Lada Kaliská, Ján Kaliský
Slovak Republic

The Potential of Emotional Intelligence in Personality Space

DOI: 10.15804/tner.2016.46.4.22

Abstract

The study is based on the research analyses of K.V. Petrides' (2011) trait emotional intelligence construct verified by his Trait Emotional Intelligence Questionnaire – TEIQue. Verification of the EI trait construct by stepwise regression analysis confirmed that it is determined only to a certain extent by the Big Five personality factors theory (14%) (by the TIPI questionnaire, Gosling, 2003) and by perception and experiencing of positive (15%) and negative (13%) mental states (by the SEHW questionnaire, Džuka & Dalbert, 2002). Thus, the emotional intelligence trait as a consistent construct partially captures individual variability of emotional aspects otherwise scattered across personality theories.

Keywords: *trait emotional intelligence construct, Trait Emotional Intelligence Questionnaire (TEIQue-SF), Big Five factors, positive and negative emotions, regression analysis*

The work was supported by the Slovak Research and Development Agency in accordance with the Agreement No. APVV-14-0176.

Introduction

Globalization of society, information explosion and application of new technologies in practice make teachers wonder how to prepare pupils and students

for life in changing society, how to shape a successful personality not only in the environment of education, but also outside this environment. Reflecting these facts, the levels of education (ISCED 1, 2, 3) implement a cross-cutting theme of pupil personality and social development with the aim to **contribute to pupils' complex personality growth and life skills development**. The cross-cutting theme can be realized as part of learning contents of subjects (mainly educational ones), through projects, teaching blocks or as a separate subject (National Educational Programme, 2015). However, a question arises here, which or what conceptual framework to rely on, if we want to purposefully develop socio-emotional, cognitive and behavioural skills at school. Indeed, it is school where their lack may manifest itself by risk behaviour (Petrides et al., 2004; Miškolciová & Ďuricová, 2015; Karikova & Rohn, 2015; Przybylska, 2016). One of the possibilities of developing socio-emotional skills “intelligently” is presented by the construct of emotional intelligence.

Theoretical analysis of the emotional intelligence construct

The psychological construct of emotional intelligence (EI) is a recent phenomenon. One of its predecessors can be seen in Gardner's theory of multiple intelligences (1993) and the other in Thorndike's social intelligence (1920). For the first time the EI model was defined in relation to other constructs (intelligence and emotions) in 1990, in the study “*Emotional Intelligence*” by Salovey and Mayer. Based on theoretical analysis of constructs of intelligence and emotions (where emotions represented socially determined behaviour) the authors defined EI as a subset of social intelligence. EI was explained as intelligence for understanding emotions and awareness of their impacts and effects on the intellectual system facilitating production of new thoughts and ideas. In time, the authors noted that EI exceeds social intelligence because it concerns not only emotions reflected in social situations, but also a person's inner experience (Salovey, & Mayer, 1990; Mayer, Salovey & Caruso, 2004).

Besides confirming and supporting research analyses of the EI concept, there is also a direction disputing its scientific meaningfulness, where the term intelligence is reserved only for cognitive abilities. These controversies have contributed to the formation of 3 approaches to EI investigation. The first approach presents EI as ability measurable by maximum performance measures, with Mayer and Salovey as its main representatives. Criticism of the EI model as ability (e.g., Mathews et al., 2004; Petrides, 2011) is based on the fact that it is problematic to

capture the subjective nature of emotional experience and intrapersonal elements with such measures. Objectivity of scoring and adequacy of psychometric properties of these instruments are challenged (consensual/expert/target scoring). The second approach links EI with personality traits and abilities (so-called mixed models of EI, authors: Bar-On, Goleman), where the conception of EI as a personality trait is gradually singled out. The concept of trait EI is formed as the third EI model type, where EI can be measured by self-report measures. This approach points to the fact that it is personality traits that are closely connected with a person's emotional functioning, however they do not coincide, which is verified also in this study.

Trait emotional intelligence

Trait EI concerns, in particular, recognition of emotions, self-perception, i.e., how people perceive their own emotional abilities and emotional dispositions. Trait EI is explained as a constellation of self-perceived abilities and behavioural dispositions linked to emotions, bringing along qualitatively various behavioural and experiencing styles (Petrides, Pita, & Kokkinaki, 2007). The author locates this EI type in personality space as personality traits.

In the context of this study, the trait EI model by the British psychologists, K.V. Petrides and A. Furnham (2001), is analysed. Their model is based on expression, perception and regulation of emotions. It is the first comprehensive model of trait EI. It is made up of 15 facets, with 13 of them forming 4 factors and 2 independent facets. The model consists of:

- 1) *Emotionality*, including self-efficacy in the perception and expression of emotions (consisting of trait empathy, emotion perception, emotion expression, relationship competence).
- 2) *Sociability*, representing self-efficacy in interpersonal interactions, in management and regulation of others' emotions (emotions management /others/, assertiveness, and social awareness are the facets).
- 3) *Well-being*, including traits linked to personality dispositions such as optimism, trait happiness and self-esteem.
- 4) *Self-control*, consisting of self-efficacy in emotion and impulse regulation (including emotional regulation, /low/ impulsiveness, stress management).

Independent facets are adaptability and self-motivation. (cf. more detailed characteristics of the factors in Petrides, 2009; Kaliská & Nábělková, 2015). Table 1 shows the basic characteristics of a person with a high and/or low level of trait EI.

Table 1. Characteristics of a person with a high and/or low level of trait EI

Factors		High level of EI	Low level of EI
Global level of trait EI	Emotionality	<ul style="list-style-type: none"> • Awareness of one's own emotions, their perception and expression • Openness to experience • Empathy, sociability 	<ul style="list-style-type: none"> • Emotional instability • Less satisfying personal relationships
	Self-Control	<ul style="list-style-type: none"> • Stress management • Effective coping strategies • Stable and conscientious personality 	<ul style="list-style-type: none"> • Impulsive conduct • Maladaptive coping strategies
	Sociability	<ul style="list-style-type: none"> • Effective communication • Sociability and influence, social sensitivity, receptiveness • Straightforwardness, frankness, agreeableness 	<ul style="list-style-type: none"> • Shyness and reserve, submissiveness • Experiencing anxiety
	Well-being	<ul style="list-style-type: none"> • Optimism, meaningfulness, personal well-being • High self-esteem, self-confidence 	<ul style="list-style-type: none"> • Pessimism, disappointment with one's life • Lower self-esteem

Petrides also created questionnaires to measure trait EI (*Trait Emotional Intelligence Questionnaire - TEIQue*). Zeidner et al. (2009) highlight its systematic empiric verification in research studies (in 2000–2015), where the psychometric properties of TEIQue 6 versions/forms were tested. They were proved acceptable (e.g., Petrides, Frederickson, & Furnham, 2004; Petrides et al., 2007; Petrides, 2009, and others). In Slovakia, satisfactory psychometric properties of full and short forms of Slovak TEIQue versions were evidenced (Nábělková, 2012; Kaliská, & Nábělková, 2015; Kaliská, Nábělková, & Salbot, 2015, and others). For short forms of TEIQue, created from the original full version, the author recommends to assess only the global level of trait EI.

Verification of the assumption that trait EI is an independent construct (isolated in personality space) while also partially determined by some personality dimensions and located at a lower level in the personality hierarchy, such as, e.g., the *Big Five* traits (Petrides et al., 2007, 2009, 2011), has become the major empirical objective of this study.

Trait EI and the Big Five personality model

The Big Five Model is one of the most popular current personality models. Its final version, supported by sophisticated statistical procedures, was conceived by McCrae and Costa in 1987. The Big Five Model is made of 5 bipolar personality traits (Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness). Their characteristics are presented in more detail in Table 2.

Table 2. Basic personality factors of the Big Five Model

Factors	Traits and experienced emotions	Opposite
Neuroticism (emotional instability)	Reactive, vulnerable, insecure	Emotional stability
Extraversion	Sociable, active, communicative, happy	Introversion
Openness	Original, curious, creative, courageous	Conservative, closed-off
Agreeableness	Genial, empathic, compassionate, patient, honest	Egotist, reserved
Conscientiousness	Reliable, punctual, conscientious, orderly	Indifferent, unconscientious

Presenting the basic traits of the Big Five Model factors we are pointing to the fact that trait EI will enter into significant relationships with levels of personality hierarchy, mainly those covering a person's affective dispositions. Already in their first studies, Petrides and Furnham (2001) proved that trait EI enters into relationships with Neuroticism ($r = -0.29$) and Extraversion and Conscientiousness ($r = -0.30$ and $r = 0.35$). The weakest relationships were evidenced with Openness ($r = 0.13$) and Agreeableness ($r = -0.01$). McCrae's criticism (2000) draws attention to the fact that more than 66% of the items in questionnaires measuring trait EI overlap with the *Big Five* factors (e.g., the Extraversion factor is loaded with: geniality, sociability, assertiveness /identical in the TEIQue/, activity, excitement and positive emotions /analogous to optimism in the TEIQue/ and the Conscientiousness factor is loaded with the sense of duty, self-discipline /intersection with self-regulation in the TEIQue/), by which the EI construct as a personality disposition brings practically nothing new in psychology.

The response to McCrae (2000), De Raad (2005) and others comes from a number of researchers (Petrides et al., 2007, 2009, 2011, including this study), who, based on investigation into data from more than 40 studies independent from each other by multivariate regression analysis, point out to the fact that trait

EI shares even up to 65% of variance with the Big Five factors; this in the range of 50% – 80% of variance in non-Anglophone cultures (e.g., in the Netherlands, Petrides, Vernon, Schermer et al., 2010), which, however, still allows for substantiation of trait EI.

Petrides (2009) emphasizes the fact that the meaning of trait EI is in its capturing individual differences in emotional states otherwise scattered across the Big Five factors. Besides its overlap with the personality factors, the EI construct is assumed to capture the ability to express, perceive and regulate positive and negative emotions. Thus, the aim of the research study is assessment, by regression analysis, of the strength of personality dispositions and experienced positive and negative emotions as predictors of the EI construct.

Method

Research sample

Our research sample, obtained by convenience selection, consisted of 216 adolescents in total, students of secondary school (4 grammar schools, 3 vocational secondary schools), 14 to 19 years old (average age: 17.2 years /SD = 1.1/). Out of the total number, there were 147 (68.1%) girls and 69 (31.9%) boys.

Research methods

The Slovak version of the TEIQue-SF (*Trait Emotional Intelligence Questionnaire – Short Form*) is for measuring the global level of trait EI (four factors only indicatively) in adolescents from 13 years of age to middle adulthood (to 55 years of age). The instrument consists of 30 items answered by respondents by means of a 7-point scale (1 – completely disagree to 7 – completely agree). Administration takes 7 minutes. The assessed reliability in terms of internal consistence (split-half estimation of reliability: for the whole sample: $r_{xx}=0.88$ (0.90 for the girls, 0.85 for the boys; Cronbach's alpha for the whole sample: $\alpha=0.83$ /0.85 for the girls; 0.79 for the boys/) achieves highly acceptable values. Our previous studies confirm satisfactory reliability and validity (construct /its convergent and discriminant character/, incremental, criterion) of the Slovak versions of the TEIQue short forms (e.g., Kaliská, Nábělková & Salbot, 2015).

To assess substantiation of the trait EI construct, the Big Five model was used, where individual factors were examined by the TIPI questionnaire (*Ten-Item-Personality-Inventory*) by Gosling (2003). TIPI is a 10-item instrument for assessment of a person's personality, based on the Big Five conception.

Further, it was the *Scale of Emotional Habitual Subjective Well-Being* (SEHW – *Škála emocionálnej habituálnej subjektívnej pohody*, Džuka, & Dalbert, 2002) capturing the frequency of experiencing positive and negative emotions and physical feelings (anger, guilt, enjoyment, shame, feeling fresh, fear, pain, joy, sadness, happiness) on a 6-point scale from almost always to almost never. Administration takes about 5 minutes.

Results

The basic descriptive statistics for global trait EI and its factors measured by the TEIQue-SF are presented in Table 3.

Table 3. Descriptive statistics of the trait EI factors and global level measured by the TEIQue-SF in adolescents (N = 216)

	Min	Max	AM	SD	Mdn	Skewness	Kurtosis
Well-being	1.33	7.00	5.27	1.00	5.50	-.86	.77
Emotionality	1.75	6.63	5.05	.82	5.13	-.67	.97
Self-control	1.50	6.67	4.52	.93	4.50	-.61	.67
Sociability	2.00	7.00	4.79	.94	4.83	-.29	.13
Global trait EI	2.30	6.47	4.91	.69	4.93	-.49	.75

Min – minimum, Max – maximum, AM – mean, SD – standard deviation, Mdn – median

Normal distribution of variables measured in adolescents by the TEIQue-SF was assessed based on the descriptive characteristics of the distribution shape (coefficients of kurtosis and skewness), since a larger research sample overestimates the significance of deviations from normal distribution when tested for normality in a standard manner.

The primary objective of the statistical analysis was to assess the extent of determination of global trait EI by personality traits of the Big Five theory and by perception and experiencing of positive and negative mental states, where we first examined their connections by Pearson correlation analysis (Table 4).

We found that the global level of trait EI enters into weak significant relationships with the personality factors Emotional Stability, Conscientiousness, and Extraversion, with the relationships stronger in the boys. Global trait EI enters also into a strong positive relationship with experiencing of positive emotions and into a strong negative relationship with experiencing of negative emotions, again stronger in the boys.

Table 4. Correlations of global trait EI with the Big Five personality factors and experiencing of positive and negative emotions

	Global trait EI		
	Whole sample (N=216)	Girls (N=147)	Boys (N=69)
Extraversion	.23***	.21**	.26*
Agreeableness	.14*	.09	.23
Conscientiousness	.29***	.26**	.36**
Emotional stability	.29***	.22**	.40**
Openness	.15**	.15	.17
Occurrence of positive emotions	.50***	.49***	.52***
Occurrence of negative emotions	-.45***	-.38***	-.62***

* $p \leq 0.05$; ** $p \leq 0.01$; *** $p \leq 0.001$

The major objective was to find out which personality factors predict the normally distributed variable – global level of trait EI through stepwise regression analysis (in girls and boys) and it is presented in Table 5.

Table 5. Stepwise regression analysis

		Non-standard coefficients		Standard coefficients	t	sig.	Partial correlations	Corrected R ² % dispersion
		Std. Error	B					
Whole sample (N=216)	Extraversion	.15	.04	.23	3.51	.001	.13	Step 1 = 5%
	Conscient.	.14	.04	.26	4.0	.000	.26	Step 2 = 11%
	Em. stability	.12	.04	.19	2.83	.005	.19	Step 3 = 14%
	Occurrence of posit.emotion	.33	.05	.43	6.87	.000	.43	Step 4 = 29%
	Occurrence of negat.emotion	-.37	.05	-.38	-6.9	.000	-.43	Step 5 = 42%
Girls (N=147)	Extraversion	.14	.05	.21	2.63	.01	.14	Step 1 = 4%
	Conscient.	.15	.04	.26	3.37	.001	.27	Step 2 = 10%
	Em. stability	.08	.05	.14	1.66	.099	.22	Step 3 = 11%
	Occurrence of posit. emotion	.33	.06	.43	5.83	.000	.46	Step 4 = 28%
	Occurrence of negat.emotion	-.39	.07	-.39	-5.9	.000	-.39	Step 5 = 42%

		Non-standard coefficients		Standard coefficients	t	sig.	Partial correlations	Corrected R ² % dispersion
		Std. Error	B					
Boys (N=69)	Extraversion	.16	.07	.28	2.42	.01	.17	Step 1 = 6%
	Conscient.	.13	.06	.25	2.15	.03	.26	Step 2 = 11%
	Em. stability	.15	.06	.29	2.53	.01	.19	Step 3 = 18%
	Occurrence of posit.emotion	.34	.10	.43	3.47	.001	.43	Step 4 = 30%
	Occurrence of negat.emotion	-.41	.10	-.48	-4.16	.000	-.43	Step 5 = 44%

Notes: Table shows results of the last step of regression analysis.

β = standardized regression coefficient beta, t = t-test value, p = t-test statistical significance, % dispersion = percentage of explained dispersion R^2 by the corrected one in the regression analysis respective steps

The results of stepwise regression analysis indicate that the personality factors of the Big Five theory (14%), as well as the perceived positive (15%) and negative (13%) emotions to a various extent participate in the determination of trait EI in the whole sample. In the case of personality factors, the most trait EI dispersion is explained by Conscientiousness (6%), followed by Extraversion (5%) and it is also determined by a portion of emotional stability (3%, Neuroticism in the original theory). Based on the results of correlation analysis we noted that trait EI is in a moderate, positive, highly significant relationship with Emotional Stability and Conscientiousness ($r \geq 0.36$) in the case of the boys, and in weak, positive, highly significant relationships ($r \geq 0.21$) with Conscientiousness, Emotional Stability and Extraversion in the group of girls. The regression analysis implied different determination in the two groups. In the case of the girls, the first predictor is Conscientiousness (6%), followed by Extraversion (4%); in the case of the boys, the strongest predictor is Emotional Stability (7%), followed by Extraversion (6%) and the last is Conscientiousness (5%).

The regression analysis indicates the strength of the states of mind as significant predictors of trait EI (perceiving and experiencing positive /15%/ and negative /13%/ emotions). In the group of girls, positive emotions (18%) explain more of trait EI dispersion than in the group of boys (12%), while negative emotions participate in trait EI explanation to the same extent (14%) in both groups.

Discussion

The empirical verification of the trait EI construct in Slovak conditions supports the substantiation of this construct as well as of the instruments for its measurement. The connections of global trait EI with the Big Five model factors indicate the existence of certain moderate, positive, highly significant relationships with Emotional Stability, Conscientiousness and Extraversion, in particular in the group of boys. The above findings fully correspond to the first research studies by Petrides and Furnham (2001), but also to foreign studies, e.g., by Russo et al. (2012) as well as our results – Kaliská and Nábělková (2015). Later studies demonstrated closer correlations ($r \geq 0.40$) between trait EI factors, however, measured by the full versions of the TEIQue and the full versions of the Big Five personality factors (e.g., Petrides et al., 2007; Petrides et al., 2010).

We also found that the stepwise regression analysis partially proved the substantiation of the trait EI construct, because the Big Five model factors predict 14% of the trait EI variance for the whole sample (10% for girls and 18% for boys) and, in further steps, perceived and experienced mental states (anger, guilt, enjoyment, shame, feeling fresh, fear, pain, joy, sadness, happiness) only 42% of the trait EI variance for the whole research sample (42% for girls and 44% for boys). Several multivariate stepwise regressions demonstrate that trait EI shares up to 65% of variance with the Big Five factors (Petrides et al., 2007); in our case, since the short version of the TEIQue-SF questionnaire and the short version of the Big Five were used, it is only 14%. The research sample itself could be an intervening variable, too, its size and mainly the adolescent developmental period. In this period their volitional and character qualities consolidate, the character stabilizes and formation of their personality traits is still unfinished, which could negatively determine their self-perception ability. In one of their recent studies, Siegling, Furnham and Petrides (2015) used regression analysis in several versions of questionnaires measuring the Big Five factors (NEO Personality Inventory - Revised and its short version International Personality Item Pool, Big Five Inventory and Big Five Mini-Markers) and confirmed that 54% – 81% (depending on the gender and applied method) of the trait EI variability is determined by the Big Five factors (mainly Neuroticism, Extraversion and Conscientiousness). Among other things, Petrides et al. (2007, 2010), as well as others (Russo et al., 2012), empirically demonstrated the incremental validity of trait EI (over and above the personality factors, i.e., Eysenck's Giant Three and Costa and McCrae's Big Five) in prediction of such criterion variables as satisfaction with life, depression, happiness, adaptive and maladaptive coping strategies.

Conclusion

Trait EI has its meaning since it captures as a consistent construct individual variability of emotional aspects otherwise scattered across the Big Five personality factors. Personality as an open construct is a comprehensive system of basic personality dimensions (Poliach, 2009; Salbot & Pašková, 2013) and this study joins the series of investigations indicating possible inclusion of the trait EI construct in a lower hierarchical level in personality.

References

- De Raad, B. (2005). The Trait-coverage of Emotional Intelligence. *Personality and Individual Differences*, 38 (2005), 673–687.
- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York. Basic Books.
- Gosling, S.D., Rentfrow, P.J. and Swann Jr., W.B. (2003). A very brief measure of the big five personality domains. *Journal of Research in Personality*. [online], 37, 504–528 [cit. 15.9. 2015]. Available on the Internet: [http://dx.doi.org/10.1016/S0092-6566\(03\)00046-1](http://dx.doi.org/10.1016/S0092-6566(03)00046-1).
- Kaliská, L., & Nábělková, E. (2015). *Psychometrické vlastnosti a slovenské normy Dotazníkov črtovej emocionálnej inteligencie pre deti, adolescentov a dospelých*. Banská Bystrica: Belianum.
- Kaliská, L., Nábělková, E., & Salbot, V. (2015). *Dotazníky črtovej emocionálnej inteligencie TEIQue-SF/TEIQue-CSF: manuál k skráteným formám*. Banská Bystrica: Belianum.
- Karikova, S. & Rohn, T. (2015). The “Nervousness” Factor in the Personality Profile of Teachers in the Slovak Republic. *The New Educational Review*. Vol. 40 (2), 160–179.
- Mayer, J., Salovey, P., & Caruso, D.R. (2004). Emotional Intelligence: Theory, Findings and Implications. *Psychological Inquiry*, 15 (3), pp. 197–215.
- McCrae, R. (2000). Emotional Intelligence from the Perspective of the Five-Factor Model of Personality. In Bar-On, R., Parker, D.A. (2000). *Handbook of Emotional Intelligence*. CA, USA: Jossey Bass.
- McCrae, R.R., & Costa, P.T. (1987) Validation of the five-factor model of personality across instruments and observers. *Journal of Personality and Social Psychology*, 52, 81–90.
- Miškolciová, L. & Ďuricová, L. (2015). Relationship between Self-Concept and Resistance in Term. *The New Educational Review*. Vol. 39 (1), 96–106.
- Nábělková, E. (2012). Psychometric properties of the questionnaire of trait emotional intelligence for adults (TEIQue). *Psychologica Universitas Comeniana* (CD-rom). Bratislava: Stimul, 657–675.
- Petrides, K.V. (2011). Trait Emotional Intelligence Theory (Commentaries). *Industrial and Organizational Psychology*. 3 (2010), 136–139
- Petrides, K.V., Vernon, P.A., Schermer, J.A., Ligthart, L., Boomsma, D.I., & Veselka, L. (2010). Relationship Between Trait Emotional Intelligence and the Big Five in the Netherlands. *Personality and Individual Differences*, 48 (2010), 906–910.

- Petrides, K.V., Pita, R., & Kokkinaki, F. (2007). The location of trait emotional intelligence in personality factor space. *British Journal of Psychology*, 98, 273–289.
- Petrides, K.V., Frederickson, N., & Furnham, A. (2004). The Role of Trait Emotional Intelligence in Academic Performance and Deviant Behavior at school. *Personality and Individual Differences*, 36, (2), 277–293.
- Petrides, K.V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 15, 425–448.
- Poliach, V. (2009). *Základy psychológie osobnosti*. Žilina: IPV.
- Przybylska, I. (2016). Emotional Intelligence and Burnout in the Teaching Profession. *The New Educational Review*. Vol. 43 (1), 41–52.
- Russo, P.M., Mancini, G., Trombini, E., Baldaro, B., Mavroveli, S., & Petrides, K.V. (2012). Trait Emotional Intelligence and the Big Five: A Study on Italian Children and Preadolescents. *Journal of Psychoeducational Assessment*. 30(3), 274–283.
- Salbot, V. & Pašková, L. (2013). *Psychológia osobnosti pre učiteľov*. Banská bystrica: PF UMB.
- Salovey, P., & Mayer, J. (1990). *Emotional Intelligence*. New York: Baywood Publishing Co, Inc.
- Siegling, A.B., Furnham, A. & Petrides, K.V. (2015). Trait Emotional Intelligence and Personality: Gender-Invariant Linkages Across Different Measures of the Big Five. *Journal of Psychoeducational Assessment*, Vol. 33(1), 57–67
- Štátny vzdelávací program – Nižšie stredné vzdelávanie – 2. stupeň základnej školy. (2015). MŠ SR. Available on: <https://www.minedu.sk/data/att/7500.pdf>
- Thorndike, E.L. (1920). Intelligence and its uses. *Harper's Magazine* 140, 227–235. Toronto, Canada: Multi- Health Systems, Inc.
- Zeidner, M., Mathews, G., & Roberts, R.D. (2009). *What We Know About Emotional Intelligence: How It Affects Learning, Work, Relationship and Our Health*. London, England: A Bradford Book.