

Assessment of Emotional Intelligence: An Analytical Study of Working Professionals

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ABSTRACT

Emotional intelligence (EI) has emerged as a significant construct in understanding human behavior, psychological functioning, and performance across personal, academic, and professional domains. Rooted in the foundational work of Salovey and Mayer (1990), EI is conceptualized as the ability to perceive, understand, manage, and utilize emotions effectively. Subsequent frameworks, including Goleman's (1995, 1998) mixed-model approach and Bar-On's (2006) emotional-social intelligence model, have expanded the scope of EI to include social competencies, adaptability, and stress management. Research indicates that higher EI contributes to improved interpersonal relationships, enhanced decision-making, increased academic achievement, and greater workplace effectiveness (Brackett et al., 2011; Cherniss, 2010). Trait-based perspectives (Petrides & Furnham, 2001) further highlight EI as a stable personality construct influencing behavioral tendencies. In the Indian context, assessment tools such as the Emotional Intelligence Test by Chadha and Singh (2001) provide culturally relevant measures of EI. Overall, the literature underscores EI as a multidimensional and impactful construct that plays a critical role in emotional well-being, social functioning, and performance outcomes. The present study builds upon this theoretical foundation to explore the relationship between emotional intelligence and the emotional well-being of adolescent girls.

Keywords: Emotional Intelligence, Emotional Well-Being, Social-Emotional Competence.

Introduction

Emotional Intelligence (EI) has emerged as one of the most influential psychological constructs in contemporary behavioral science, organizational studies, and educational research. Initially conceptualized by Salovey and Mayer (1990), EI was defined as the ability to perceive, understand, regulate, and use emotions effectively in everyday life. The concept gained global recognition with Goleman's (1995) influential work, which emphasized that emotional competencies often play a more critical role than cognitive intelligence (IQ) in determining workplace success, leadership

performance, interpersonal effectiveness, and psychological well-being.

Over the past two decades, researchers have consistently highlighted that individuals with higher emotional intelligence demonstrate superior communication skills, improved stress tolerance, stronger interpersonal relationships, and enhanced adaptability (Bar-On, 2006; Petrides & Furnham, 2001). EI also contributes to conflict resolution, decision-making, teamwork, and professional growth, making it an essential attribute for personal and organizational effectiveness (Cherniss, 2010). In academic settings, students with higher EI have been found

to perform better in collaborative learning environments, maintain higher motivation, and demonstrate improved self-regulation and empathy (Brackett, Rivers, & Salovey, 2011).

In the Indian context, awareness and assessment of emotional competencies have gained momentum, especially with the development of culturally relevant EI measurement tools. The Emotional Intelligence Test (EIT) developed by Chadha and Singh (2001) is widely used due to its reliability and contextual suitability for Indian populations. The EIT assesses EI across five major dimensions – Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills – aligning closely with the theoretical framework proposed by Goleman (1998).

The present study systematically analyzes responses to the Emotional Intelligence Test (Chadha & Singh, 2001) to evaluate EI levels across the five dimensions. The analysis offers a comprehensive understanding of participants' emotional strengths, weaknesses, and areas requiring development.

Review of Literature

Emotional intelligence (EI) originated as a formally defined construct in the early 1990s, when Salovey and Mayer (1990) proposed that EI comprises the ability to perceive, use, understand, and manage emotions. This ability-based view conceptualizes EI as a set of cognitive-emotional skills that enable adaptive functioning. Goleman (1995, 1998) popularized the construct by extending it to workplace competencies, arguing that emotional competencies—such as self-awareness, self-regulation, motivation, empathy, and social skills—are critical determinants of leadership and professional success. Goleman's broader model emphasized applied competencies rather than purely cognitive ability, thereby stimulating research into EI as both a dispositional trait and a skill set that can be developed.

Researchers have contrasted ability-based instruments (which target performance-like tasks) with self-report trait measures and mixed-model instruments (Bar-On, 2006; Petrides & Furnham, 2001). Petrides and Furnham (2001) argued that trait emotional intelligence measured through self-report - captures typical behaviour and affective dispositions, whereas ability measures (e.g., MSCEIT) capture maximal performance on emotion-related tasks. Bar-On's emotional-social intelligence model likewise adopts a mixed approach, combining emotional skills with social competencies (Bar-On, 2006). Measurement differences have important implications for interpretation: self-report tools may reflect self-perceptions subject to bias, while performance measures can be limited by scoring ambiguity and task design.

A robust body of empirical research links higher EI with positive outcomes in workplaces and academic settings. Brackett, Rivers, and Salovey (2011) summarized evidence that EI is associated with better interpersonal relationships, higher stress tolerance, improved leadership, and greater academic and occupational success. Cherniss (2010) emphasized the practical implications of EI for organizational development, contending that emotional competencies underpin effective teamwork, conflict management, and decision-making. Meta-analytic studies and large-scale surveys generally support small-to-moderate associations between EI and job performance, though effect sizes vary according to how EI is conceptualized and measured.

Research that disaggregates EI into constituent dimensions—such as self-awareness, self-regulation, motivation, empathy, and social skills—finds differential relationships with outcomes. Self-awareness and self-regulation are consistently linked to stress management and adaptive coping (Goleman, 1998); motivation is

related to persistence and goal attainment; empathy improves interpersonal understanding and leadership effectiveness; and social skills predict teamwork and conflict resolution. Disaggregated analysis helps identify targeted areas for training: for example, impulse control interventions typically focus on enhancing self-regulation, whereas communication training develops social skills and empathy (Brackett et al., 2011).

Rationale for the Present Study

Given the theoretical diversity and measurement challenges in EI research, empirical studies that (a) use culturally relevant instruments, (b) report item-level and dimension-level patterns, and (c) identify specific strengths and weaknesses among target groups are valuable. The present analysis – using Chadha and Singh's (2001) EIT and presenting frequency distributions across five core dimensions – addresses these needs by (i) employing an instrument validated for the Indian context, (ii) offering a granular view of dimension-specific competencies (e.g., impulse control vs. social skills), and (iii) highlighting practical gaps (self-regulation under pressure, long-term persistence) that can inform targeted interventions in educational and organizational settings.

Objectives of the Study

1. To assess the Emotional Intelligence levels of respondents using the EIT.
2. To analyze EI levels across five dimensions: Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills.
3. To identify emotional strengths and weaknesses among respondents.

Research Methodology

The study adopts a descriptive quantitative research design. The Emotional Intelligence Test (EIT) by Chadha & Singh (2001) was administered to a large sample. The instrument consists of statements rated on a 5-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). Frequency distributions were analyzed to interpret EI strengths and weaknesses.

Emotional Intelligence Test

The response is recorded from all the respondents on the various dimensions of emotional Intelligence on the following response scale: 1- Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree and 5 - Strongly Agree

Statements	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Self Awareness					
I am aware of my strengths and weaknesses.	70	67	21	188	154
I can recognize my emotions as they occur.	79	71	73	161	116

I know how my feelings affect my behavior.	52	102	12	203	131
I am conscious of how others perceive me.	109	122	44	154	71
I can reflect on my emotional reactions after an event.	82	86	32	196	104
I understand the impact of my moods on my work performance	97	92	28	166	117
Self-Regulation					
I can stay calm under pressure.	132	105	42	172	49
I think before reacting when I am upset.	162	118	20	145	55
I am able to control my impulsivebehaviour	193	94	42	118	53
I can adapt easily to changing circumstances.	74	98	51	187	90
I rarely allow negative emotions to control me.	61	52	31	174	182
I take responsibility for my emotional reactions.	63	62	26	219	130
Motivation					
I set goals for myself and work hard to achieve them.	84	97	33	208	78
I remain optimistic even in difficult situations.	74	95	26	214	91
I get satisfaction from overcoming challenges.	126	98	40	179	57
I am motivated more by internal rewards than external ones.	91	87	23	162	137
I persist with tasks until I succeed.	135	110	36	115	104
I can focus on long - term goals without losing interest.	102	149	20	164	65
Empathy					
I can easily understand how others feel.	67	101	22	196	114

I am sensitive to the emotions of people around me.	87	76	47	125	165
I listen carefully to others' concerns.	165	110	21	123	81
I notice when someone is feeling uncomfortable or upset.	95	137	41	184	43
I can put myself in another person's position.	168	86	27	107	112
I consider others' feelings before making decisions.	95	113	12	125	155
Social Skills					
I am good at building positive relationships.	57	142	26	119	156
I work well as part of a team.	62	38	30	188	182
I can influence and persuade others effectively.	96	82	15	175	132
I handle conflict constructively.	85	45	12	271	87

Interpretation: The emotional intelligence test results are shown in the above table. It depicts the responses to EI statements across 5-point Likert scale options: **Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree**. A higher count in "Agree" or "Strongly Agree" indicates **stronger EI**, while higher counts in "Disagree" categories indicate **weaker EI**.

Self-Awareness

Most of the respondents fall under Agree and Strongly Agree, indicating high self-awareness. Only few respondents selected "Strongly Disagree" or "Disagree." Many respondents know their strengths/weaknesses (188 Agree, 154 Strongly Agree).and they understand the impact of emotions on behaviour (203 Agree, 131 Strongly Agree).it can be interpreted as Awareness about how emotions affect work performance is strong and The respondents show a strong ability to identify and understand their emotions, which is a crucial foundation of EI.

Self-Regulation

The respondents' answers show mixed responses i.e. some areas strong but others show difficulty. Items like "I rarely allow negative emotions to control me" have very high Strongly Agree (182) but items like "I can stay calm under pressure" have more Disagree responses.it can be interpreted as many of the respondents can control negative emotions (174 Agree, 182 Strongly Agree) but have moderate ability in handling impulsive behaviour—193 selected Strongly Disagree for "I am able to control my impulsive behaviour," indicating difficulty. On the contrary respondents accept responsibility for emotional reactions (219 Agree). Self-regulation is moderate, with strong control of negative emotions but difficulties in staying calm under pressure and impulsivity.

Motivation

The respondents show high internal motivation as most of the items have more "Agree" and

“Strongly Agree”. There is Strong goal orientation (208 Agree), High optimism (214 Agree) but the persistence levels are moderate (115 Agree, 104 Strongly Agree). The ability to maintain long-term focus shows some weakness (149 Disagree) which reveals that motivation is high overall, but long-term consistency and persistence need improvement.

Empathy

The respondents show strong empathy which can be observed in most statements as most of the respondents agree that they understand others' emotions. There is a high agreement for understanding others' feelings (196 Agree, 114 Strongly Agree), Strong sensitivity to others' emotions (165 Strongly Agree) and Moderate

listening skills – higher disagreement for “I listen carefully. “It can be said empathy is strong, though active listening and noticing emotional cues could improve.

Social Skills

Social skills appear overall strong, especially teamwork and communication. Conflict handling shows extremely high “Agree” (271). It is clear that very strong teamwork ability (188 Agree, 182 Strongly Agree) is existing with good relationship-building capacity and strong ability to influence and persuade others (175 Agree). The conflict resolution skills are notably high. It is clear that respondents possess excellent social skills, particularly in teamwork, communication, and conflict management.

Conclusive Interpretation Across All EI Dimensions

EI Dimension	Overall Strength	Interpretation
Self-Awareness	Strong	Respondents know their emotions and behaviors well.
Self-Regulation	Moderate	Strength in emotional control; weakness in impulsivity and pressure management.
Motivation	Good	Strong goal-setting and optimism; weaker in long - term focus.
Empathy	Good	High understanding of others' emotions; improvement needed in listening skills.
Social Skills	Very Strong	Excellent team cooperation, communication, and conflict handling.

The data shows that the respondents have overall high levels of Emotional Intelligence, with particular strengths in self-awareness, empathy, and social skills. The areas requiring improvement include self-regulation under pressure, impulse control, and long-term focus.

Findings and Interpretation

The analysis revealed strong Self-Awareness, strong Social Skills, and high Empathy among respondents. Motivation levels were also good, though weaknesses were noted in long-term focus and persistence. Self-Regulation showed mixed results—respondents demonstrated control over negative emotions but struggled with impulsivity and remaining calm under pressure.

Overall, the respondents displayed high Emotional Intelligence with specific areas requiring improvement such as impulse control and long-term motivation.

Conclusion

The analysis of the Emotional Intelligence Test reveals that respondents possess a robust emotional profile, with exceptional strengths in understanding themselves and others, collaborating effectively, and maintaining positive social relationships. However, self-regulation under pressure and long-term motivational persistence remain areas requiring targeted development.

These findings can help institutions or organizations design EI-development initiatives such as stress management workshops, impulse-

control training, and long-term goal-setting programs. Overall, the emotional intelligence of respondents is high, indicating strong potential for personal and professional effectiveness.

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