: *MHS Assessments*. Multi-Health Systems Incorporated; 2002: 1–11. Available from: <https://humancapitaltalent.co.za/wp-content/uploads/2018/11/MSCEIT-Personal-Summary-Report.pdf>. Accessed December 21, 2022.
35. Di Fabio A, Saklofske DH. Promoting individual resources: the challenge of trait emotional intelligence. *Pers Individ Dif*. 2014;65:19–23. doi:10.1016/j.paid.2014.01.026
36. Cobb CD, Mayer JD. Emotional intelligence: what the research says. *Educ Leadersh*. 2000;58(3):14–18.
37. Cohn MA, Fredrickson BL, Brown SL, Mikels JA, Conway AM. Happiness unpacked: positive emotions increase life satisfaction by building resilience. *Emotion*. 2009;9(3):361. doi:10.1037/a0015952
38. Di Fabio A, Kenny ME. From decent work to decent lives: Positive Self and Relational Management (PS&RM) in the twenty-first century. *Front Psychol*. 2016;7:361. doi:10.3389/fpsyg.2016.00361
39. Thomas LL, Kuncel NR, Crede M. Noncognitive variables in college admissions: the case of the non-cognitive questionnaire. *Educ Psychol Meas*. 2007;67(4):635–657. doi:10.1177/0013164406292074
40. Görgens-Ekermans G, Brand T. Emotional intelligence as a moderator in the stress–burnout relationship: a questionnaire study on nurses. *J Clin Nurs*. 2012;21(15-16):2275–2285. doi:10.1111/j.1365-2702.2012.04171.x
41. Watson D, Clark LA, Tellegen A. Development and validation of brief measures of positive and negative affect: the PANAS scales. *J Pers Soc Psychol*. 1988;54(6):1063–1070. doi:10.1037/0022-3514.54.6.1063
42. Cook DA, Beckman TJ. Current concepts in validity and reliability for psychometric instruments: theory and application. *Am J Med*. 2006;119(2):166.e7–166.e16. doi:10.1016/j.amjmed.2005.10.036
43. Devon HA, Block ME, Moyle-Wright P, et al. A psychometric toolbox for testing validity and reliability. *J Nurs Scholarsh*. 2007;39(2):155–164. doi:10.1111/j.1547-5069.2007.00161.x
44. Kaiser HF. An index of factorial simplicity. *Psychometrika*. 1974;39(1):31–36. doi:10.1007/BF02291575
45. Bartlett MS. Tests of Significance in Factor Analysis. *Br J Stat Psychol*. 1950;3(2):77–85. doi:10.1111/j.2044-8317.1950.tb00285.x
46. Osborne JW, Costello AB, Kellow JT. Best practices in exploratory factor analysis. In: *Best Practices in Quantitative Methods*. SAGE Publications, Inc; 2008:86–99.

47. Lowry PB, Gaskin J. Partial least squares (PLS) structural equation modeling (SEM) for building and testing behavioral causal theory: when to choose it and how to use it. *IEEE Trans Prof Commun.* **2014**;57(2):123–146. doi:10.1109/TPC.2014.2312452
48. Drost E. Validity and Reliability in Social Science Research. *Educ Res Perspect.* **2011**;38(1):105–123.
49. Wong KL, Ong SF, Kuek TY. Constructing a survey questionnaire to collect data on service quality of business academics. *Eur J Soc Sci.* **2012**;29(2):209–221.
50. Litwin M. *How to Measure Survey Reliability and Validity.* Vol. 7. Sage; **2014**. doi:10.4135/9781483348957
51. DeVellis RF. *Scale Development: Theory and Applications.* Vol. 26. Sage publications; **2016**.
52. Bar-On R. Emotional and social intelligence: insights from the Emotional Quotient Inventory. In: Bar-On R, Parker JDA, editors. *The Handbook of Emotional Intelligence: Theory, Development, Assessment, and Application at Home, School, and in the Workplace.* Jossey-Bass; **2000**:363–388.
53. Richard E, Boyatzis DG, Rhee K, et al. Clustering competence in emotional intelligence: insights from the Emotional Competence Inventory (ECI). In: On RB, Parker JDA, editors. *Handbook of Emotional Intelligence.* Jossey-Bass; **2000**. 343–362.
54. Petrides KV, Furnham A. Trait emotional intelligence: behavioural validation in two studies of emotion recognition and reactivity to mood induction. *Eur J Pers.* **2003**;17(1):39–57. doi:10.1002/per.466
55. Petrides KV, Pita R, Kokkinaki F. The location of trait emotional intelligence in personality factor space. *Br J Psychol.* **2007**;98(2):273–289. doi:10.1348/000712606X120618
56. Tooby J, Cosmides L. The evolutionary psychology of the emotions and their relationship to internal regulatory variables. In: Lewis J, Haviland-Jones M, Barrett LF, editors. *Handbook of Emotions.* The Guilford Press; **2008**:114–137.
57. Husain W. Components of psychosocial health. *Health Educ.* **2022**;122(4):387–401. doi:10.1108/HE-05-2021-0084
58. Gross JJ, John OP. Individual differences in two emotion regulation processes: implications for affect, relationships, and well-being. *J Pers Soc Psychol.* **2003**;85(2):348–362. doi:10.1037/0022-3514.85.2.348
59. Whelan DC, Zelenski JM. Experimental evidence that positive moods cause sociability. *Soc Psychol Personal Sci.* **2012**;3(4):430–437. doi:10.1177/1948550611425194
60. Moore SA, Zoellner LA, Mollenholt N. Are expressive suppression and cognitive reappraisal associated with stress-related symptoms? *Behav Res Ther.* **2008**;46(9):993–1000. doi:10.1016/j.brat.2008.05.001
61. Duijndam S, Karreman A, Denollet J, Kupper N. Emotion regulation in social interaction: physiological and emotional responses associated with social inhibition. *Int J Psychophysiol.* **2020**;158:62–72. doi:10.1016/j.ijpsycho.2020.09.013
62. Denollet J, Duijndam S. The multidimensional nature of adult social inhibition: inhibition, sensitivity and withdrawal facets of the SIQ15. *J Affect Disord.* **2019**;245:569–579. doi:10.1016/j.jad.2018.11.035
63. Rapee RM. The development and modification of temperamental risk for anxiety disorders: prevention of a lifetime of anxiety? *Biol Psychiatry.* **2002**;52(10):947–957. doi:10.1016/S0006-3223(02)01572-X
64. Keltner D, Sauter D, Tracy J, Cowen A. Emotional expression: advances in basic emotion theory. *J Nonverbal Behav.* **2019**;43(2):133–160. doi:10.1007/s10919-019-00293-3
65. Nichols MP, Efran JS. Catharsis in psychotherapy: a new perspective. *Psychotherapy.* **1985**;22(1):46–58. doi:10.1037/h0088525
66. Klopstch A. Catharsis and self-regulation revisited: scientific and clinical considerations. *Bioenerg Anal.* **2005**;15(1):101–132. doi:10.30820/0743-4804-2005-15-101
67. Scharfetter A. *Athena Awakening: A Theoretical Exploration of Cathartic Integration Within Psychedelic-Assisted Psychotherapy for Post-Traumatic Stress Disorder.* Vol. 78. California Institute of Integral Studies; **2018**. Available from: <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc14&NEWS=N&AN=2017-33540-034>. Accessed December 21, 2022.
68. Husain W. The psychosocial variations in grieving parental and spousal death. *J Loss Trauma.* **2020**;25(1):99–104. doi:10.1080/15325024.2019.1645926
69. John OP, Gross JJ. Healthy and unhealthy emotion regulation: personality processes, individual differences, and life span development. *J Pers.* **2004**;72(6):1301–1334. doi:10.1111/j.1467-6494.2004.00298.x
70. Cameron LD, Overall NC. Suppression and expression as distinct emotion-regulation processes in daily interactions: longitudinal and meta-analyses. *Emotion.* **2018**;18(4):465–480. doi:10.1037/emo0000334
71. Peña-Sarrionandia A, Mikolajczak M, Gross JJ. Integrating emotion regulation and emotional intelligence traditions: a meta-analysis. *Front Psychol.* **2015**;6. doi:10.3389/fpsyg.2015.00160
72. Gross JJ, Jazaieri H. Emotion, emotion regulation, and psychopathology: an affective science perspective. *Clin Psychol Sci.* **2014**;2(4):387–401. doi:10.1177/2167702614536164
73. Mauss IB, Evers C, Wilhelm FH, Gross JJ. How to bite your tongue without blowing your top: implicit evaluation of emotion regulation predicts affective responding to anger provocation. *Personal Soc Psychol Bull.* **2006**;32(5):589–602. doi:10.1177/0146167205283841
74. Mayer JD, Salovey P. Emotional intelligence and the construction and regulation of feelings. *Appl Prev Psychol.* **1995**;4(3):197–208. doi:10.1016/S0962-1849(05)80058-7
75. Mayer JD, Roberts RD, Barsade SG. Human abilities: emotional intelligence. *Annu Rev Psychol.* **2008**;59:507–536. doi:10.1146/annurev.psych.59.103006.093646
76. Crowne KA. The relationships among social intelligence, emotional intelligence and cultural intelligence. *Organ Manag J.* **2009**;6(3):148–163. doi:10.1057/omj.2009.20
77. Trinidad SN, Pablo FB, Juan M, Jose ML. Does emotional intelligence depend on gender? The socialization of emotional competencies in men and women and its implications. *Electron J Res Educ Psychol.* **2008**;15(6):455–474.
78. Brackett MA, Mayer JD. Convergent, discriminant, and incremental validity of competing measures of emotional intelligence. *Personal Soc Psychol Bull.* **2003**;29(9):1147–1158. doi:10.1177/0146167203254596
79. Ciarrochi JV, Chan AYC, Caputi P. A critical evaluation of the emotional intelligence construct. *Pers Individ Dif.* **2000**;28(3):539–561. doi:10.1016/S0191-8869(99)00119-1
80. Farrelly D, Austin EJ. Ability EI as an intelligence? Associations of the MSCEIT with performance on emotion processing and social tasks and with cognitive ability. *Cogn Emot.* **2007**;21(5):1043–1063. doi:10.1080/02699930601069404

81. Goldenberg I, Matheson K, Mantler J. The assessment of emotional intelligence: a comparison of performance-based and self-report methodologies. *J Pers Assess*. 2006;86(1):33–45. doi:10.1207/s15327752jpa8601_05
82. McIntyre HH. Gender differences in the nature and linkage of higher-order personality factors to trait and ability emotional intelligence. *Pers Individ Dif*. 2010;48(5):617–622. doi:10.1016/j.paid.2009.12.019
83. Joseph DL, Newman DA. Emotional Intelligence: an integrative meta-analysis and cascading model. *J Appl Psychol*. 2010;95(1):54–78. doi:10.1037/a0017286
84. Husain W. Women are the better halves: gender-based variations in virtues and character strengths. *J Hum Values*. 2021;28(2):103–114. doi:10.1177/09716858211039984
85. Bar-On R, Brown JM, Kirkcaldy BD, Thomé EP. Emotional expression and implications for occupational stress; an application of the Emotional Quotient Inventory (EQ-i). *Pers Individ Dif*. 2000;28(6):1107–1118. doi:10.1016/S0191-8869(99)00160-9
86. Brackett MA, Rivers SE, Shiffman S, Lerner N, Salovey P. Relating emotional abilities to social functioning: a comparison of self-report and performance measures of emotional intelligence. *J Pers Soc Psychol*. 2006;91(4):780–795. doi:10.1037/0022-3514.91.4.780
87. Brown RF, Schutte NS. Direct and indirect relationships between emotional intelligence and subjective fatigue in university students. *J Psychosom Res*. 2006;60(6):585–593. doi:10.1016/j.jpsychores.2006.05.001
88. Dawda D, Hart SD. Assessing emotional intelligence: reliability and validity of the Bar-On Emotional Quotient Inventory (EQ-i) in university students. *Pers Individ Dif*. 2000;28(4):797–812. doi:10.1016/S0191-8869(99)00139-7
89. Lumley MA, Gustavson BJ, Partridge RT, Labouvie-Vief G. Assessing alexithymia and related emotional ability constructs using multiple methods: interrelationships among measures. *Emotion*. 2005;5(3):329–342. doi:10.1037/1528-3542.5.3.329
90. Austin EJ, Evans P, Goldwater R, Potter V. A preliminary study of emotional intelligence, empathy and exam performance in first year medical students. *Pers Individ Dif*. 2005;39(8):1395–1405. doi:10.1016/j.paid.2005.04.014
91. Brackett MA, Warner RM, Bosco JS. Emotional intelligence and relationship quality among couples. *Pers Relatsh*. 2005;12(2):197–212. doi:10.1111/j.1350-4126.2005.00111.x
92. Fernandez-Berrocá P, Extremera N, Ramos N. Validity and reliability of the Spanish modified version of the Trait Meta-Mood Scale. *Psychol Rep*. 2004;94(31):751–755. doi:10.2466/pr0.94.3.751-755
93. Van Rooy DL, Alonso A, Viswesvaran C. Group differences in emotional intelligence scores: theoretical and practical implications. *Pers Individ Dif*. 2005;38(3):689–700. doi:10.1016/j.paid.2004.05.023
94. Husain W. Prevalent tendencies for mental disorders in Pakistan. *Clínica y Salud*. 2018;29(1):34–38. doi:10.5093/clysa2018a6
95. Husain W, Faize FA. Public awareness of psychological problems in Pakistan. *Ment Heal Rev J*. 2020;25(1):35–45. doi:10.1108/MHRJ-09-2019-0033
96. Husain W. Barriers in seeking psychological help: public perception in Pakistan. *Commun Ment Health J*. 2020;56(1):75–78. doi:10.1007/s10597-019-00464-y
97. Husain W, Gulzar A, Tofail S. How Pakistanis cope with stress? *Pakistan Perspect*. 2016;21(2):189–206.
98. Mayer JD, Caruso DR, Salovey P. Emotional intelligence meets traditional standards for an intelligence. *Intelligence*. 1999;27(4):267–298. doi:10.1016/S0160-2896(99)00016-1
99. Denham SA, Children N, Bassett HH, Echeverria D, Knox SS. Assessing social-emotional development in children from a longitudinal perspective for the national children's study. *J Epidemiol Commun Heal*. 2009;63(Suppl 1):i37–i52. doi:10.1136/jech.2007.070797
100. Estrada M, Monferrer D, Rodríguez A, Moliner MÁ. Does emotional intelligence influence academic performance? The role of compassion and engagement in education for sustainable development. *Sustain*. 2021;13(4):1721. doi:10.3390/su13041721

Psychology Research and Behavior Management

Dovepress

Publish your work in this journal

Psychology Research and Behavior Management is an international, peer-reviewed, open access journal focusing on the science of psychology and its application in behavior management to develop improved outcomes in the clinical, educational, sports and business arenas. Specific topics covered in the journal include: Neuroscience, memory and decision making; Behavior modification and management; Clinical applications; Business and sports performance management; Social and developmental studies; Animal studies. The manuscript management system is completely online and includes a very quick and fair peer-review system, which is all easy to use. Visit <http://www.dovepress.com/testimonials.php> to read real quotes from published authors.

Submit your manuscript here: <https://www.dovepress.com/psychology-research-and-behavior-management-journal>