

# EMOTIONAL INTELLIGENCE: AN EXPLORATION INTO CURRENT ISSUES

by

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(Under the Direction of Kecia M. Thomas)

## ABSTRACT

The present study addressed many of the questions raised by I/O psychologists about emotional intelligence. Specifically this research examined the relationship between trait EI and three life outcomes that are expected to be related to EI, life satisfaction, powerlessness, and loneliness. The study also explored the factor structure of the Bar-On EQ-i using confirmatory factor analysis (CFA). The research also examined the relationship between trait EI and three organizationally relevant variables, job performance, job satisfaction, and turnover intentions with multiple regression. Emotional labor has been identified as a moderating variable in the relationship between EI and organizational outcome variables, so these relationships were explored in light of the degree to which the respondent's work role requires a measure of emotional labor. Finally, a t-test was used to explore any gender differences that exist in overall trait emotional intelligence. A sample of adults working in management and upper-level management participated in this study. The results indicate that trait EI does have relationships with many of the life and work outcomes suggested by theory. The current study also found support for the moderating role of emotional labor and the existence of gender differences in some trait EI components. However, the BarOn measurement model was not confirmed and an alternate model was used, in addition to the BarOn model, to test the hypotheses.

INDEX WORDS: Emotional Intelligence, Confirmatory Factor Analysis, Organizations

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## DEDICATION

This dissertation is dedicated to my wonderful family who has provided unspeakable amounts of support and encouragement. First, to my husband, Billy who has encouraged me to do whatever it takes to meet my goals. He has always believed in me, even when I haven't believed in myself. Next, I thank my father who has quietly taught me the importance of integrity through his example. He has shown me the power of hard work and the strength that comes from doing what you think is right. Finally, I thank my mother who has always believed so strongly that I could do whatever I set my mind to, that she made me believe it myself. She is the most amazing person I know and I am grateful for all of the lessons I have learned from her. I could never have reached this goal without the three of you!

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## CHAPTER I

### INTRODUCTION

Over the course of the last two decades, organizational researchers have become increasingly interested in the roles of affect and emotions in organizational life. Theories of emotion are just beginning to inform our understanding of such domains as employee cognition, affect, and behavior (Lord & Kanfer, 2002). Researchers in this arena are careful to distinguish between emotions, mood, and affect (Izard, 1993). The central feature of emotions is their experiential nature and an individual's experience of emotions moves that individual towards action of some sort. This action could be a biasing of perceptions or a feeling state. Emotions are brief in their duration and are generally associated with a specific impetus or stimulus. It is these features that primarily separate emotion from mood. Mood tends to be longer lasting than emotion and more general in nature, meaning that mood is not as tightly connected to a particular stimulus. Affect is a more general concept and has been used to refer to both mood and emotion.

One of the primary aims of emotions research has been to illuminate the structure of emotion. Some emotions researchers have proposed a universal set of core emotions that are referred to as basic emotions (Weiss, 2001). These researchers believe that our complex emotional lives are created by interplay between these primary, or basic emotions. Izard (1993) has proposed three criteria for what makes an emotion a "basic emotion". These criteria are as follows: innate and unique neural substrates, unique and universal facial expressions, and unique feeling states. Proponents of the basic emotion position typically work within the evolutionary tradition. Other emotions researchers,

generally working within the cognitive appraisal tradition, argue that the mental representation of emotion is organized in hierarchical category systems. These systems have three levels: superordinate, basic, and subordinate. Shaver and colleagues (1987) have applied this framework to emotion and identified two superordinate, six basic, and twenty-five subordinate categories. Each of these approaches work within the basic emotion framework.

However, the search for the dimensional structure of emotion represents an alternative approach to the question of emotion structure. Researchers working within this tradition generally agree that a circle provides the best representation of the structure of emotion. Also called the affect circumplex, affect terms are organized around the circumference of the circle. The four oppositional poles of the circle are pleasant/unpleasant and activated/unactivated. While this approach is marked by its fair share of controversy, the affect circumplex represents the most popular approach to the understanding of the structure of emotion at present. The model has important implications for both the concept of emotion and its measurement.

Beyond their concerns about the structure of emotions, researchers in this area are also interested in how emotions color our experiences. An example of this is the attention that emotions are beginning to garner in the organizational literature. Emotions researchers have argued that emotions are important variables in organizational life, in that emotions influence behavior in a number of ways. In their chapter on the topic, Lord and Kanfer (2002) point out that emotions play a role in not only behavior, but also motivation, social processes, and information processing. Researchers have suggested that emotions serve as an interface between environmental stimulation and behavioral

responses (Scherer, 1994). The connection between emotion and behavior is so reliable that researchers have developed models to describe these linkages (Russell & Barrett, 1999). The linkage between emotion and behavior is dependent on whether the emotion is positive or negative, with positive emotions being associated with slower and more variable responses than negative emotions (Fredrickson, 1998). Negative emotions have received more research attention than positive emotions, despite the fact that positive emotions contribute to important organizational outcomes such as organizational commitment and prosocial behavior.

The area within the emotions arena marked by perhaps the most attention and controversy is the concept of emotional intelligence (EI). Although the root concept of social intelligence (Thorndike, 1920) is not a new idea, the term “emotional intelligence” was introduced into the literature by Salovey and Mayer (1990) only recently. The present study will respond to many of the questions raised by I/O psychologists about emotional intelligence.

A sample of 157 adults working in management and upper-level were used in this study. Specifically this study examined the relationship between trait EI and life outcomes that are expected, based on theory, to be connected to EI, life satisfaction, powerlessness, and loneliness. The current study also explored the factor structure of the most popular measure of trait EI, the Bar-On EQ-i. The research further examined the relationship between trait EI and three organizationally relevant variables, job performance, job satisfaction, and turnover intentions. These relationships were explored in light of the degree to which the respondent’s work role requires a measure of emotional labor. This variable has been identified as a moderating variable in the

relationship between EI and organizational outcome variables. Finally, the present study also explored gender differences that exist in overall trait emotional intelligence. EI researchers have suggested that women will have higher levels of EI than their male counterparts.

### *Literature Review*

Salovey and Myers define EI as the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. Salovey and Mayer conceptualized EI as an umbrella concept covering the following three components: appraisal and expression of emotions, regulation of emotions, and utilization of emotional information in both thinking and acting.

The first component, appraisal and expression of emotions in the self and appraisal of emotions others, are aspects of EI because these abilities contribute to social functioning. Individuals who accurately perceive their own emotions and are further able to express those emotions to others are likely to be viewed as genuine. The ability to accurately perceive the emotions of others also allows the individual with this skill to respond in an empathic manner to the emotions of others.

The second component, the regulation of emotion in both self and others, is a dimension of EI because it may contribute to more adaptive mood states. Salovey and Mayer acknowledge that individuals with this facet of EI can use this skill to facilitate positive outcomes such as motivating and inspiring others, but when these same skills are used to facilitate destructive outcomes, they can be manipulative and malevolent.

The third and final component, the utility of emotional intelligence, is an aspect of this construct because people who approach problems with a degree of emotional intelligence are better equipped to respond to these problems in positive ways than their less emotionally intelligent counterparts. These components in combination comprise emotional intelligence.

Salovey and Mayer put this theory forth as a response to what they believed to be a glaring omission in the concept of intelligence. They argued that the use of emotions as a basis for thought is related to important social competencies and adaptive behavior (Mayer & Salovey, 2000). In the fourteen years since this construct was introduced, EI has sparked lively theoretical debate within the scientific community and attracted considerable popular attention.

All of this attention has done surprisingly little to advance our understanding of this construct. Corporate interest in EI, spurred largely by Daniel Goleman's (1996) book Emotional Intelligence, has focused on EI as the new way to sustain competitive advantage by focusing on "people skills" (Dulwicz & Higgs, 2000). Despite the proliferation of claims about EI as the latest corporate panacea, little research has been devoted to this issue in organizational contexts. The lack of research is particularly jarring in the measurement arena. Given that the construct is only a little over a decade old, it is not surprising that research related to the psychometric properties of EI is in the very early stages. However, extensive claims are being made about the power of EI to predict important life and work variables and researchers continue to disagree about the precise nature of the construct. The central disagreement relates to whether emotional intelligence should be conceptualized as an ability or a trait.

### *Conceptualization of EI – Trait EI and Ability EI*

The most significant point of departure among EI researchers relates to the way that the construct is conceptualized. In a broad sense researchers in this domain agree that the theory of emotional intelligence works to explain individual differences in attention, processing, and utilization of affect-laden information of both an interpersonal and intrapersonal nature. However, researchers have parted company on the method of measurement that is most appropriate for the construct. These differences have important implications for the manner in which we understand the theoretical domain of EI.

Petrides and Fuhrman (2003) have suggested that the failure to distinguish between the appropriateness of typical versus maximum performance in this domain has contributed to theoretical confusion. Typical performance measures are generally used to measure constructs such as personality, while maximum performance measures are used to measure ability. The distinction between these two types of measures is that typical measures provide a range of valid responses while maximum performance items have responses that are correct and responses that are incorrect. Petrides and Fuhrman have argued that the type of measurement used to operationalize EI is of central concern for the way the construct is conceptualized, the hypotheses that are advanced during the course of the validation process, and ultimately the conclusions that are drawn from the results of that process.

In response to this call, researchers have identified two distinct constructs related to EI. These constructs are trait EI (emotional self-efficacy) and ability EI (cognitive emotional ability), with trait EI measured through self-report measures of typical performance and ability EI measured in an objective nature with maximum performance

tests (Petrides & Furnham, 2001). The theoretical domains of these constructs overlap but are separated by important distinctions based on measurement. Within the EI literature the distinction between trait EI and ability EI is essentially a measurement distinction. The theories that underlie the Salovey and Mayer measure (ability EI) and the BarOn measure (trait EI) do not differ substantially. Both models define EI in comparable ways. The labels do not reflect the extent to which EI is trainable. In fact, research has demonstrated that elements of trait EI can be trained and developed (Dulewicz & Higgs, 2004; Slaski & Cartwright, 2003).

Many EI researchers have acknowledged the seeming impossibility of creating maximum performance items that both have a correct answer and tap the domain in an appropriate manner (Zeidner, Matthews, & Roberts, 2001). The intrapersonal domain of EI presents particular difficulty in that the “correctness” of responses to a question such as “I have a good sense of why I have certain feelings most of the time” is known only by the respondent. For these and other related reasons, the majority of the research in this area has focused on the trait EI construct. The present study will follow this tradition and focus on trait emotional intelligence.

Within this vein some researchers define trait EI in a narrow fashion as “the tendency or ability to perceive, understand, regulate, and harness emotions adaptively in the self and others” (Schutte et al., 2001), while others capture the domain more broadly as “an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (Bar-On, 1997). Both of these definitions seem to capture the essence of the construct as defined initially by Salovey and Mayer (1990), “the ability to monitor one’s own and

others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". One of the most consistently used measures of trait emotional intelligence in the workplace is the BarOn Emotional Quotient Inventory.

*BarOn Emotional Quotient Inventory (BarOn EQ-i)*

The predominant measure of trait EI is the Bar-On Emotional Quotient Inventory (BarOn EQ-i). Bar-On claims to have identified 15 determinants of successful emotional functioning and positive psychological well-being based on an extensive review of the mental health literature. The review focused not just on pathological and normal emotional functioning, but pushed traditional boundaries to include optimal and successful functioning as well. The researcher has theoretically arranged these dimensions into five major conceptual components. These components are Intrapersonal, Interpersonal, Stress Management, Adaptability, and General Mood. The Intrapersonal factor assesses the inner self, with high scores on this scale indicating individuals who are in touch with their feelings and feel good about themselves and their lives. The Interpersonal factor measures interpersonal functioning, with high scores being associated with individuals who are responsible, dependable, and have strong social skills. High scores on the Stress Management factor suggest individuals who are calm and work well under pressure. The Adaptability factor indicates how well an individual copes with environmental demands and deals with problems. The General Mood factor provides information related to the individual's outlook on life and general feelings of contentment.

These 5 components are related to a general emotional "g" factor. The BarOn EQ-i has been designed to measure this model of trait EI. Researchers have raised

concerns about the discriminant and predictive validity of the EQ-i, however it remains one of the most frequently used measures of the construct, having been translated into 22 countries and having established normative data in fifteen countries (Bar-On, 2000).

While researchers have called for further validation of the tool with respect to discriminant and predictive validity, the dimensional structure inconsistencies identified by Palmer, Manocha, & Gignac (2003) present a more pressing concern. These researchers conducted the only independent examination of the factor structure of the Bar-On EQ-I and found evidence to support a six-factor solution as opposed to the five-factor solution identified by Bar-On. The six-factor solution was comprised of the following factors: Emotional Disposition, Interpersonal, Impulse Control, Problem Solving, Emotional Self-Awareness, and Character. This finding indicates that the factor structure of this instrument is unclear. Dimensionality of an instrument is rudimentary to any further examination to which the instrument might be subjected. For this reason, it is essential that the factor structure be independently confirmed. Without clear evidence on this point it is problematic to explore the relationships that may exist between this measure and any other variables. In response to this structural uncertainty, the present study employed a confirmatory factor analysis (CFA) to confirm the Bar-On model.

Research Question: Does the five-factor solution identified by Bar-On represent a good fit to the BarOn EQ-i data?

As mentioned previously, researchers including Bar-On (2000) have also called for further independent research on the validity of the BarOn EQ-i. By independently establishing the validity of a frequently used measure of trait EI, a number of additional objectives can be met. These objectives include the following:

1. Examination of the relationships between EI and other variables with which the construct is expected theoretically to have relationships (life outcomes)
2. Examination of the predictive validity of trait EI for organizationally relevant variables
3. Examination of the patterns of outcomes that would be predicted on theoretical grounds (i.e. gender differences)

#### *Relationship between Trait EI and Life Outcomes*

The EI literature posits that trait EI should have a relationship with both life satisfaction (+) and powerlessness (-) (Law, Wong, & Song, 2004). Researchers in this arena have suggested that trait EI should have a positive relationship with life satisfaction, and empirical research has begun to establish this relationship. Theory would predict this relationship based on the fact that intrapersonal knowledge and insight, which would be high for an individual with high levels of EI, would facilitate that individual's recognition, regulation, and utility of emotions. These qualities would be expected to contribute to the life satisfaction of that individual. Therefore, it is expected that:

Hypothesis 1: Trait EI, as measured by the BarOn EQ-i, will be positively related to life satisfaction.

Powerlessness, which is defined as a state of being or feeling helpless and ineffectual, is expected to be negatively related to trait EI. Given that an individual high in trait EI is able to recognize and thus regulate their own emotions it is likely that these individuals would feel a sense of capability and control over their own lives. EI also includes an interpersonal component, suggesting that individuals with high levels of this trait will be able to accurately identify emotions in others. This emotional acuity with others is likely to facilitate relationships and garner social support. These qualities

suggest that individuals who are high in trait EI are unlikely to experience feelings of powerlessness. Therefore, it is expected that:

Hypothesis 2: Trait EI, as measured by the BarOn EQ-i, will be negatively related to feelings of powerlessness.

Hypothesis 3: Trait EI, as measured by the BarOn EQ-i, will be negatively related to feelings of loneliness.

#### *Relationship between Trait EI and Organizationally Relevant Variables*

Perhaps the most pressing question for organizational researchers and practitioners alike is whether EI has something to add to the understanding of work life. Given that one of the most prominent features of organizational life is interpersonal interaction, it appears that EI should play a significant role. Employees interact with a host of other people, including their peers, bosses, and potentially customers and direct reports. It is expected that by definition, employees with high levels of EI would be able to effectively regulate their own emotion and identify and respond to the emotions of others. This expectation has been confirmed by researchers using other measures of EI (Wong & Law, 2002; Goleman, 1998). For example, research has demonstrated that affective commitment towards others is necessary for successful social interaction at work and that exhibiting positive emotions in the workplace is associated with success (Ashkanasy et. al, 2002). Other research has shown that emotion is an important ingredient for performance by demonstrating that optimistic insurance salesman are more successful than their pessimistic counterparts (Abraham, 1999). Based on these findings, it is expected that:

Hypothesis 4: Trait EI, as measured by the BarOn EQ-i, will be positively related to job performance.

Trait EI should be further related to other affective job outcomes such as job satisfaction and turnover intentions. Employees high in emotional intelligence have both interpersonal and intrapersonal emotional ability allowing them to maintain effective working relationships. These relationships combined with their emotional regulation ability suggest that these individuals are likely to be satisfied with their jobs. Individuals high in trait EI generally maintain positive emotions, which is likely to correspond in a positive direction to commitment to the organization and thus in a negative direction to intention to turn over. Based on the previous findings, it is expected that:

Hypothesis 5: Trait EI, as measured by the BarOn EQ-i, will be positively related to job satisfaction.

Hypothesis 6: Trait EI, as measured by the BarOn EQ-i, will be negatively related to turnover intentions.

Another variable that has been identified as an important component in these relationships is emotional labor. Researchers have identified at least three kinds of labor that employees offer to the organization in exchange for rewards (Wong & Law, 2002). The first of these is “mental labor” which refers to cognitive skills, knowledge, and expertise. Examples of jobs with a high mental labor component include engineer and lawyer. “Physical labor” refers to the physical efforts that employees provide to advance organizational goals. Examples of jobs with a high physical labor requirement include construction worker and fireman. The final type of labor is “emotional labor” which refers to the extent to which an employee is required to present an appropriate emotion in

order to perform the job effectively. Customer service employees, flight attendants, and bill collectors are examples of roles in which high levels of emotional labor are required. Based on this discussion, researchers have suggested that the degree of emotional labor required by the job will play a role in the relationship between EI and affective job outcomes. If it is the case that trait EI has a direct effect on job performance, job satisfaction, and turnover intentions, then the trait EI of employees in roles that require higher levels of emotional labor will have a more substantial impact on these variables. Researchers have found evidence to support the role of emotional labor with other measures of EI (Wong & Law, 2002). Based on these factors, it is expected that:

Hypothesis 7: The relationship between trait EI, as measured by the BarOn EQ-i, and job performance will be moderated by emotional labor.

Hypothesis 8: The relationship between trait EI, as measured by the BarOn EQ-i, and job satisfaction will be moderated by emotional labor.

Hypothesis 9: The relationship between trait EI, as measured by the BarOn EQ-i, and turnover intentions will be moderated by emotional labor.

Another variable that is expected to play a role in the emotional intelligence arena is gender.

#### *Examination of Gender Differences*

Emotions researchers have suggested that gender is an important individual difference variable in this arena. Rafaeli and Sutton (1990) found that women are more likely than their male counterparts to display certain affective cues such as interpersonal warmth and liking. Women are also more emotionally expressive (Hall, 1984). Emotional expression has been identified as an important one for our understanding of

emotion regulation, such that emotional expressivity is a strong predictor of emotion regulation. The regulation of emotion is an important facet of life and the individual differences in emotional expression suggest that women are more effective emotion regulators. As we have seen in the discussion of the trait EI literature, emotion regulation is a key component of trait EI. Given this pattern of findings, we would expect that women would score higher than men on measures of trait EI.

Researchers have found gender differences in trait EI scores, with women scoring higher than men (Ciarrochi, Chan, & Bajgar, 2001). However, this study was conducted on a sample of adolescents and utilized another measure of trait EI. For these reasons, the present study aims to explore this issue further. The finding that gender differences exist in emotional intelligence could shed light on the presence of gender differences in such areas as leadership style and communication styles and preferences. Perhaps emotional intelligence helps to further flesh out these differences. Based on the previous findings, it is expected that:

Hypothesis 10: Trait EI, as measured by the BarOn EQ-i, will be higher for women than for men.

The present study seeks to contribute to the emerging trait emotional intelligence literature by providing explicit and independent tests of relationships that have been asserted extensively throughout both the popular and academic literatures. This is an important step in the construct development process. Through examination of these issues, the present study aims to contribute to the movement towards conceptual clarity in this domain.

## CHAPTER II

### METHODS

#### Participants

Participants were 157 mid and upper level managers in various non-profit organizations in the southeast. Participants were involved in coaching relationships and agreed to participate in the study as part of a larger research endeavor towards the development of an emotional intelligence measure. The age of the participants ranged from 29 to 67 with an average age of 46. The participants reported a range of 1 to 5 years in their present job, with an average tenure of 3 years. Thirty-four percent of the participants were male and 66% were female. The sample was overwhelmingly white (95%), with 3% reporting their ethnicity as African American, 1% Asian and .6% Hispanic. The primary contribution of this study lies in the examination of the construct of trait emotional intelligence within an organizational setting. Through the examination of relationships between trait EI and other relevant variables in a sample of working adults, the study aims to make a significant contribution to the EI literature. For these reasons, this particular sample is most appropriate.

#### Procedure

Each participant received an email requesting his or her participation in the research. This email included detailed instructions and a link to the website where the survey is located. In a separate email, each participant was assigned a username and logon so that they could both enter the system and be identified by that system. Each

participant went to the website, entered the appropriate username and password, and completed the survey. The survey included the BarOn EQ-i and measures of job performance, job satisfaction, turnover intentions, emotional labor, life satisfaction, loneliness, and powerlessness. In addition to the scales, each participant was asked to provide relevant demographic information including gender, age, and number of years in present job. Upon completion of the survey, the participants were thanked for their contribution.

### Measures

Job Performance. This variable was measured with supervisor ratings of the performance of the employee. The Overall Performance scale was used to measure job performance (Van Scotter & Motowildo, 1996). The measure is a three-item scale designed to measure the job performance of employees. The supervisors responded to a three-point Likert scale. An example item is “The ratee exceeded, met, or did not meet standards for job performance”. Van Scotter and Motowildo report an alpha coefficient of .95 for this scale. The current study reports an alpha coefficient of .92. This job performance measure has been used in a number of studies including emotional intelligence research conducted by Law, Wong, and Song (2004) in which supervisors’ were asked to rate the job performance of their subordinates.

Job Satisfaction. This variable was measured with the Job Satisfaction scale (Judge, Bono, & Locke, 2000). The measure is a five-item scale designed to measure the job satisfaction of employees. The participants communicated their endorsement of these items by responding to a seven-point Likert scale ranging from “strongly disagree” to “strongly agree”. This measure has been used in a large-scale study designed to measure

the mediating role of job characteristics in the relationship between personality and job satisfaction among working adults. An example item is “I find real enjoyment in my work”. Judge et al. report an alpha coefficient of .86 for this scale. The current study reports an alpha coefficient of .88.

Turnover Intentions. This variable was measured with the Turnover Intention scale (Konovsky & Cropanzano, 1991). The measure is a three-item scale designed to measure the turnover intentions of employees. The participants communicated their endorsement of these items by responding to a seven-point Likert scale ranging from “strongly disagree” to “strongly agree”. This measure has been used in research exploring the impact of fairness perceptions on turnover intentions among working adults. An example item is “If it were possible, I would you like to get a new job”. Konovsky & Cropanzano report an alpha coefficient of .84 for this scale. The current study reports an alpha coefficient of .89.

Emotional Labor. This variable was measured with the Emotional Labor scale (Wong & Law, 2002). The measure is a five-item scale designed to measure the emotional labor of employees. The participants communicated their endorsement of these items by responding to a seven-point Likert scale ranging from “strongly disagree” to “strongly agree”. This measure has been used in other studies that have examined the relationship between emotional intelligence and organizational variables. An example item is “To perform my job well, it is necessary for me to spend most of my work time interacting with people (e.g., customers, colleagues, and other workers in this organization)”. Wong and Law report an alpha coefficient of .69 for this scale. The current study reports an alpha coefficient of .70.

Life Satisfaction. This variable was measured with the Life Satisfaction scale (Pavot & Diener, 1993). The measure is a five-item scale designed to measure life satisfaction. The participants communicated their endorsement of these items by responding to a seven-point Likert scale ranging from “strongly disagree” to “strongly agree”. This measure has been used to measure the life satisfaction of diverse populations from prisoners and older adults to college students. An example item is “So far I have gotten the important things I want in life”. Pavot and Diener report an alpha coefficient of .89 for this scale. The current study reports an alpha coefficient of .82.

Loneliness. This variable was measured with the Loneliness Deprivation scale (Oshagen & Allan, 1992). The measure is a five-item scale designed to measure the loneliness in adults. The participants communicated their endorsement of these items by responding to a seven-point Likert scale ranging from “strongly disagree” to “strongly agree”. This measure is one of the most commonly used measures of loneliness in adults. An example item is “There is actually no one that I would like to share my ups and downs with.”. Oshagen and Allan report an alpha coefficient of .80 for this scale. The current study reports an alpha coefficient of .78.

Powerlessness. This variable was measured with the Powerlessness scale (Pearlin & Schooler, 1978). The measure is a seven-item scale designed to measure feelings of powerlessness. The participants communicated their endorsement of these items by responding to a seven-point Likert scale ranging from “strongly disagree” to “strongly agree”. This measure has been used in many studies examining feelings of powerlessness in adult populations. An example item is “There is little I can do to change many of the

important things in my life". Pearlman and Schooler report an alpha coefficient of .64 for this scale. The current study reports an alpha coefficient of .80.

The relationship between each of these variables is outlined in Table 1.

## CHAPTER III

### RESULTS

The data was examined prior to analyses to identify any participants whose responses were labeled invalid per the inconsistency index criterion. The inconsistency index measures response inconsistencies. The index is calculated by summing the differences in scores between the responses of ten pairs of similar items. BarOn suggests that participants who score higher than 12 on this index have results that may be invalid. No participants in the sample met the criteria and so all data were used in the analyses. The test publisher (MHS) converted raw scores to standard scores such that each scale score has a mean of 100 and a standard deviation of 15. The standardized means and standard deviations for each scale are outlined in Table 2. The present sample scored slightly higher than the North American normative sample, however the scores are in the normal range according to the EQ-i technical manual. The correlation between each of the dependent variables and the research variables are outlined in Table 3.

#### *Confirmatory Factor Analysis – BarOn Model*

In order to explore the Research Question (Does the five-factor solution identified by Bar-On represent the a good fit to the BarOn EQ-i data?) a confirmatory factor analysis was conducted in an effort to fit the five-factor model outlined by BarOn to the data in the current sample. This analysis was conducted using the structural equation modeling software, LISREL (Joreskog & Sorbom, 1993). Bar-On's five-factor model, as outlined in Fig. 1, provided a weak fit to the sample data. The model yielded a chi-square

value of 438.19 with 80 degrees of freedom. Goodness of fit statistics suggest that there is a more appropriate model than Bar-On's five-factor model (RMSEA=.15, SRMSR=.10, NNFI=.69, CFI=.76). Measurement researchers have suggested as a rule of thumb that a model that provides a good fit to the data would have the following goodness of fit statistics: RMSEA < .05, SRMSR < .08, NNFI > .95, CFI > .95 (Hu & Bentler, 1998). In light of the lack of fit provided by the BarOn model, an exploratory model was fit to the data in order to provide an alternate model for the test of the hypotheses. Both the BarOn model and the Research model will be used to explore the remaining hypotheses.

#### *Exploratory Factor Analysis – Research Model*

The 125 items that comprise the BarOn EQ-i, less the eight items that comprise the validity scale were subjected to a factor analysis in LISREL. The number of items entered into the analyses was 117. An examination of the eigenvalues and a scree test suggested that five factors should be extracted from the data. The five factors accounted for 38% of the variance (17.62, 8.87, 12.71, 7.48, and 16.08 respectively). Examination of the unrotated factor solution show that most items load on a single factor, supporting BarOn's claim regarding the interrelatedness of the EQ-i subscales. The factor solution was best represented after oblique rotation (Direct Oblimin with Kaiser Normalisation). The orthogonal and oblique solutions generated similar results, however the rotated solution provided a more even spread of items across the five factors.

The present study used a criterion of .4 or higher in order to identify the items that load on each factor. For a detailed list of the factor loadings for each factor, see Figure 2. The first factor included items drawn primarily from the BarOn subscales of

Independence, Assertiveness and Stress Tolerance. Bar-On describes people high in these three facets of EI as respectively “self-reliant, autonomous, and independent in their thinking and action”, “able to express feelings, thoughts, and beliefs”, and “able to withstand adverse events and stressful situations without ‘falling apart’” (Bar-on, 2002). A careful review of the items indicate Leadership as an appropriate name for this factor.

The second factor included items primarily drawn from the Self-Regard and Happiness subscales. Bar-On describes people high in these facets of EI as “have a good sense of self-esteem, feel positive about themselves, and know who they are”, and “have a happy disposition and are pleasant to be with” respectively (Bar-on, 2002). This factor was named Emotional Disposition. The third factor included items drawn primarily from the BarOn subscales of Emotional Self-Awareness, Interpersonal Relationship and Empathy. Bar-On describes people high in these three facets of EI as respectively “in touch with their feelings and emotions”, “able to establish and maintain mutually satisfying relationships”, and “aware of and able to understand the feelings of others” (Bar-On, 2002). A careful review of the items indicate Emotional Insight as an appropriate name for this factor.

The fourth factor included items drawn primarily from the Problem Solving subscale, with items from the Impulse Control and Reality Testing scales. Bar-On describes people high in Problem Solving as “fairly adept at generating and implementing potentially effective solutions to problems” (Bar-On, 2002). The Impulse Control and Reality Testing items focused on realistic and non-impulsive approaches to problem solving. This factor was named Pragmatism. The final factor included items drawn primarily from the BarOn subscales of Flexibility and Impulse Control. Bar-On

describes people high in these three facets of EI as respectively “having enhanced ability to adjust their emotions, thoughts, and behaviors to changing situations and conditions” and “people who rarely become impatient, overreact, or lose control” (Bar-On, 2002). A careful review of the items indicate Coping as an appropriate name for this factor.

#### *Relationships between EI and Life Variables – BarOn Model*

In order to examine the relationships specified in Hypotheses 1-3 for the BarOn model, separate regression equations were used for each of the five factors in the BarOn model (see Table 4).

#### *Intrapersonal*

The data were analyzed by multiple regression, using as regressors life satisfaction, powerlessness, and loneliness. The regression indicates that 33% of the variance in this factor is accounted by the regression equation ( $R^2_{adj} = .33$ ). The overall relationship was significant ( $F_{3,143} = 24.78, p < 0.00$ ). The effects of powerlessness ( $t_{143} = -5.28, p < 0.00$ ) and loneliness ( $t_{143} = -2.16, p < 0.00$ ) were significant.

#### *Interpersonal*

The data were analyzed by multiple regression, using as regressors life satisfaction, powerlessness, and loneliness. The regression indicates that 19% of the variance in this factor is accounted by the regression equation ( $R^2_{adj} = .19$ ). The overall relationship was significant ( $F_{3,143} = 12.46, p < 0.00$ ). Only the effects of powerlessness ( $t_{143} = -3.48, p < 0.01$ ) were significant.

#### *Stress Management*

The data were analyzed by multiple regression, using as regressors life satisfaction, powerlessness, and loneliness. The regression indicates that 18% of the

variance in this factor is accounted by the regression equation ( $R^2_{\text{adj}} = .18$ ). The overall relationship was significant ( $F_{3,143} = 11.73, p < 0.00$ ). The effects of powerlessness ( $t_{143} = -1.99, p < 0.05$ ) and life satisfaction ( $t_{143} = 3.28, p < 0.00$ ) were significant.

#### *Adaptability*

The data were analyzed by multiple regression, using as regressors life satisfaction, powerlessness, and loneliness. The regression indicates that 22% of the variance in this factor is accounted by the regression equation ( $R^2_{\text{adj}} = .22$ ). The overall relationship was significant ( $F_{3,143} = 14.58, p < 0.00$ ). Only the effects of powerlessness ( $t_{143} = -4.26, p < 0.00$ ) were significant.

#### *General Mood*

The data were analyzed by multiple regression, using as regressors life satisfaction, powerlessness, and loneliness. The regression indicates that 46% of the variance in this factor is accounted by the regression equation ( $R^2_{\text{adj}} = .46$ ). The overall relationship was significant ( $F_{3,143} = 42.76, p < 0.00$ ). The effects of all three variables were significant; powerlessness ( $t_{143} = -4.96, p < 0.00$ ), loneliness ( $t_{143} = -2.85, p < 0.01$ ), and life satisfaction ( $t_{143} = 3.47, p < 0.00$ ).

#### *Relationships between EI and Life Variables – Research Model*

In order to examine the relationships specified in Hypotheses 1-3 with respect to the Research Model, separate regression equations were used for each of the five factors in the Research Model (see Table 5).

#### *Leadership*

The data were analyzed by multiple regression, using as regressors life satisfaction, powerlessness, and loneliness. The regression indicates that 21% of the

variance in this factor is accounted by the regression equation ( $R^2_{\text{adj}} = .21$ ). The overall relationship was significant ( $F_{3,143} = 14.08, p < 0.00$ ). Only the effects of powerlessness were significant; ( $t_{143} = -5.20, p < 0.00$ ).

#### *Emotional Disposition*

The data were analyzed by multiple regression, using as regressors life satisfaction, powerlessness, and loneliness. The regression indicates that 41% of the variance in this factor is accounted by the regression equation ( $R^2_{\text{adj}} = .41$ ). The overall relationship was significant ( $F_{3,143} = 34.62, p < 0.00$ ). The effects of all three variables were significant; powerlessness ( $t_{143} = -2.54, p < 0.01$ ), loneliness ( $t_{143} = -3.52, p < 0.00$ ), and life satisfaction ( $t_{143} = 3.89, p < 0.00$ ).

#### *Emotional Insight*

The data were analyzed by multiple regression, using as regressors life satisfaction, powerlessness, and loneliness. The regression indicates that 21% of the variance in this factor is accounted by the regression equation ( $R^2_{\text{adj}} = .21$ ). The overall relationship was significant ( $F_{3,143} = 13.88, p < 0.00$ ). The effects of powerlessness ( $t_{143} = -3.85, p < 0.00$ ) and loneliness ( $t_{143} = -2.11, p < 0.03$ ) were significant.

#### *Pragmatism*

The data were analyzed by multiple regression, using as regressors life satisfaction, powerlessness, and loneliness. The regression indicates that 2% of the variance in this factor is accounted by the regression equation ( $R^2_{\text{adj}} = .02$ ). The overall relationship was not significant ( $F_{3,143} = 2.26, p < 0.08$ ).

### *Coping*

The data were analyzed by multiple regression, using as regressors life satisfaction, powerlessness, and loneliness. The regression indicates that 17% of the variance in this factor is accounted by the regression equation ( $R^2_{\text{adj}} = .17$ ). The overall relationship was significant ( $F_{3,143} = 11.13, p < 0.00$ ). The effects of powerlessness ( $t_{143} = -2.01, p < 0.05$ ) and life satisfaction ( $t_{143} = 3.03, p < 0.00$ ) were significant.

### *Relationships between EI and Work Variables – BarOn Model*

In order to examine the relationships specified in Hypotheses 5 and 6, separate regression equations were used for each of the five factors in the BarOn model (see Table 6). Due to low response rates for the performance items, Hypothesis 4 will be explored using correlation.

### *Intrapersonal*

The data were analyzed by multiple regression, using as regressors turnover intentions and job satisfaction. The regression indicates that 4% of the variance in this factor is accounted by the regression equation ( $R^2_{\text{adj}} = .04$ ). The overall relationship was significant ( $F_{3,143} = 4.50, p < 0.01$ ). Only the effects of job satisfaction ( $t_{143} = 2.52, p < 0.01$ ) were significant.

### *Interpersonal*

The data were analyzed by multiple regression, using as regressors turnover intentions and job satisfaction. The regression indicates that 4% of the variance in this factor is accounted by the regression equation ( $R^2_{\text{adj}} = .04$ ). The overall relationship was significant ( $F_{3,143} = 3.98, p < 0.02$ ). Neither the effects of job satisfaction or turnover intentions were significant.

### *Stress Management*

The data were analyzed by multiple regression, using as regressors turnover intentions and job satisfaction. The regression indicates that 14% of the variance in this factor is accounted by the regression equation ( $R^2_{\text{adj}} = .14$ ). The overall relationship was significant ( $F_{3,143} = 12.87, p < 0.00$ ). Only the effects of job satisfaction ( $t_{143} = 3.67, p < 0.00$ ) were significant.

### *Adaptability*

The data were analyzed by multiple regression, using as regressors turnover intentions and job satisfaction. The regression indicates that 6% of the variance in this factor is accounted by the regression equation ( $R^2_{\text{adj}} = .06$ ). The overall relationship was significant ( $F_{3,143} = 5.65, p < 0.00$ ). Only the effects of job satisfaction ( $t_{143} = 2.73, p < 0.01$ ) were significant.

### *General Mood*

The data were analyzed by multiple regression, using as regressors turnover intentions and job satisfaction. The regression indicates that 19% of the variance in this factor is accounted by the regression equation ( $R^2_{\text{adj}} = .19$ ). The overall relationship was significant ( $F_{3,143} = 18.43, p < 0.00$ ). Only the effects of job satisfaction ( $t_{143} = 4.80, p < 0.00$ ) were significant.

A second interest related to the extent to which emotional labor would moderate the relationships between EI and work related variables. The moderating role of emotional labor on this relationship was examined using both the BarOn and Research models of EI.

*Moderating Effect of Emotional Labor on the Relationship between EI and Job Satisfaction – BarOn Model*

In order to examine the moderating effect of emotional labor as specified in Hypothesis 8, separate regression equations were used for each of the five factors in the BarOn model. For all tests of moderation, the dependent variable was regressed across the independent variable, moderator variable, and the product of the independent variable and expected moderator (James & Brett, 1984). For each equation, job satisfaction, emotional labor, and the product term of job satisfaction and emotional labor were entered. In order to assess the presence of a moderating role for emotional labor, the significance level of the product term was considered. In each of the five equations, the product term was nonsignificant, suggesting that emotional labor does not play a moderating role in the relationship between emotional intelligence and job satisfaction.

*Moderating Effect of Emotional Labor on the Relationship between EI and Turnover Intentions – BarOn Model*

In order to examine the moderating effect of emotional labor as specified in Hypothesis 9, separate regression equations were used for each of the five factors in the BarOn model. The results suggest that emotional labor does play a moderating role in the relationship between the Interpersonal factor and turnover intentions ( $t_{143} = -2.11, p < 0.03$ ) and Adaptability and turnover intentions ( $t_{143} = -1.95, p < 0.05$ ). Figures 3 and 4 depict the nature of these relationships.

*Relationships between EI and Work Variables – Research Model*

In order to examine the relationships specified in Hypotheses 5 and 6, separate regression equations were used for each of the five factors in the Research model (see

Table 7). Due to low response rates for the performance items, Hypothesis 4 will be explored using correlation.

#### *Leadership*

The data were analyzed by multiple regression, using as regressors turnover intentions and job satisfaction. The regression indicates that 6% of the variance in this factor is accounted by the regression equation ( $R^2_{\text{adj}} = .06$ ). The overall relationship was significant ( $F_{3,143} = 5.51, p < 0.01$ ). Only the effects of job satisfaction ( $t_{143} = 3.20, p < 0.00$ ) were significant.

#### *Emotional Disposition*

The data were analyzed by multiple regression, using as regressors turnover intentions and job satisfaction. The regression indicates that 16% of the variance in this factor is accounted by the regression equation ( $R^2_{\text{adj}} = .16$ ). The overall relationship was significant ( $F_{3,143} = 14.85, p < 0.00$ ). Only the effects of job satisfaction ( $t_{143} = 3.51, p < 0.00$ ) were significant.

#### *Emotional Insight*

The data were analyzed by multiple regression, using as regressors turnover intentions and job satisfaction. The regression indicates that 0% of the variance in this factor is accounted by the regression equation ( $R^2_{\text{adj}} = .00$ ), and the overall relationship was nonsignificant ( $F_{3,143} = 1.11, p < 0.33$ ).

#### *Pragmatism*

The data were analyzed by multiple regression, using as regressors turnover intentions and job satisfaction. The regression indicates that 0% of the variance in this

factor is accounted by the regression equation ( $R^2_{\text{adj}} = .00$ ), and the overall relationship was nonsignificant ( $F_{3,143} = .90, p < 0.41$ ).

### *Coping*

The data were analyzed by multiple regression, using as regressors turnover intentions and job satisfaction. The regression indicates that 14% of the variance in this factor is accounted by the regression equation ( $R^2_{\text{adj}} = .14$ ). The overall relationship was significant ( $F_{3,143} = 12.68, p < 0.00$ ). Only the effects of job satisfaction ( $t_{143} = 4.26, p < 0.00$ ) were significant.

### *Moderating Effect of Emotional Labor on the Relationship between EI and Job*

#### *Satisfaction – Research Model*

In order to examine the moderating effect of emotional labor as specified in Hypothesis 8, separate regression equations were used for each of the five factors in the Research Model. For each equation, job satisfaction, emotional labor, and the product term of job satisfaction and emotional labor were entered. In order to assess the presence of a moderating role for emotional labor, the significance level of the product term was considered. In each of the five equations, the product term was nonsignificant, suggesting that emotional labor does not play a moderating role in the relationship between emotional intelligence and job satisfaction.

### *Moderating Effect of Emotional Labor on the Relationship between EI and Turnover*

#### *Intentions – Research Model*

In order to examine the moderating effect of emotional labor as specified in Hypothesis 9, separate regression equations were used for each of the five factors in the Research Model. For each equation, turnover intentions, emotional labor, and the

product term of turnover intentions and emotional labor were entered. In order to assess the presence of a moderating role for emotional labor, the significance level of the product term was considered. In each of the five equations, the product term was nonsignificant, suggesting that emotional labor does not play a moderating role in the relationship between emotional intelligence and turnover intentions.

*Relationship between EI and Performance – BarOn Model*

Given that performance data was not available for all of the participants, the relationship between EI and performance was explored using correlation. Generating correlations between each factor of EI and performance provides preliminary information regarding this relationship. The only significant relationships were between performance and the Interpersonal factor ( $r = .37, p < .02$ ) and the General Mood factor ( $r = .30, p < .05$ ). No significant relationships were present between performance and the Intrapersonal, Stress Management, and Adaptability factors.

*Relationship between EI and Performance – Research Model*

The relationship between EI and performance was also explored with the five factors of the Research Model. Only one significant relationship emerged between performance and the Emotional Insight factor ( $r = .46, p < .00$ ). No significant relationships were present between performance and the Leadership, Emotional Disposition, Pragmatism, and Coping factors.

*Test of Gender Differences – BarOn and Research Model*

T-tests were used to compare the scores of men and women on each factor of EI, as measured by both the BarOn model and the Research Model. No differences were evident with respect to the Intrapersonal factor ( $t_{152} = .186, p < .85$ ), Stress Management

( $t_{152} = -1.02, p < .31$ ), Adaptability ( $t_{152} = -.76, p < .45$ ), and General Mood ( $t_{152} = .87, p < .39$ ). However, there were differences with respect to the Interpersonal factor ( $t_{152} = 3.27, p < .00$ ), such that scores for women were significantly higher than scores for men.

With respect to the Research Model, no differences were evident with respect to the Leadership factor ( $t_{152} = -.94, p < .35$ ), Emotional Disposition ( $t_{152} = -.65, p < .52$ ), Pragmatism ( $t_{152} = -1.13, p < .26$ ), and Coping ( $t_{152} = .39, p < .70$ ). However, there were differences with respect to the Emotional Insight factor ( $t_{152} = 2.02, p < .05$ ), such that scores for women were significantly higher than scores for men.

## CHAPTER IV

### DISCUSSION

The present study has addressed many of the questions raised by I/O psychologists about emotional intelligence. Through research with a sample of working adults, the current study has begun to respond to these issues. Specifically, this study explored the factor structure of the most popular measure of trait EI, the Bar-On EQ-i. The research also examined the relationship between trait EI and life outcomes that are expected, based on theory, to be connected to EI, life satisfaction, powerlessness, and loneliness. The relationship between trait EI and three organizationally relevant variables, job performance, job satisfaction, and turnover intentions was also explored. The moderating effect of emotional labor, which has been identified as an important variable in the relationship between EI and organizational outcome variables, was also explored. Finally, the present study explored gender differences that exist in overall trait emotional intelligence.

Unfortunately, due to a low response rate, the relationship between EQ and job performance was not examined in an ideal manner. This was an unexpected outcome of the data collection process. Although the participants were assured of the confidentiality of their data, it is possible that supervisors did not feel comfortable providing this information about their direct reports. It is also possible that the supervisors did not understand that this portion of the survey pertained to them. This is unlikely given that the instructions were outlined carefully, but it is a possibility. Whatever the reason, the

low response rate on the performance items resulted in the inability on the part of the researchers to adequately examine the relationship between EQ and job performance. However, the available data was analyzed and will be interpreted with appropriate caution.

*BarOn Factor Structure (Research Question)*

The factor structure for the BarOn model, as outlined by Bar-On (2002) did not provide an adequate fit to the data. This finding provides additional support for the concern raised by Palmer and colleagues (2003), regarding the appropriateness of the BarOn EQ-i measurement model. In order to test the remaining hypotheses with a model that provided a good fit to the data, an exploratory factor analysis (EFA) was conducted. This analysis produced a five-factor model with the following factors: Leadership, Emotional Disposition, Emotional Insight, Pragmatism, and Coping. While the EFA did produce a model with five factors, these factors represent a considerable departure from those identified by Bar-On.

For the first factor in the Research model (Leadership), most of the items were from the Independence and Stress Tolerance BarOn subscales. These subscales load on the Intrapersonal and Stress Management factors, respectively. Some of the additional items were drawn from the Assertiveness subscale and when all of the items are taken together they suggest a Leadership factor. Participants who score high on this factor would be individuals who have confidence in themselves and their abilities and are secure in their ability to handle make decisions and handle problems. The BarOn model does not have a factor that taps Leadership.

The second factor in the Research model (Emotional Disposition) primarily contains items drawn from the Self-Regard (Intrapersonal factor) and Happiness (General Mood factor) subscales. Taken together, these items indicate not just mood, as the Happiness subscale suggests, but an overall disposition factor. Participants who score high on this factor would be individuals who feel good about themselves and find satisfaction in their lives. The third factor in the Research model (Emotional Insight) contains items from the Emotional Self-Awareness (Intrapersonal) and Interpersonal Relationship (Interpersonal) subscales. A review of the items indicates that this factor is a measure of Emotional Insight, with individuals who score high on this factor being those who are in touch with their own emotions and the emotions of others. While BarOn's model separates these traits, the current study found evidence that they are more related than the EQ-i model would suggest.

The fourth factor in the Research model (Pragmatism) contains items from the Impulse Control (Stress Management) and Problem Solving (Adaptability) subscales. Participants who score high on this factor are those who are able to control their impulses and approach problems in a pragmatic fashion. This element of pragmatism is not a feature of the BarOn model. The fifth factor (Coping) draws items primarily from the Impulse Control (Stress Management) and Flexibility (Adaptability) subscales. Participants who score high on this factor are those who are able to control their emotions appropriately and make adjustments when necessary. These two factors in the Research model seem to suggest a fusion between the BarOn factors of Adaptability and Stress Management.

Overall the EFA provides a model that does not map onto the theory of trait EI as neatly as does the BarOn model. The components of Leadership, Emotional Disposition, Emotional Insight, Pragmatism, and Coping do not provide such a tight connection with the definition of trait EI outlined by Bar-On (1997), “an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures”. Interpersonal ability and Intrapersonal ability are generally considered to be discrete, however in the Research model they converged into one factor, Emotional Insight. These findings suggest that other researchers need to conduct independent examinations of this measure in order to establish a more appropriate measurement model.

Despite the inability of the researchers to confirm the BarOn model, both the BarOn and Research models were used to test the remaining hypotheses.

#### *Examination of Linear Effects (H1-H6)*

Hypotheses 1-6 examined the relationship between trait EI and life outcome variables (H1-H3) and work outcome variables (H4-H6). The life and work variables will be discussed separately.

#### *Life Outcomes (H1-H3)*

For the BarOn model, life satisfaction shared a significant positive relationship with trait EI for Stress Management and General Mood (H1). The relationship was not significant for Intrapersonal, Interpersonal, or Adaptability. For all five factors of the BarOn model, powerlessness had a significant negative relationship with trait EI (H2). This suggests that, as other researchers have claimed, individuals with high levels of trait

EI generally have low levels of powerlessness feelings. Loneliness shared a significant positive relationship with Intrapersonal and General Mood (H3).

For the Research model, life satisfaction shared a significant positive relationship with Emotional Disposition and Coping (H1). Powerlessness had a significant negative relationship with all factors of the Research model, with the exception of Pragmatism (H2). Life satisfaction shared a significant positive relationship with Emotional Disposition and Emotional Insight.

Overall, factors in both models seem to predict three of the life outcome variables that have been identified as being related to trait EI in the literature. These findings suggest that this measure of trait EI has relationships with life outcome variables that align with theoretical expectations. Individuals with high scores on specific factors of trait EI are generally satisfied with their lives and experience low levels of loneliness and feelings of powerlessness.

#### *Work Outcomes (H4-H6)*

For the BarOn model, performance was positively related to the Interpersonal and General Mood factors (H4). Given the limited response to these items, these results should be interpreted with caution. They do indicate that aspects of trait EI may be important to organizations, based on their connection with job performance. Job satisfaction shared a significant positive relationship with all five factors of the BarOn model, with the exception of Interpersonal (H5). Turnover intentions were not related to any of the trait EI factors (H6).

For the Research model, performance was positively related to Emotional Insight (H4). Job satisfaction shared a significant positive relationship with Leadership,

Emotional Disposition, and Coping (H5). Turnover intentions were not related to any of the trait EI factors (H6).

The lack of relationship between turnover intentions and any of the factors in either the BarOn or the Research models was surprising. The literature has suggested that this variable is an important one. Perhaps the nature of this sample produced this unusual result. Given that the participants were drawn from non-profit organizations, it is possible that this group does not have turnover intentions scores that would be found in the general population. The nature of this kind of work could produce differences in turnover intentions that could produce outcomes that diverge from those that would be expected in a more typical organizational sample.

Although job performance did correlate with components of trait EI in both models, these results must be interpreted with caution. The sample size for the test of this hypothesis was small, and provides only preliminary information about this relationship. Overall, job satisfaction emerged as the most strongly related to trait EI. Components of both models did predict job satisfaction, such that higher levels of trait EI were associated with higher levels of job satisfaction. This was not the case for turnover intentions, which was not a predictor in either model. Although this variable has been identified as one that shares a relationship with trait EI, this finding was not borne out in the present study. This suggests that other variables may be better able to account for variance in trait EI. While the relationships with turnover intentions were in the expected direction, they were not statistically significant.

*Examination of Moderating Effects (H7-H9)*

Hypotheses 7-9 examined the moderating effect of emotional labor on the relationship between emotional intelligence and each of the following variables: job performance (H7), job satisfaction (H8), and turnover intentions (H9). Both the BarOn model and the Research model were used to test these relationships. Due to the low response rate for the performance items, Hypothesis 7 could not be tested.

*Job Satisfaction (H8)*

Emotional labor did not moderate the relationship between job satisfaction and any of the five BarOn factors or any of the five Research factors. This finding runs counter to work by other researchers that suggest that emotional labor functions as a moderator. This indicates that in the present study, the participant's level of emotional labor did not play a role in the relationship between trait EI and job satisfaction.

*Turnover Intentions (H9)*

Emotional labor did appear to play a role in the relationship between turnover intentions and both Interpersonal and Adaptability in the BarOn model. This suggests that for participants whose jobs require high levels of emotional labor, the relationship between their intent to turnover and their levels of trait EI is stronger than for those participants whose jobs require lower levels of emotional labor. However, this variable did not play a role in the relationship between turnover intentions and any of the five factors in the Research model.

*Examination of Gender Differences (H10)*

The results of t-tests indicated the presence of gender differences for the Interpersonal factor in the BarOn model and the Emotional Insight factor in the Research model. In both cases scores for women were higher than scores for men. The presence

of gender differences in trait EI has been found by some researchers and not found by others. The current study suggests that women do score more highly than their male counterparts on certain aspects of trait EI.

This finding has implications for several aspects of organizational life, including leadership. Bass and Avolio (1994) have identified two distinct styles of leadership, transformational leadership and transactional leadership. Transformational leaders lead by stimulating interest and enthusiasm, while their transactional peers lead by rewarding or punishing performance. Transformational leadership has been connected to more positive team outcomes and greater career success for the leader. Research conducted by Mandell and Pherwani (2003) uncovered a predictive relationship between emotional intelligence and transformational leadership style, suggesting that individuals high in emotional intelligence are more likely to be transformational leaders.

Perhaps given their tendency to have higher levels of certain components of emotional intelligence, women are uniquely suited to lead effectively in the modern organization. As the definition of effective leadership changes, organizations will benefit by focusing attention on the leadership development of women. It is conceivable that the role of emotional intelligence in leadership may provide women with the momentum needed to break through the glass ceiling.

### *Strengths and Limitations*

The primary strength of this study springs from the sample. Despite the claims that have been made regarding the usefulness of trait EI in the work setting, only a limited number of studies have focused on organizational samples. The participation of

working adults increases both the external validity of the research and our confidence in the generalizability of the findings to middle and upper level managers.

Despite these strengths, the research is not without limitations. Based on the low response rate for the performance items, it appears that supervisors either did not feel comfortable sharing information about the performance of their direct reports or they were unwilling to take the time to respond to these three items. However, the questionnaire was structured in such a way that the supervisors' responses to the performance items were only available to the researcher and this level of confidentiality was communicated to the participants. Perhaps another performance measure might have produced different results. The size and diversity of the sample also limited the research. This study could be improved with a larger and more ethnically diverse sample with a greater balance between male and female participants. Gathering data through a third party also produced constraints that would not have been a concern if the data collection had been direct. Each of these factors are identified as limitations of the current study.

#### *Suggestions for Future Research*

Other researchers should conduct independent examinations of the factor structure of the BarOn EQ-i with large samples. The two studies that have looked at this issue, the present study and the work of Palmer and colleagues (2003), have employed sample sizes that were adequate for confirmatory factor analysis, however, given the length of this measure (125 items) investigating this issue with a larger sample would be desirable. The work that has been done has failed to support Bar-On's model, which raises concerns regarding the widespread use of this instrument. For this reason, further examination of

the measurement properties of this instrument should be an important objective for researchers in this arena.

Another area ripe for further investigation is the relationship between trait EI and work performance. Although the current study offered preliminary evidence that such a relationship does exist with some components of trait EI, this is certainly an issue that warrants further exploration. The strong relationship between trait EI and job satisfaction is important, but organizations are likely to be even more interested in the performance relationship. Clearly, this is a relationship that is of considerable importance for organizations as they make decisions regarding the advisability of the use of trait EI instruments.

#### *Theoretical Contributions*

The current study represents a contribution to emotional intelligence researchers. Despite the lack of confirming evidence to support the BarOn EQ-i measurement model, the results provide evidence to support the theoretical connections that have been made between certain life and work outcome variables: life satisfaction, powerlessness, loneliness, and job satisfaction. These are all variables that are expected to be related to the trait EI construct. It is important to note that trait EI does not appear to be an effective predictor of turnover intentions. However, emotional labor does play a significant moderating role in the relationship between facets of trait EI and turnover intentions. In order to understand the relationship between EI and turnover intentions it is necessary to consider the moderating role of emotional labor. This variable does not moderate the relationship between EI and job satisfaction. These findings help to contribute conceptual clarity in the trait EI literature.

The results also indicate the presence of gender differences in trait EI components. Specifically, women scored higher on the Interpersonal (BarOn) and Emotional Expressiveness (Research) components of EI. The scores of men and women are not significantly different with respect to any of the other factors. This indicates that women are more successful in the area of interpersonal ability and emotional expressiveness. These skill differences may contribute to differences in leadership and communication styles between men and women.

#### *Practical Contributions*

The current study also represents a contribution to Human Resource professionals. The practical contribution of this study lies in the connection between trait EI and organizational variables. It does appear that employees who have higher levels of EI are more likely to be satisfied with their jobs. Job satisfaction is an important factor in organizational life and has been shown to have a positive relationship with performance. Further, it appears that emotional intelligence may be an important variable for organizations in high potential selection. Based on the connections that have been made in the research between EI and leadership, it seems reasonable that EI may be a valuable predictor.

For individuals in jobs that require high levels of emotional labor, the relationship between their levels of EI and their intent to turnover are stronger than for those whose jobs require lower levels of emotional labor. This suggests that for individuals in “high emotional labor” jobs, lower levels of EI are related to higher levels of turnover intentions. This underscores the importance of emotional intelligence in

emotionally demanding jobs. The findings in the current study will help Human Resource professionals understand the importance of trait EI within their organizations.

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APPENDIX A  
FIGURES

Figure 1

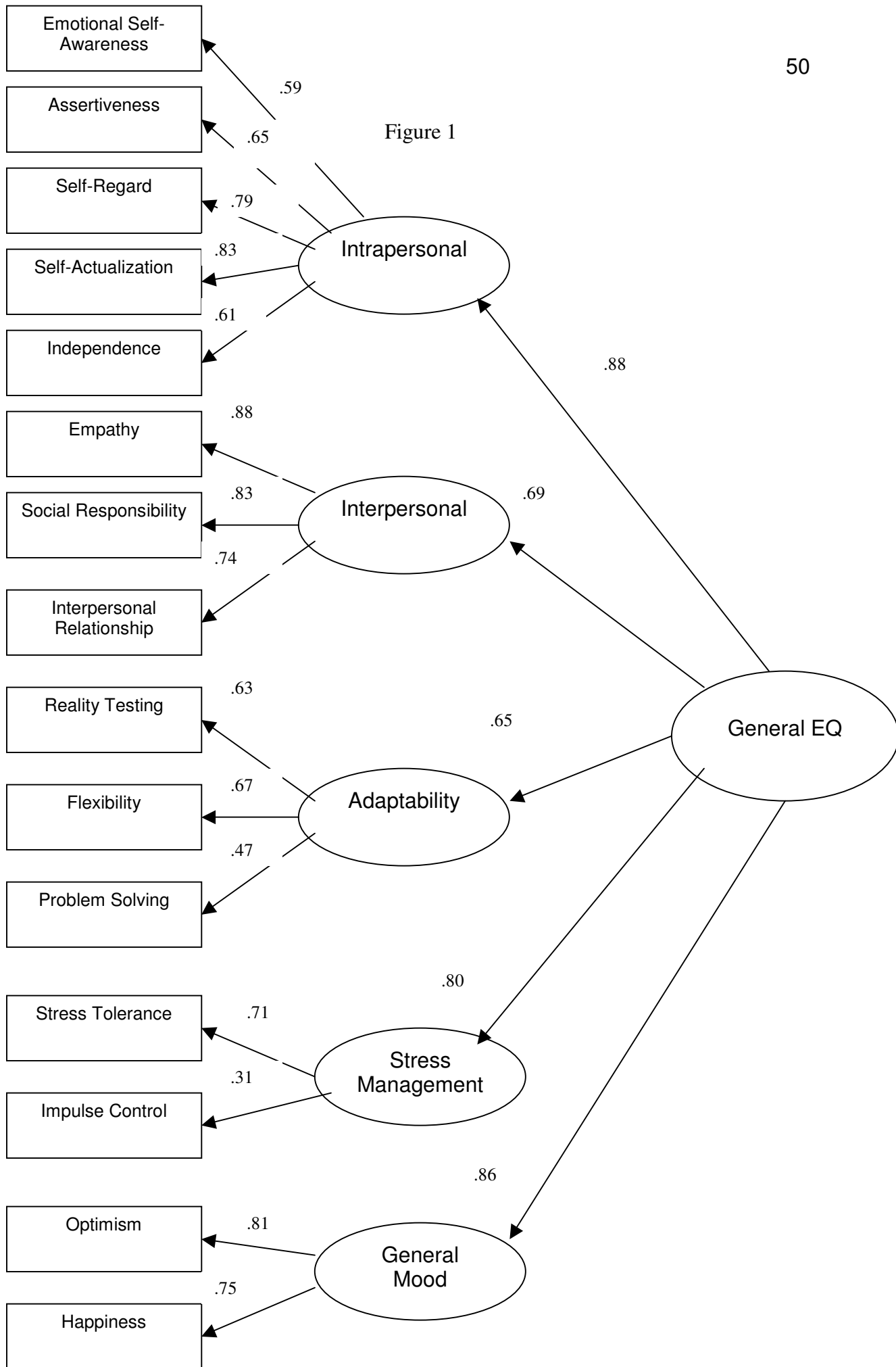


Figure 2

Item #	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	BaronFactor	Item
87	-0.68					Independence	I'm more of a follower than a leader
45	-0.65					Independence	It's hard for me to make decisions on my own
105	-0.63					Assertiveness	Others think that I lack assertiveness
30	-0.61					Independence	I prefer others to make decisions for me
88	-0.57					Stress Tolerance	It's hard for me to face unpleasant things
46	-0.54					Stress Tolerance	I don't hold up well under stress
70	-0.53					Problem Solving	It's hard for me to decide on the best solution when facing problems
119	-0.52					Assertiveness	It's difficult for me to stand up for my own rights
13	-0.51					Flexibility	It's difficult for me to begin new things
23	-0.51					Self-Regard	I lack self-confidence
3	-0.45					Independence	I prefer a job in which I am pretty much told what to do
124	-0.43					Optimism	Before beginning something new, I usually feel that I will fail
18	-0.42					Independence	When working with others I tend to rely on the ideas of others
111	-0.41					Problem Solving	I generally get stuck when thinking about different ways of solving problems
4	0.42					Stress Tolerance	I know how to deal with upsetting problems
31	0.45					Stress Tolerance	I can handle stress without getting too nervous
102	0.46					Stress Tolerance	I believe in my own ability to handle upsetting problems
11	0.55					Self-Regard	I feel sure of myself in most situations
19	0.56					Stress Tolerance	I believe I can stay on top of most situations
64	0.61					Reality Testing	I tend to fade out and lose track of what happens to me
92	0.65					Reality Testing	I tend to exaggerate
35	0.66					Assertiveness	When I'm angry with others, I can tell them about it
80		-0.74				Self-Regard	I'm happy with the type of person I am
44		-0.69				Happiness	I am satisfied with my life
38		-0.53				Self-Regard	I have good self-respect
125		-0.53				Self-Regard	Looking at both my good points and bad points, I feel good about myself

95	-0.49					Self-Regard	I feel comfortable with my body
108	-0.48					Self-Regard	I'm happy with the way I look
6	-0.42					Self-Actualization	I try to make my life as meaningful as I can
78	0.24					Reality Testing	I get carried away with my imaginations and fantasies
34	0.41					Self-Actualization	In the past few years, I've accomplished little
120	0.43					Reality Testing	It's hard for me to keep things in the right perspective
<b>Item #</b>	<b>Factor 1</b>	<b>Factor 2</b>	<b>Factor 3</b>	<b>Factor 4</b>	<b>Factor 5</b>	<b>BaronFactor</b>	<b>Item</b>
33		0.48				Reality Testing	It's hard for me to understand the way I feel
48		0.51				Self-Actualization	I don't get enjoyment from what I do
118		0.52				Self-Actualization	I don't have a good idea of what I want to do in life
72		0.64				Happiness	I get depressed
2		0.65				Happiness	It's hard for me to enjoy life
66		0.68				Self-Regard	It's hard for me to accept myself the way I am
86		0.72				Happiness	I'm not happy with my life
53		0.75				Self-Regard	I don't feel good about myself
7			-0.71			Emotional Self-Awareness	It's fairly easy for me to express feelings
94			-0.57			Interpersonal Relationship	I have good relations with others
9			-0.56			Emotional Self-Awareness	I'm in touch with my emotions
52			-0.55			Empathy	My friends can tell me intimate things about myself
41			-0.54			Empathy	I'm good at understanding the way people feel
59			-0.53			Emotional Self-Awareness	I'm aware of the way I feel
37			-0.52			Interpersonal Relationship	It's easy for me to make friends
67			-0.52			Empathy	I care what happens to other people
58			-0.48			Interpersonal Relationship	I'm fun to be with
107			-0.47			Interpersonal Relationship	People think that I'm sociable
15			-0.46			Social Responsibility	I like helping people
113			-0.46			Happiness	I like to have fun
63			0.41			Assertiveness	When I disagree with someone, I'm able to say no
10			0.6			Interpersonal Relationship	I'm unable to show affection
22			0.65			Interpersonal Relationship	It's hard for me to share my deep feelings with others
49			0.65			Emotional Self-Awareness	It's hard to express my intimate feelings
109			0.67			Emotional Self-Awareness	It's hard for me to describe my feelings
29					-0.55	Interpersonal Relationship	I'm a fairly cheerful person

51						-0.52	Optimism	I generally hope for the best
24						-0.48	Optimism	I'm optimistic about most things I do
55						-0.45	Flexibility	It's easy for me to adjust to new conditions
54						0.41	Impulse Control	People tell me to lower my voice in discussions
97						0.42	Flexibility	It's hard for me to change my ways
16						0.45	Happiness	It's hard for me to smile
40						0.52	Flexibility	It's difficult for me to change my opinions about things
26						0.56	Flexibility	It's hard for me to make adjustments in general
122						0.56	Impulse Control	I tend to explode with anger easily
110						0.58	Impulse Control	I've got a bad temper
12						0.62	Impulse Control	It is a problem controlling my anger
39						-0.66	Impulse Control	My impulsiveness creates problems
<b>Item #</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>BaronFactor</b>	<b>Item</b>	
93						-0.53	Empathy	I'm sensitive to the feelings of others
81						-0.41	Impulse Control	I have strong impulses that are hard to control
8						0.43	Reality Testing	I try to see things as they really are, without fantasizing or daydreaming about them
1						0.44	Problem Solving	My approach in overcoming difficulties is to move step by step
27						0.44	Problem Solving	I like to get an overview of a problem before trying to solve it
14						0.55	Problem Solving	When faced with a difficult situation, I like to collect all the information that I can

Figure 3

## Scatterplot

Dependent Variable: INTERPERSONAL

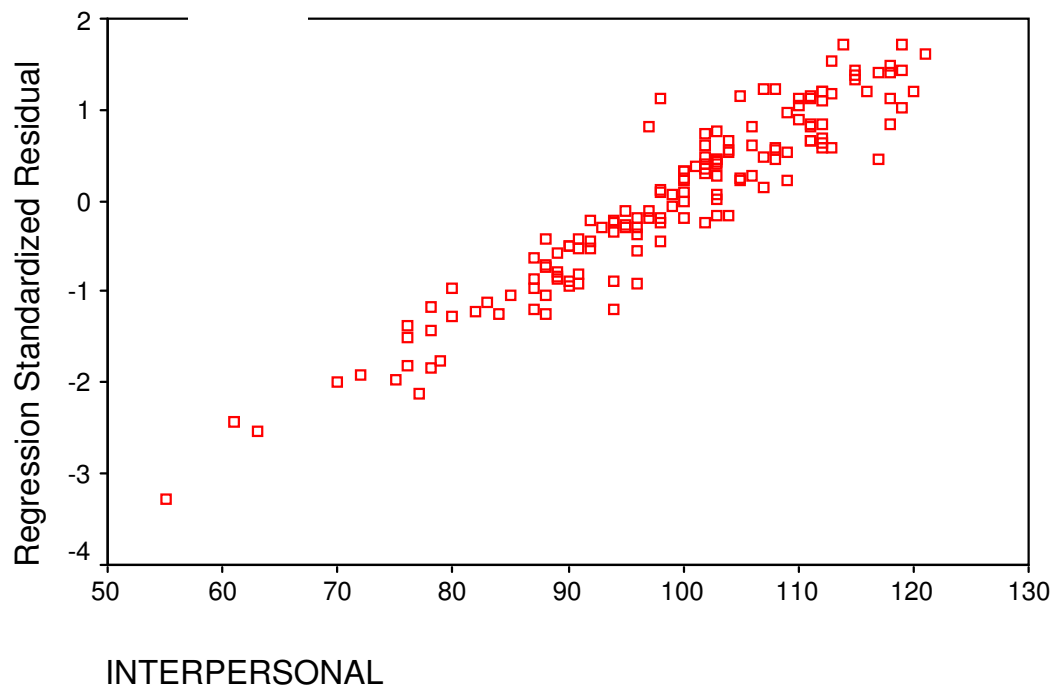
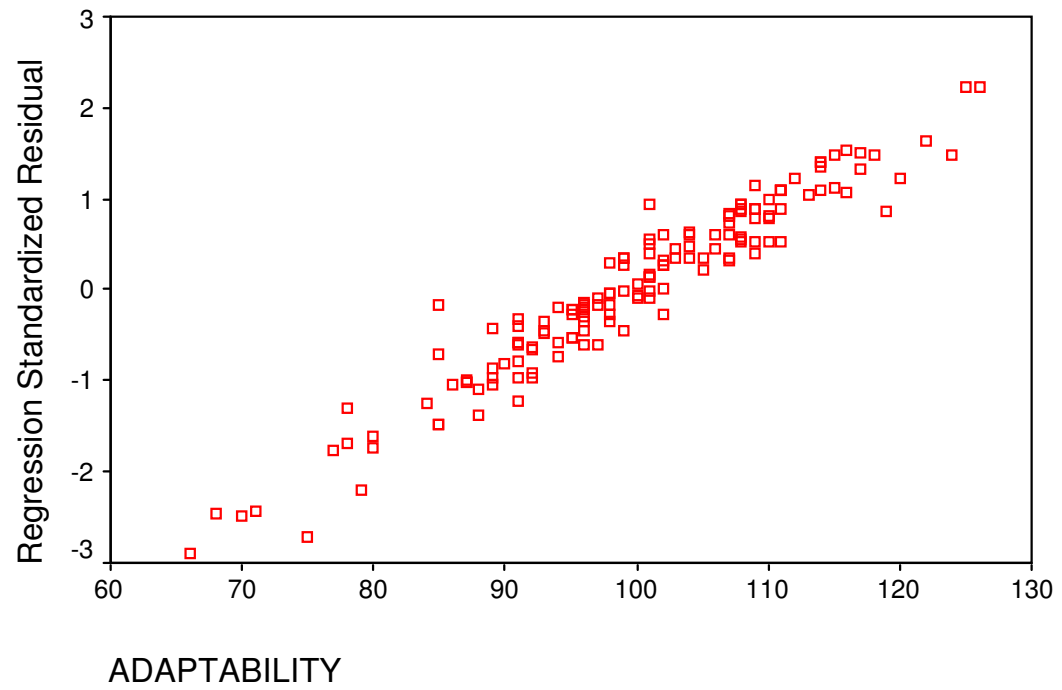


Figure 4

## Scatterplot

Dependent Variable: ADAPTABILITY



APPENDIX B

TABLES

Table 1

*Correlations between Dependent Variables*

	Performance	Turnover Intentions	Job Satisfaction	Powerlessness	Life Satisfaction	Loneliness	Emotional Labor
N=154							
Performance	Alpha: .92 Mean: 2.67 S.D.: .42	r = -.235	r = .320	r = -.114	r = .205	r = -.199	r = -.020
Turnover Intentions		Alpha: .89 Mean: 2.50 S.D.: 1.46	r = -.656	r = .150	r = -.360	r = .185	r = .066
Job Satisfaction			Alpha: .88 Mean: 5.78 S.D.: .90	r = -.357	r = .479	r = -.358	r = .009
Powerlessness				Alpha: .80 Mean: 2.34 S.D.: .81	r = -.474	r = .467	r = -.023
Life Satisfaction					Alpha: .82 Mean: 4.99 S.D.: 1.06	r = -.565	r = .037
Loneliness						Alpha: .78 Mean: 2.23 S.D.: .95	r = -.040
Emotional Labor							Alpha: .70 Mean: 4.32 S.D.: .66

Table 2

*Standardized Means and Standard Deviations – BarOn Factors*

	Intrapersonal	Interpersonal	Stress Tolerance	Adaptability	General Mood
N=154					
Mean	100.10	98.49	101.85	99.39	99.90
Standard Deviation	13.17	13.14	11.23	11.87	12.15

Table 3  
Correlations between All Factors

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	1.000	-.114	-.235	.205	.320	-.199	-.020	.274	.243	.455	.137	.187	.297	.357	.144	.164	.302
		.472	.130	.188	.036	.202	.901	.076	.116	.002	.381	.229	.053	.019	.355	.292	.049
2	-.114	1.000	.150	-.474	-.357	.467	-.023	-.484	-.469	-.446	-.100	-.337	-.554	-.426	-.331	-.457	-.588
	.472		.068	.000	.000	.000	.779	.000	.000	.000	.224	.000	.000	.000	.000	.000	.000
3	-.235	.150	1.000	-.360	-.656	.185	.066	-.070	-.313	-.116	-.098	-.204	-.131	-.200	-.266	-.155	-.273
	.130	.068		.000	.000	.024	.426	.396	.000	.155	.232	.012	.110	.014	.001	.057	.001
4	.205	-.474	-.360	1.000	.479	-.565	.037	.237	.566	.296	.125	.398	.391	.314	.407	.335	.560
	.188	.000	.000		.000	.000	.656	.003	.000	.000	.126	.000	.000	.000	.000	.000	.000
5	.320	-.357	-.656	.479	1.000	-.358	.009	.237	.404	.100	.102	.373	.237	.201	.384	.265	.444
	.036	.000	.000	.000		.000	.909	.003	.000	.222	.211	.000	.003	.013	.000	.001	.000
6	-.199	.467	.185	-.565	-.358	1.000	-.040	-.268	-.549	-.359	.035	-.288	-.430	-.333	-.291	-.317	-.533
	.202	.000	.024	.000	.000		.631	.001	.000	.000	.669	.000	.000	.000	.000	.000	.000
7	-.020	-.023	.066	.037	.009	-.040	1.000	.118	-.012	.139	.048	.048	.081	.147	.025	.123	.043
	.901	.779	.426	.656	.909	.631		.151	.881	.091	.560	.562	.327	.073	.764	.135	.604
8	.274	-.484	-.070	.237	.237	-.268	.118	1.000	.613	.466	.131	.410	.771	.401	.446	.569	.612
	.076	.000	.396	.003	.003	.001	.151		.000	.000	.106	.000	.000	.000	.000	.000	.000
9	.243	-.469	-.313	.566	.404	-.549	-.012	.613	1.000	.512	.212	.537	.792	.485	.554	.675	.777
	.116	.000	.000	.000	.000	.000	.881	.000		.000	.008	.000	.000	.000	.000	.000	.000
10	.455	-.446	-.116	.296	.100	-.359	.139	.466	.512	1.000	-.026	.379	.667	.824	.220	.452	.558
	.002	.000	.155	.000	.222	.000	.091	.000	.000		.750	.000	.000	.000	.006	.000	.000
11	.137	-.100	-.098	.125	.102	.035	.048	.131	.212	-.026	1.000	.176	.157	-.007	.354	.473	.184
	.381	.224	.232	.126	.211	.669	.560	.106	.008	.750		.029	.052	.932	.000	.000	.023
12	.187	-.337	-.204	.398	.373	-.288	.048	.410	.537	.379	.176	1.000	.413	.439	.662	.484	.647
	.229	.000	.012	.000	.000	.000	.562	.000	.000	.000	.029		.000	.000	.000	.000	.000
13	.297	-.554	-.131	.391	.237	-.430	.081	.771	.792	.667	.157	.413	1.000	.641	.514	.710	.757
	.053	.000	.110	.000	.003	.000	.327	.000	.000	.000	.052	.000		.000	.000	.000	.000
14	.357	-.426	-.200	.314	.201	-.333	.147	.401	.485	.824	-.007	.439	.641	1.000	.367	.491	.628
	.019	.000	.014	.000	.013	.000	.073	.000	.000	.000	.932	.000	.000		.000	.000	.000
15	.144	-.331	-.266	.407	.384	-.291	.025	.446	.554	.220	.354	.662	.514	.367	1.000	.660	.567
	.355	.000	.001	.000	.000	.000	.764	.000	.000	.006	.000	.000	.000	.000		.000	.000
16	.164	-.457	-.155	.335	.265	-.317	.123	.569	.675	.452	.473	.484	.710	.491	.660	1.000	.668
	.292	.000	.057	.000	.001	.000	.135	.000	.000	.000	.000	.000	.000	.000	.000		.000
17	.302	-.588	-.273	.560	.444	-.533	.043	.612	.777	.558	.184	.647	.757	.628	.567	.668	1.000
	.049	.000	.001	.000	.000	.000	.604	.000	.000	.000	.023	.000	.000	.000	.000	.000	

Table 3 – Key

1. Performance
2. Powerlessness
3. Turnover Intentions
4. Life Satisfaction
5. Job Satisfaction
6. Loneliness
7. Emotional Labor
8. Leadership
9. Emotional Disposition
10. Emotional Insight
11. Pragmatism
12. Coping
13. Intrapersonal
14. Interpersonal
15. Stress Management
16. Adaptability
17. General Mood

Table 4

*Relationships between EI and Life Variables – BarOn Model (N=154)*

### **Intrapersonal**

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Powerlessness	-6.868	1.301	-.423**
Loneliness	-2.552	1.185	-.184*
Life Satisfaction	1.002	1.058	.081

### **Interpersonal**

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Powerlessness	-4.871	1.399	-.306**
Loneliness	-2.192	1.274	-.162
Life Satisfaction	.905	1.138	.075

### Stress Management

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Powerlessness	-2.455	1.237	-.176*
Loneliness	-.415	1.127	-.035
Life Satisfaction	3.298	1.007	.310**

### Adaptability

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Powerlessness	-5.371	1.260	-.368**
Loneliness	-.952	1.147	-.077
Life Satisfaction	1.326	1.025	.120

### General Mood

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Powerlessness	-5.543	1.117	-.356**
Loneliness	-2.905	1.018	-.219**
Life Satisfaction	3.152	.909	.266**

Table 5

*Relationships between EI and Life Variables – Research Model (N=154)*

### **Leadership**

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Powerlessness	-.201	.039	-.451**
Loneliness	-.025	.035	-.067
Life Satisfaction	.006	.031	.017

### **Emotional Disposition**

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Life Satisfaction	.134	.035	.312**
Loneliness	-.136	.039	-.283**
Powerlessness	-.108	.042	-.191**

**Emotional Insight**

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Powerlessness	-.184	.048	-.335**
Loneliness	-.092	.044	-.196*
Life Satisfaction	1.000E-02	.039	.024

**Pragmatism**

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Powerlessness	-.060	.050	-.117
Loneliness	8.697E-02	.045	.198*
Life Satisfaction	7.391E-02	.041	.188

**Coping**

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Life Satisfaction	.120	.040	.288**
Powerlessness	-.098	.049	-.179*
Loneliness	-.022	.045	-.048

Table 6

*Relationships between EI and Work Variables – BarOn Model (N=154)*

### **Intrapersonal**

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Job Satisfaction	3.902	1.552	.266*
Turnover Intentions	.399	.958	.044

### **Interpersonal**

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Job Satisfaction	1.962	1.528	.136
Turnover Intentions	-.983	.943	-.111

### **Stress Management**

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Job Satisfaction	4.597	1.252	.369**
Turnover Intentions	-.179	.773	-.023

**Adaptability**

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Job Satisfaction	3.728	1.364	.287**
Turnover Intentions	.267	.842	.033

**General Mood**

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Job Satisfaction	6.578	1.371	.468**
Turnover Intentions	.293	.846	.034

Table 7

*Relationships between EI and Work Variables – Research Model (N=154)*

### **Leadership**

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Job Satisfaction	.136	.042	.337**
Turnover Intentions	3.768E-02	.026	.151

### **Emotional Disposition**

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Job Satisfaction	.177	.051	.349**
Turnover Intentions	-.026	.031	-.084

### **Emotional Insight**

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Job Satisfaction	2.297E-02	.053	.046
Turnover Intentions	-.026	.033	-.086

**Pragmatism**

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Job Satisfaction	3.013E-02	.050	.065
Turnover Intentions	-.016	.031	-.055

**Coping**

Variable	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Job Satisfaction	.211	.050	.429**
Turnover Intentions	2.362E-02	.031	.078