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# Exploring associations between emotional intelligence and relationship quality utilizing the Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT)

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**Exploring associations between emotional intelligence and relationship quality utilizing  
the Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT)**

by

**Vesna A. Hampel**

**A dissertation submitted to the graduate faculty  
in partial fulfillment of the requirements for the degree of  
DOCTOR OF PHILOSOPHY**

**Major: Psychology (Counseling Psychology)**

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## INTRODUCTION AND LITERATURE REVIEW

Emotional intelligence (EQ), as most recently conceptualized, is distinct from both general intelligence and social intelligence (Mayer, Salovey & Caruso, 2000). Early attempts to identify the distinctness of EQ resulted in mixed models of emotional intelligence, models incorporating personality traits or other individual difference variables (cf. Bar-On, 1997, Goleman, 1995). In contrast, more recent models, such as that proposed by Salovey and Mayer (1990), have provided a more specific and focused perspective on emotional intelligence, a view that reflects EQ as a distinct set of abilities. While mixed models have not demonstrated the uniqueness of emotional intelligence, they have been effective in generating public and research interest in the construct of emotional intelligence, and in its potential application to real-world emotional phenomena.

Public and media interest in EQ is reflected by several sources (cf. Time Magazine, 1994, Goleman, 1995). In addition, several web-based personality tests, claiming to assess EQ, have been created (Jerabek, 1996). Furthermore, both business and education sectors have pursued interest in assessment and training with EQ (cf. Cooper, 1996, Salovey & Sluyter, 1997). Moreover, research interest has expanded over the last decade (Mayer, Salovey, & Caruso, 2000), and has primarily focused on the mixed model perspective of emotional intelligence. The resulting numerous definitions and measures have been complex and inconsistent. Recently, however, an innovative view of emotional intelligence has been developed that delineates much more specific, and measurable skills and abilities (Salovey & Mayer, 1990). The recent ability-based view of EQ has resulted in the creation of the Mayer, Salovey, and Caruso Emotional Intelligence Test, version 2.0 (MSCEIT, v. 2, 2000).

The MSCEIT, v. 2 shows great promise in providing evidence for the uniqueness of EQ. It also has potential for clinical, educational, and research applications. There is, however, a need to further validate the measure, in part due to the novelty of the MSCEIT, v. 2. In particular, predictive validity studies are called for by the authors (Mayer, Salovey, & Caruso, 2000). The current project was undertaken with the intention of providing evidence for validity of this emotional intelligence measure.

#### Predictive Validity of the MSCEIT, v. 2, and Close Relationships

Researchers have frequently examined the predictive validity of general intelligence via its relationship to future academic performance (Neisser, Boodoo, Bouchard, Boykin, Brody, Ceci, Halpern, Loehlin, Perloff, Sternberg & Urbina, 1996). General intelligence tests, then, are often evaluated on the basis of their ability to predict performance in environments that demand use of comparable cognitive skills. Similarly, if emotional intelligence does, indeed, reflect underlying emotional abilities, then EQ scores should be associated with aptitudes and behaviors in environments requiring accurate perceptions and effective expressions of emotions. The study of close interpersonal relationships provides a particularly relevant domain. In particular, romantic relationships may supply interested researchers with a suitable realm in which to study emotional abilities.

Persons higher in emotional intelligence should demonstrate higher functioning with regard to their interpersonal relationships than persons lower in EQ. Presumably, high EQ persons are more skilled than those with lower EQ in the abilities that the MSCEIT, v. 2 (2000) is intended to assess: perceiving emotions, understanding emotions, utilizing emotions, and regulating emotions (Mayer, Salovey and Caruso, 2000). Possessing greater skill in the above areas should result in more satisfying interactions with one's relationship

partner. Higher levels of intimacy, satisfaction, and trust should be present within the relationship. Therefore, emotional intelligence, as assessed by the MSCEIT, v. 2, should correlate with varied measures of functioning within romantic relationships.

Thus, the present study was planned with the intention of assessing romantic relationship functioning, as it relates to the skills and abilities assessed by the MSCEIT, v. 2 (2000). The current study assessed several areas of romantic relationship functioning, utilizing self-report, partner report, and daily diary recordings. The variety and diversity of the relationship measures utilized within the current study provided diverse assessment of relationship functioning.

#### Overview of the Document

This document is organized and presented in the following sequence. Relevant areas of study are reviewed, beginning with the genesis and distinctness of emotional intelligence from precursor concepts such as general and social intelligence. An ability-based model of EQ, and its corresponding assessment instrument, is described in detail. Hypotheses regarding the predictive nature of the ability-based definition of EQ are discussed. Specific hypotheses relating to functioning in close relationships are delineated. Rationale for the choice of relationship measures is provided. A description of self-report and daily diary measures, intended to assess relationship functioning in the current study, follows, including data on the reliability and validity of the measures. Information is provided on study methods, including participant selection and study procedure. Study results are then described. Finally, implications for the current study and future work regarding emotional intelligence are discussed.

## General Intelligence- Definitions and Issues

Reviewing the history of general intelligence theories provides a context for the study of emotional intelligence, a construct whose predictive validity is central to this study. Tracing the history, the theories, and definitions reveals evolving views regarding the nature of intelligence (Neisser, et al., 1996). Early definitions of intelligence as a reflection of cognitive abilities have evolved to encompass practical, “real-world” skills and abilities to adapt to the environment. Advances in statistical methodology, the limitations of general intelligence to successfully predict life success, and the inclusion of practical skills relevant to adaptation to the environment have encouraged researchers to pursue alternative views of intelligence (Neisser, et al., 1996). As a result, new definitions of social and ability-based definitions of emotional intelligence have also evolved (Mayer & Salovey, 1990).

Hunt (1995) provides a concise review of the conceptualization and transformation of intelligence over the last few decades. One early, and still popular, view of intelligence is based purely on psychometric considerations. That is, intelligence reflects individual differences in human cognition and latent abilities, and it can be measured using an appropriate test. Intelligence, then, is inferred from the psychometric view based on test scores, and reflects an underlying dimension central to thinking and effective problem solving.

Later, as statistical methods improved, unique dimensions of intelligence began to emerge via factor analyses of intelligence score data (Daniel, 1997). Intelligence could, in fact, be divided into three dimensions using the new methodologies. These dimensions were fluid intelligence, crystallized intelligence, and visual-spatial reasoning. Fluid intelligence reflected a person’s ability to use and develop new ways to solve novel problems.

Crystallized intelligence was more static, involving the use of previously acquired problem solving abilities to address a current problem. Visual-spatial reasoning reflected abilities in utilizing visual images in problem solving. The three aspects of intelligence reflected some of the first attempts at conceptualizing a multifactorial model of intelligence, rather than focusing on a general underlying “g” or single predominant factor (Daniel, 1997). The three dimensions, however novel, did not alter traditional psychometric approaches regarding the construction of intelligence assessment instruments.

A second very popular view of intelligence is that of cognitive process theorists (Hunt, 1995). Cognitive views focus on the processes underlying intelligent thinking and problem solving rather than the number, arrangement, and statistical relationship of components of the intelligence construct (Hunt, 1995). Cognitive process representations of intelligence focus on problem solving processes. Although these cognitive approaches differ somewhat from the focus on a central, general intelligence, or “g”, they are still quite compatible with crystallized and fluid definitions of intelligence, and in turn continue to rely, to some extent, on test scores as accurate indicators of intelligence. Thus, both psychometric and cognitive approaches reinforce the current and continuing use of traditional intelligence measures. Cognitive approaches, however, have generated diverse and novel conceptualizations of intelligence. More recent cognitive process views of intelligence have emphasized the role of intelligence in adaptation to the environment. In addition, adaptation views have encompassed the role of interpersonal awareness and skill in adapting to the environment. Thus, the inclusion of environment as an important element related to use of intelligence created a foundation for the study and measurement of social (and later emotional) intelligence.

### Intelligence Theory Development Includes Alternative Views

In addition to the description provided by Hunt (1995), Weinberg (1989) also depicts the cognitive approach to intelligence as inclusive of environmental adaptation. In Weinberg's view, however, the cognitive approach has made possible alternative definitions of intelligence that begin to incorporate more directly elements of social functioning. The inclusion of social functioning in intelligence research helped pave the way for sequential development of emotional intelligence conceptualizations in the following manner. First, elements of environmental adjustment and social functioning were incorporated through exploration of important lay person, or implicit, definitions of intelligence, those emphasizing real world everyday problem-solving and adaptation to the environment. Next, social functioning was defined more precisely and delineated from earlier social intelligence definitions through an examination of empathy, as well as person and emotion perception. Finally, an evolving definition of emotional intelligence was identified and further refined as a segment of social intelligence, focusing more specifically on emotion and emotional information.

### Alternative Views: Intelligence as Abilities

Cognitive psychologists such as Sternberg (1985) consider adapting to one's environment to be a significant part of intelligence. Cognitive psychologists have attempted to alter and expand current measures of intelligence to reflect more of this adaptation to environment (Weinberg, 1989). Howard Gardner (1983) is a particularly good example. He views intelligence as *distinct* abilities, some of which appear early in development and others which may require more social learning. In order to gain information about persons' intelligence, it would not be necessary to give static IQ tests, rather, researchers should study

persons' interaction with the environment. Gardner argues that differential adaptive skills are required for adaptation to different environmental contexts. He describes interpersonal intelligence and intrapersonal intelligence as examples of these differential skills.

Interpersonal intelligence involves awareness and skill relative to interactions with others in the environment. Intrapersonal intelligence involves introspective awareness and skill in appraising one's self-concept and moods (Gardner, 1983). Both interpersonal and intrapersonal intelligence also reflect elements of social aptitude typically included in laypersons' definitions of everyday intelligence.

#### Alternative Views: Implicit Definitions of 'Everyday' Intelligence

Both psychometric and cognitive approaches to intelligence reflect research and academically-derived theories (Weinberg, 1989). However, by 1983 cognitive approaches began to generate and provide the impetus for alternative definitions of intelligence. Up until this point, neither psychometric nor cognitive approaches had taken into account the views of laypersons, those actually required to adapt to the environment. However, Gardner (1983) and Sternberg (1993), as well as others, began to evaluate and use the conceptualizations of lay persons regarding real-world, or practical, intelligence, a reflection of practical problem-solving abilities, verbal abilities, and social intelligence (Weinberg, 1989).

For example, Sternberg (1993) studied lay notions, or practical abilities, of intelligence through his Triarchic Abilities Test. Practical abilities scores on this test were only weakly associated with scores on conventional psychometric tests of intelligence. Sternberg argued that lay (or implicit) definitions, then, are often quite different than the general ('g') intelligence reflected in academic settings and in psychometric tests. Lay (implicit) definitions, in Sternberg's view, may reflect intelligence more accurately, when

'everyday' intelligence is defined as encompassing practical problem-solving, verbal abilities and social competence (Sternberg, 1987).

'Everyday' Intelligence, Social Intelligence, and the Study of Emotions

Although social competence or intelligence comprises an important segment of 'everyday' intelligence, there has been little systematic investigation of the components of social intelligence within intelligence research. There has been, however, a separate field of study outside of traditional intelligence research that has focused on social competence. Moreover, an understanding of social intelligence is a necessary prerequisite to understanding the concept of emotional intelligence and the measure of EQ, the MSCEIT, v. 2 (2000), which is the focus of the current study.

Initial conceptualizations of social intelligence focused upon understanding the emotions of others, so as to make effective interaction with the environment possible (Salovey & Mayer, 1989). Early in the history of social intelligence theory, our understanding of emotions was viewed as manipulative, getting others to do what we wanted by means of obtained information about their emotional states. In fact, Thorndike (1937) stated that social intelligence was the ability to understand and *manage* people.

However, research in social intelligence did not focus on the manipulative aspects of understanding others. Rather, research in social intelligence often examined how we make judgments about others in our world, and how effective we are at making those judgments (Mayer & Geher, 1996). Essentially, person perception was the main topic of study. Research in the area of person perception examined two different classes of abilities: first, the accuracy of person perception and second, the potential effects of other variables on our abilities to perceive others. The two areas of research have most recently merged in research

work investigating emotional appraisal (Buck, 1984, Burluson & Goldsmith, 1998, Lazarus, 1991). focusing upon the accuracy of, origins of, and influences on person perception.

Some of what was ascertained through this research work has become part of our current understanding of emotional intelligence, as is reflected in the section on emotional intelligence definitions. However, this research on person perception did not generate understanding regarding the relationship between emotional appraisal abilities and measurable external behaviors. In order to uncover the association between social abilities and behaviors, and thus to begin defining emotional intelligence, one need examine the research area of empathy and social competence.

#### Evolving Social Intelligence and Emotional Competencies

The complexity and breadth of social intelligence definitions led to difficulties regarding how to succinctly capture and measure such an expansive construct (Salovey & Mayer, 1990), and a delineation of those challenges is relevant to the development of constructs and measures of emotional intelligence. Whether social intelligence was distinct, a form of intelligence not already encompassed by traditional measures of intelligence or personality, was a relevant dilemma.

Sternberg (1997) and Gardner (1983), as described earlier, examined lay and implicit definitions of social, personal, and interpersonal competence, and suggested that success in social competence necessarily involves utilizing one's understanding of emotions. These researchers did not provide suggestions for the measurement of underlying abilities involved. However, Eisenberg and Fabes (1990) do provide some indication of how emotional understanding relates to measurable external behaviors and abilities that reflect social competence.

Eisenberg and Fabes (1990) contend that empathy, social competence, and positive social behaviors are linked, and subsequent theory and research indicates that those concepts are related, and relevant, to components of emotional intelligence. Empathy, they argue, involves a response to another's emotional condition that is congruent with that condition. Necessarily, then, empathy requires understanding of what another person is feeling. Empathy may, additionally, involve some direct experiencing of the others' emotion, but only to a point. Personal distress appears to interfere with the accuracy of one's empathy. For example, Eisenberg and Fabes (1990) used markers of empathic vicarious responding, such as heart rate and facial expressions, to demonstrate that pro-social behavior could be predicted by the amount of felt empathy persons experienced. Participants empathizing, but without high personal distress, (indicated by higher heart rate and more frequent or intense facial expressions), exhibited more pro-social behaviors. Empathy, then, involves emotional experiencing, but only to the degree that it is informative about the emotional state of others, and motivating with regard to pro-social behavior.

Empathy, as described above, overlaps with key components of social or emotional intelligence, as conceptualized in the early 1990s (Mayer, 1995). Empathy involves skill in recognizing the emotional experiences of another person, and the ability to accurately label one's own reaction as reflecting the emotional state of others. Emotional intelligence, as will be illustrated in the sections that follow, involves the use of emotional information that we obtain from others and from ourselves. In addition, recent research into emotional intelligence has attempted to clarify the connections between such skills and EQ.

### Mood Awareness and Acting on Mood- Precursors to Emotional Intelligence

The importance of empathy in social environments, and empathy's relationship to social competence, may not be associated only with the direct experience of the emotional state of others. Rather, empathy's link to social competence may involve our success at utilizing the emotional information that we receive from social environments. In fact, Mayer and Stevens (1994) suggest that emotions can be both experienced and effectively reflected upon, and that higher skills in these areas may reflect emotional intelligence. Emotional intelligence, in this view, begins to separate from traditional notions of social intelligence or competence. Rather than focus on person perception, or *how* we obtain information about others in our environment, emotional intelligence researchers were beginning to examine the utilization of information from and about emotions, mood, and emotional experience (see Mayer, 1995, for a review).

Researchers began by examining emotional experiences, proposing to identify specific skills that persons use to help identify their own emotional states (Swinkels & Guiliano, 1995). Presumably, persons more skilled in "mood awareness" would be deemed more emotionally intelligent than those less skilled. Research (Swinkels & Giuliano, 1995, Mayer & Stevens, 1994) investigated mood states and mood regulation, and helped to identify a distinction between the abilities of labeling and monitoring mood states. The mood awareness research also identified mood labeling as a specific ability that contributed to more effective emotional regulation, and thus more effective social interaction.

In addition, researchers examined mood regulation more explicitly, in order to derive the abilities that comprise an effective mood regulation system, a specific set of skills that comprise an element of emotional intelligence. Results from the investigation (Mayer &

Stevens, 1994) into identifiable regulation skills indicated that mood evaluation and regulation were two processes by which persons attempted to monitor and change mood. Mood evaluation reflected the extent to which mood states were identified. Mood regulation reflected the extent to which persons engaged in alteration of their moods. Mayer and Stevens (1994) argued that emotionally intelligent persons were skilled in both mood evaluation and regulation. While specific skills and abilities related to emotional intelligence were not tested directly in this early research on EQ, the results were useful to a group of researchers intent upon creating both a clear theoretical model, and a measure, of emotional intelligence. This group of researchers began by defining emotional intelligence, then moved on to examining and specifying both the concept and measurement of EQ (Salovey & Mayer, 1990, Mayer, DiPaolo & Salovey, 1990).

#### Emotion-Related Abilities: A Component of Emotional Intelligence

Salovey and Mayer (1990) define emotional intelligence as a set of mental processes that include: appraising and expressing emotion (in the self and others), regulating emotions (in the self and others), and adaptive use of emotions.

According to Salovey and Mayer (1990), appraisal of emotions is a vital component of emotional intelligence. Persons more accurate about their own feelings are likely to be more effective with respect to communicating or responding to them. Appraisal of emotions includes verbal and nonverbal means, and is highly related to empathy. Appraisal can assist persons in choosing socially adaptive behavior both at the outset of a social interaction and in response to other persons involved. Regulation of emotion involves making use of information about one's mood such that more adaptive decision-making occurs. Regulation of emotion in others can also assist with aspects of impression management or interpersonal

support. Salovey and Mayer (1990) include regulation of emotion as a component of emotional intelligence due to its hypothesized ability to assist with achieving social and personal goals.

Salovey and Mayer (1990), in this seminal article defining emotional intelligence, argue for several implications from their work regarding research and theory involving the construct of EQ. First, their early definition posits emotional intelligence as a specific set of abilities rather than a collection of personality traits or dispositions. Second, Salovey and Mayer call for future research to explicitly examine emotion-related abilities. Finally, continuing research, according to Salovey and Mayer, should examine ways to identify emotionally intelligent individuals. However, accurate and valid measurement of EQ must be achieved in order to fulfill these objectives.

#### Research Explorations in Emotional Intelligence- Identifying Emotional Reactions to Visual Stimuli

Mayer, DiPaolo and Salovey (1990) carried out the first attempt to clarify skills and abilities directly related to emotional intelligence. These studies were the conceptual and psychometric precursors to the MSCEIT, v. 2 (2000), the measure of emotional intelligence under investigation in the current study. Specifically, Mayer, et al. (1990) studied adults' reactions to visual stimuli such as faces, colors, and abstract designs. The researchers examined participant perceptions of type of emotion and emotional intensity within each stimulus display. Mayer et al. hypothesized that accuracy, amount, and range of emotion perceived would correlate with self-reported empathy and other characteristics, such as defensiveness, deemed pertinent to emotional intelligence.

Participants viewed a total of 18 stimuli, then for each stimulus rated whether particular emotions were present or absent, and, if present, to what degree. An 18 item emotion perception questionnaire contained the stimuli and response options. Six faces, six colors, and six abstract designs were presented in the questionnaire. Participants indicated on a scale of 1 (definitely not present) to 5 (definitely present) the amount of a specific emotion perceived in a stimulus item. Sadness, anger, fear, and disgust were some of the emotions listed subsequent to the stimuli, with each emotion followed by the five-point scale. Scoring was conducted based on a consensus method. In this consensus scoring system, each participant's rated perception of amount and type of emotion present was compared for agreement with fellow participant-raters. Higher scores indicated more frequent consensus with fellow participants.

When examined through factor analysis and reliability studies, the consensus scoring system was determined to be relatively effective in gauging participants' abilities to perceive emotional content (Mayer, et al., 1990). Specifically, a principal components factor analysis of the correlations of rater scores indicated that one factor adequately represented consensus across all items, with loadings ranging from 0.19 to 0.60. The six emotion scales comprising amount and type of emotion were also found to have fair item homogeneity, with an overall alpha of 0.94 for amplitude (amount of emotion present across all scale items), and 0.90 for range of emotion. Based on these findings, Mayer, et al. argue that consensus scoring can assist with judging the "correctness" of persons' emotion perception abilities, and makes future research into ability-based emotional intelligence possible.

Results from the Mayer et al. (1990) study indicated that ability to assess emotional information accurately (i.e., high participant agreement as inferred by consensus ratings)

from all three types of stimuli was related to self-reported empathy. Overall consensus scores were significantly correlated with scores on the Mehrabian and Epstein (1970) empathy scale,  $r(128) = 0.33, p < .001$ . Mayer, et al. argue that their results provide early evidence of a link between emotion-related abilities and well established constructs previously deemed to indicate social competence and skill. The findings encouraged further research into the perception of emotions, and its relationship to definitions of emotional intelligence.

#### Research Exploration in Emotional Intelligence- Identifying Emotions in Written Vignettes

Additional explorations of perceived emotions were conducted using verbal rather than visual stimuli. Presumably, persons higher in emotional intelligence do not necessarily have to view a stimulus in order to gauge the type and intensity of emotion expressed. In fact, a person with high emotional intelligence should be able to simply read another person's account of a real-life event and make some determination about the type and intensity of emotions that the person in the story may be experiencing. Thus, research was initiated to examine whether, indeed, recognition of emotional content extended beyond simple visual perception into verbally expressed narratives. The findings from this research encouraged the authors of the MSCEIT, v. 2 (2000) to include story-experience vignettes within their measure of emotional intelligence.

Mayer and Geher (1996) investigated how well persons recognize the emotional expressions of others in the following manner. Participants were instructed to assess the emotional content of passages produced by persons describing real-life events. The authors predicted that the ability to assess emotional content would correlate with traits and measures hypothesized as consistent with then-definitions of emotional intelligence, such as measures

of empathy, relative lack of defensiveness and social desirability, and self-reported cognitive aptitude. In addition, Mayer and Geher intended to provide further support for the utility of consensus scoring, via comparison with alternative scoring methodologies.

The targets, or story writers, in the Mayer and Geher (1996) study were undergraduate students instructed to provide written descriptions of situations they had recently faced, and that had affected current mood. The vignettes were evaluated by the researchers, and edited for length and clarity. Provided with a list of several emotion pairs, targets endorsed emotions they felt during the vignette-described situation. Resulting stimuli included the edited vignettes, each followed by 12 dichotomous emotion-related test word pairs, such as “mad/delighted”. The test word pairs contained one emotional content item strongly endorsed by the target, and one less strongly endorsed item. Participants read each vignette, and then indicated how they thought the writer felt by choosing one word for each of the 12 word pairs following the vignette.

#### Methods of Assessing Participant Judgments of Emotions

Participant judgment of emotional content within the vignette was examined in two ways: consensus and target agreement (Mayer & Geher, 1996). Consensus agreement was assessed in a similar manner to the Mayer, DiPaolo and Salovey (1990) study. Consensus was indicated by degree of participant’s agreement with other participants (Mayer & Geher, 1996). Higher scores indicated higher agreement with fellow participants in their choice of test word from the pairs following the vignettes. Target agreement, on the other hand, was assessed by participant agreement with the vignette writers’ choice of emotion word from test word pairs. Higher scores here indicated greater agreement with vignette writer’s assessment of emotional content in the story.

Results indicated no significant correlation between the two scoring methods, target and consensus agreement ( $r = 0.18$ ,  $N = 96$ ,  $p > .10$ ) (Mayer & Geher, 1996). Consensus scoring was found to be a much more reliable means with which to assess participant scores than target scoring. Although the coefficient alpha of 0.53, an index of rating homogeneity, was not as high as the authors hoped, it was much higher than target scoring ( $\alpha = 0.24$ ) and the authors encouraged future research utilizing consensus scoring methodologies as a means of obtaining information on emotional intelligence based on ability, rather than self-report (Mayer & Geher, 1996). Consensus, therefore, continued to be the preferred method with which to assess participant skill regarding components of emotional intelligence, and continues to be used in the current ability-based measure of EQ, the MSCEIT, v. 2 (2000).

In order to examine what may have contributed to the minimal agreement between targets and consensus, Mayer and Geher (1996) investigated one hypothesis. Perhaps the targets' word choices in this study were influenced by social desirability. It appeared, in fact, that targets chose more socially desirable emotion word-pair alternatives than did participants. Target agreement was highly related to social desirability ( $r = .51$ ,  $p < .01$ ). In contrast, consensus agreement was not significantly related to social desirability ( $r = -.10$ ). It follows that consensus scoring may help minimize social desirability, potentially inherent in alternative scoring systems that rely on the judgment of target-raters. Thus, consensus scoring may provide the best means of assessing the component abilities of emotional intelligence directly.

Moreover, Mayer and Geher (1996) conducted the remaining analyses of emotional perception and measures related to emotional intelligence using the consensus scoring methods. Consensus scores significantly correlated with empathy (Mehrabian & Epstein

Empathy Scale, 1970), displayed trends toward lower defensiveness (Marlowe-Crowne Scale of Social Desirability, 1960), and correlated significantly with reported Scholastic Aptitude Test scores. Respective correlations were:  $r = .24, p < .01$ ;  $r = -.14, p < .10$ ; and  $r = .26, p < .05$ . These findings indicate that one ability-based aspect of emotional intelligence (perception of emotional content) relates to previously investigated constructs of emotional and social competence, such as empathy and lower defensiveness.

Mayer and Geher (1996) also argue that study results support the continued investigation of emotional intelligence abilities utilizing ability-based measures rather than relying on self-report methodologies. The consensus scoring system may assist with accurate assessment of persons' emotion-related abilities, and provides a healthy alternative to self-report measures. When asked for a self-assessment, persons may report they are empathic whether or not this is the case. Consensus scoring methodologies, on the other hand, do not allow for false inflation of emotion appraisal skills. There is no opportunity to self-report with consensus scoring, and thus no possibility of self-inflation of skills. In addition, the Mayer & Geher (1996) study provided evidence that consensus scoring minimized social desirability when compared with another scoring methodology. Therefore, consensus scoring allows for more direct operationalization and testing of emotion-related abilities. Both the Mayer, DiPaolo and Salovey (1990), and Mayer and Geher (1996) studies claim that the emotion-related skills involved in emotional intelligence are, indeed, abilities and are not personality traits or other individual difference variables. EQ abilities should, then, be assessed using appropriate ability-based measurements.

### A Current Definition of Emotional Intelligence- the Ability-Based Model

Based upon prior research, especially the promising findings of perceiving emotional content in visual and verbal stimuli (Mayer & Geher, 1996, Mayer, DiPaolo & Salovey, 1990), Mayer and Salovey (1997) began a series of investigations aimed at revising and refining both theory and measurement of emotional intelligence. Their intent was to delineate EQ in the following manner: "(a) to define it, (b) to develop a means for measuring it, (c) to document its partial or complete independence from known intelligences, and (d) to demonstrate that it predicts some real-world criteria" (p. 5).

Mayer and Salovey provide the first comprehensive definition of EQ as a distinct set of abilities in their 1997 article. The definition incorporates branches of distinct and explicitly described abilities, unlike the earlier, less clear descriptions of abilities comprising EQ. The definition can also be described pictorially, as demonstrated in Figure 1. This figure reflects a theoretical conceptualization, and a model that is currently being empirically tested. The depicted model includes four branches of emotion-related abilities: perceiving/appraising emotion, emotional facilitation of thinking, understanding and analyzing emotions, and reflective regulation of emotion. Each branch reflects an increase in the complexity of emotion-related skills as we age and grow, depicted in the figure as movement from top to bottom. Mayer and Salovey (1997) assume that persons generally progress from top to bottom along the length of ability branches as they develop and mature. The advanced skills, depicted as the large circles in the bottom of the figure, are theoretical constructions generated by Mayer and Salovey. The branches described here as components of a model of emotional intelligence correspond with the branches of EQ measured by the

current ability-based scale of emotional intelligence under investigation within the current study.

Perception and appraisal of emotion, displayed on the far right of Figure 1, typically begins with identifying emotions in our physical feelings and thoughts (Mayer & Salovey, 1997). The ability-based measure of emotional intelligence used in the current study (Mayer, Salovey, & Caruso, 2000), refers to this branch simply as perception. Perception and appraisal skills (Mayer & Salovey, 1997) theoretically increase in complexity, eventually encompassing our ability to discriminate accurate expression of emotion from dishonest or deceitful expression, both in ourselves and in others. Emotional facilitation of thinking, second from the right in Figure 1, can be seen in early stages (smaller circle at the top) as a simple direction, or prioritization, of our attention to information that is likely to be highly relevant. The ability-based measure in the current study (Mayer, et al., 2000) simply refers to this branch as facilitation. In the branch described by Mayer and Salovey (1997), infants may experience emotional arousal that directs their attention to caretakers attempting to engage in play. With increasing complexity, emotional facilitation of thinking eventually involves generating or utilizing particular emotional states with the express purpose of more effectively solving pending problems, noted in the figure as the larger circle stating that emotions aid with making appropriate judgments or improving the efficiency of memory.

Understanding and analyzing emotions, depicted second from the left in Figure 1 (the small circle), begins as a simple recognition that feelings and the words used to describe them are related. As we increase the complexity of our skills, we learn how two seemingly divergent emotions can be experienced together. We also recognize likely transitions among emotions. The ability-based measure refers to this branch simply as understanding (Mayer, et

al., 2000). Lastly, reflective regulation is depicted on the far left of Figure 1. Regulation skills begin with a general ability to stay open to feelings even if they are unpleasant.

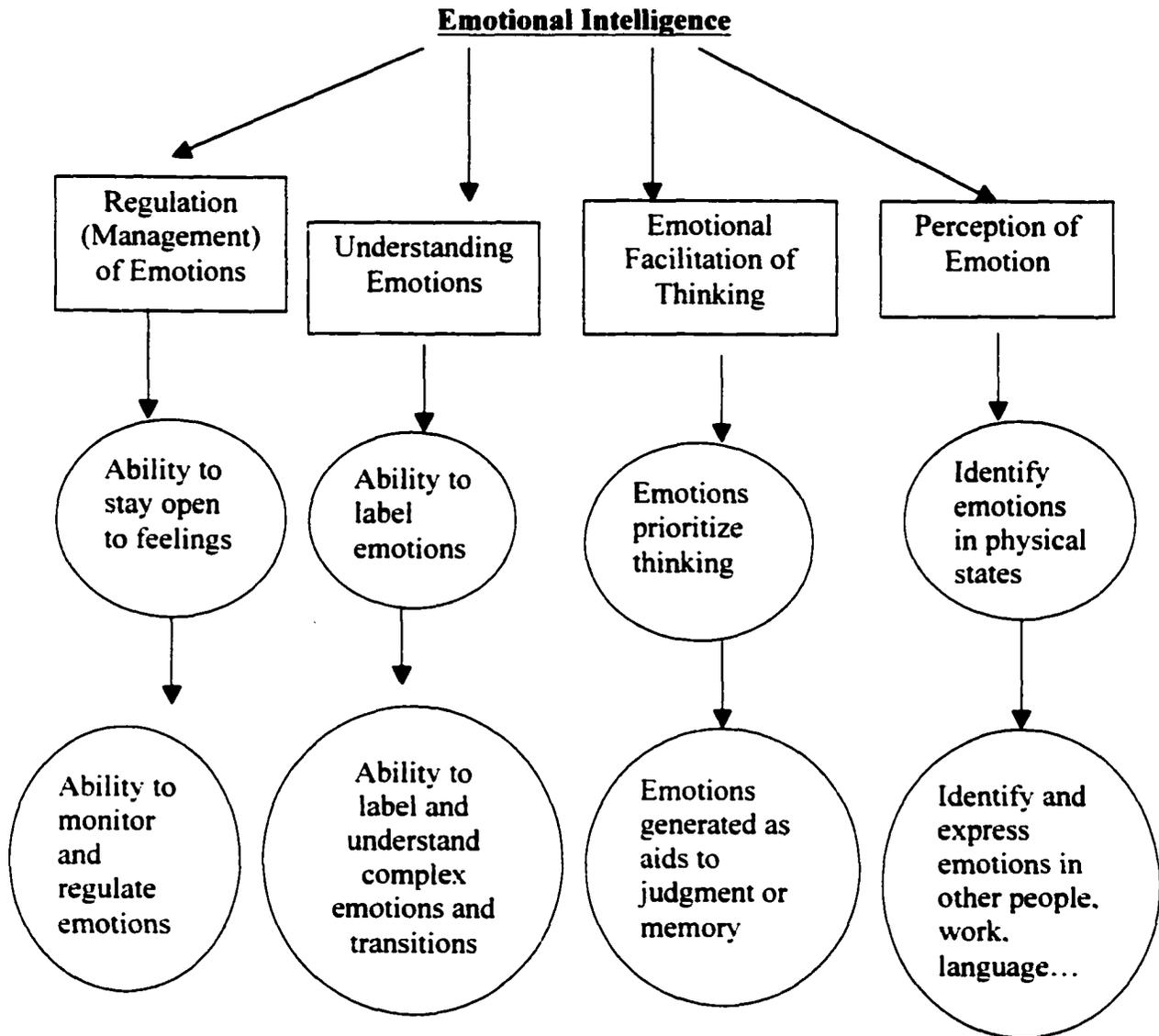


Figure 1: Visual Depiction of Emotional Intelligence Branches

As we age and grow in the regulation area of emotion-related abilities, we learn to moderate our negative emotions and enhance positive emotional states. The ability-based model refers to these skills simply as management (Mayer, et al., 2000).

### Mixed Model Emotional Intelligence

Although the above-described model of EQ exhibited promise, it faced challenge from mixed model perspectives incorporating and confounding concepts of emotional intelligence with personality traits or individual difference variables. For example, within the popular press, Daniel Goleman (1995) was attempting to integrate research from a variety of fields in order to illustrate his definition of emotional intelligence. While Goleman did base part of his definition on Salovey and Mayer's (1990) conceptualization of EQ, he expanded the ability-based definition considerably and created further ambiguity with respect to EQ research. Claims made about emotional intelligence following the publication of Goleman's (1995) book were extensive. Emotional intelligence was depicted as equivalent to personal character, and EQ was expected to effectively predict a host of life success indicators.

However, the interest in, and the persistence of, popular EQ notions prompted Mayer and Salovey (1997) to continue their pursuit of a coherent and testable ability-based model of emotional intelligence. Mayer and Salovey attempted to provide an alternative to the confusing and fuzzy popular notions of EQ, by fulfilling the objectives set forth in their 1997 article: to define EQ, to create an EQ measure, to delineate EQ's differences and similarities with respect to known intelligences, and to describe EQ's predictions of real-world criteria.

### Initial Measurement of the Ability-Based Model – the Multifactor Emotional Intelligence Scale (MEIS)

Mayer, Salovey and Caruso (2000) briefly reviewed past, and more recent, attempts to measure the Mayer and Salovey (1990) ability-based construct of emotional intelligence, an ability-based EQ definition focused on tests of emotion perception (Mayer, DiPaolo & Salovey, 1990, Mayer & Geher, 1996). More recently, however, the area of EQ measurement has expanded to encompass elements of all four branches of the ability-based EQ model (see Figure 1).

An initial attempt at measuring the four branches was the Multifactor Emotional Intelligence Scale (MEIS, Mayer, Salovey & Caruso, 1997), the immediate precursor of the emotional intelligence measure under investigation in the present study. The 402 item MEIS was composed of 12 subscale measures of emotional intelligence. These scales reflected four domains: emotion perception in visual and verbal stimuli, judgments or emotion biases, understanding blends and transitions among emotions, and managing emotions in self and others.

Scoring was conducted using a consensus methodology, with each participant response scored according to its agreement with the proportion of the participant group endorsing the same answer choice. For example, if 0.49 percent of the participant group reported that fear was somewhat present (“4” on the 5-point Likert scale, indicating emotion is somewhat present), then the participant who chose “4” would receive a score of 0.49 for that item. Consensus scoring was compared with both target and expert (study authors’ ratings) agreement scores. Results provided further evidence for the superiority of consensus scoring over the alternative methods. Coefficient alphas calculated for scores obtained using

the consensus method ranged from 0.49 for tasks reflecting understanding blends of emotions, to 0.94 for tasks reflecting perception of emotion in music. Target scoring, on the other hand, resulted in coefficient alphas ranging from 0.35 for understanding blends of emotions to 0.86 for perceiving emotions in music.

Next, findings presented by Mayer, Salovey, and Caruso (1997) from principal axis factoring, applied to consensus scale scores on the MEIS subscales, indicated a three factor solution. The authors summarize the results of their findings as follows. Based on a scree plot and considerations of the pattern of factor loadings, a joint scree/meaningful criterion indicated factors of: general emotional intelligence (all tasks loaded on this factor), managing versus perceiving emotions (discriminated reasoning from simple perception), and managing emotions (items concerning regulating emotions in self and others) (Mayer, et al., 1997). These factors corresponded to only three of the four branches depicted in Figure 1: perception, understanding, and regulation. The MEIS demonstrated promise, but was far from a perfect measure of emotional intelligence, in particular due to its lack of consistency with the four-branch theoretical ability-based model of EQ.

#### The Meyer, Salovey and Caruso Emotional Intelligence Test (MSCEIT, v. 2)

Most recently, Mayer, Salovey and Caruso (2000) have attempted to refine the MEIS, and specifically develop an instrument or measure intended to assess the four-factor model of EQ. The Meyer, Salovey and Caruso Emotional Intelligence Test, version 2.0 (MSCEIT, v. 2) was the result of this attempt at improved measurement.

Construction of the revised test proceeded in the following sequence. Mayer, et al. (2000) began by shortening the length of the original MEIS test, from 402 items to 141 items, in order to facilitate administration. Next, the authors attempted to increase the efficiency of

each scale by creating two reliable tasks to represent each theoretical branch of the EQ model. Clusters of items or individual responses that did not differentially load on their designated factor, or that detracted from overall scale reliability, were eliminated in this process. Last, the researchers hoped to emerge with a measure that tested all four theoretical branches, and thus they focused on creating items intended to measure the fourth branch (management) not assessed on the MEIS (1999).

The resulting instrument, the MSCEIT, v. 2 (2000) is intended to measure all four components of emotional intelligence, with two different individual tasks comprising each of the four branch scores. Specific tasks are explained in the section on methods. The four branches are: emotional identification or perception, emotional facilitation of thinking, emotional understanding, and emotional management. In addition to the four branch scores, the MSCEIT, v. 2 (2000) yields one overall emotional intelligence score. Two aggregate, or area, scores are also calculated. The area scores reflect, respectively, experiencing and strategic emotional intelligence. The former involves how well a person "takes in" emotional information, for example understanding how emotion may interact with thought. The branches of emotional identification and facilitation comprise the experiencing EQ score. The latter, strategic emotional intelligence, involves understanding the implications of emotion, such as how emotional management may affect relationships, and the branches of emotional understanding and management comprise strategic EQ.

The factor structure of the MSCEIT, v. 2, is depicted in Table 1. Principal axis factoring, using an oblique rotation, was employed and forced four factors. The result was strong evidence for content validity. Scale items loaded appropriately, and discretely, on the theorized factors. For example, items from the faces and pictures scales, intended to assess

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emotion perception from visual stimuli, load significantly on the perception factor and have minimal loadings on the other three factors. Similar discrete factor loadings can be observed for the remaining branches and their corresponding subscales intended to measure the singular factor for which they were created. More information on both the reliability and validity of the MSCEIT v. 2 is provided in the methods section of this document, along with information on the normative sample. Generally, the MSCEIT v. 2 has excellent full-scale reliability, good branch-scale reliability and discrete factor structure.

Table 1: Principal Axis Factor Loadings and Reliability of the MSCEIT

<i>Scales</i>	<i>EQ Factors</i>				<i>Scale Alpha</i>
	Perception	Facilitation	Understanding	Management	
Faces	.73	.04	.05	-.01	.82
Pictures	.46	-.34	-.07	.04	.85
Synesthesia	-.01	<b>-.82</b>	.09	.00	.62
Facilitation	.22	<b>-.34</b>	.03	.22	.67
Changes	-.04	-.12	<b>.53</b>	.24	.65
Blends	.03	-.01	<b>.74</b>	-.05	.52
Emotion	-.05	-.03	-.04	<b>.89</b>	.78
Management					
Social	.15	.03	.20	<b>.49</b>	.64
Management					

Mayer, Salovey and Caruso (2000) appear to have succeeded in their quest to create an acceptable measure of emotional intelligence. The newness of the measure, however, creates need for further support in terms of validity and reliability. Some investigation into convergent validity has occurred, however this has been limited to date (see methods section). Additionally, few predictive validity studies have been carried out using the

MSCEIT, v. 2 (2000). Thus, the current project was intended to assist with validation of this promising instrument. In order to ascertain the validity of such a measure, it is important to review the potential relationship of the EQ model to real world criteria.

#### Predictions of the Ability-Based Model

Mayer, Salovey and Caruso (2000) clarify what emotional intelligence can and cannot reasonably predict. The prediction of future life success (at work, school and home) is not likely to be accomplished by IQ or EQ, alone or in combination. However, emotional intelligence tests may help identify persons more equipped to understand emotions. EQ may assist with prediction of success in careers requiring high levels of perceiving or managing emotions. EQ may also provide information on persons experiencing success in social behavior or relationships. However, Mayer, et al. (2000) do not provide specific information on the variables and outcomes EQ should predict in any realm: school, work, or home. It has been left to researchers interested in EQ to provide both clarification and evidence for the specific predictive utility of emotional intelligence.

It follows from what Mayer, et al. (2000) have suggested that emotional intelligence should be most related to success in areas assessed by the current ability-based measure. That is, persons scoring high on abilities represented by the branches of the EQ model (see Figure 1) should experience higher rates of satisfactory interactions with other people in their lives. Interpersonal functioning should be greater for persons higher in emotional intelligence. An appropriate place to begin the investigation of predictive validity lies within the realm of interpersonal relationships.

### EQ and Interpersonal Relationships-Rationale for the Current Study

The domain of interpersonal relationships provides an appropriate area in which to study emotional processes within and between persons. The intimacy or closeness of a relationship may require that persons use different or more refined emotional skills than usually entailed in daily human interactions. Less intimate relationships may succeed due to the aggregate social skills of persons involved in those interactions. Therefore, variables not directly assessed by the ability-based emotional intelligence measure could account for the success of superficial, non-intimate, relationship interactions.

More intimate relationships, however, call for abilities and skills that rise above general social skills such as warmth, effective communication, or minimal empathy. The more complex abilities involved in maintaining satisfying close interpersonal relationships should correspond to many of the abilities measured on the MSCEIT, v. 2 (2000). Specifically, the following domains and scales of the MSCEIT appear to be potentially relevant to establishing and sustaining close emotional relationships: perceiving emotions, understanding emotions, and regulation of emotions.

As persons grow closer to friends or partners, the need for perceiving and appraising emotions of self and other increases. Presumably, identifying the emotional state of one's partner will assist in meeting the partner's need. The need for understanding the complexity of emotions that the self or partner experience increases as relationships grow closer. The more we come to know an individual, the greater complexity of emotion that we feel regarding that person. The recognition and understanding of such complexity could greatly benefit the relationship.

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In addition, the ability to monitor and regulate one's moods can assist in the success of an intimate relationship. Moderating a negative emotional state or enhancing a positive state can be helpful in handling conflict and mediation within a close relationship. Helping a partner who has had a bad day lighten his/her mood, or keeping positive affect going throughout the day could minimize potential conflict. Thus, considerable emotion-related skills, as assessed by the MSCEIT, v. 2 (2000), may be called for within close relationships.

In order to assess whether these types of relationship constructs or events, in fact, are related to emotional intelligence, close relationships will be studied. Interpersonal relationships may be at their closest when they are romantic (Reis, 1984). Therefore, the current study will utilize exclusively dating couples, and will examine the relationship between emotional intelligence and romantic relationship functioning.

#### Close Relationship Variables- What Should Be Associated With and Predicted by EQ?

The current study investigated whether emotional intelligence is, indeed, associated with close relationship adjustment, a multidimensional concept. However, the diversity of romantic relationship variables associated with and used to assess relationship adjustment is vast (Reis, 1994). Therefore, it was important to limit variables of interest to those directly relevant to emotional intelligence skills as depicted on the MSCEIT, v. 2 (2000).

Of central interest to the current study was the multidimensional concept of relationship adjustment. Reviews of the literature in relationship adjustment (Reis, 1984, Erber & Gilmour, 1994, Hendrick, 1989) indicate that there are several salient and important components of this concept. Those components most central to the current study were: satisfaction with the relationship, intimacy, closeness, and trust.

The skills that make up emotional intelligence are relevant to important relationship outcomes. Support for the relevance of emotional intelligence components to relationship outcomes comes from several sources. The literature on emotional intelligence (e.g. Mayer, Salovey & Caruso, 2000), as well as reviews of relationship satisfaction and adjustment measures (e.g. Reis, 1990, Berscheid, Snyder, & Omoto, 1989), indicate that relationship intimacy and closeness are associated with: effective labeling of emotions, perceived quality of interactions, and a general estimate of emotional intelligence. The ability to recognize, understand, and regulate emotions facilitates the development of closeness, trust, intimacy, and overall relationship satisfaction. These skills may allow people to build high quality romantic relationships. The emotional events and tone of relationships have occasionally been investigated in the past as predictors of satisfaction (Berscheid, Snyder, & Omoto, 1989). However, the specific associations between emotional experience and functioning of the relationship have not been extensively delineated prior to the current study. Potential links between specific components of emotional intelligence and relationship outcomes are described below, and were investigated within the current study.

First, the closeness of a romantic relationship may be a direct reflection of the emotional intelligence of the partners involved. Studying the relationship between emotional intelligence of the partners and the closeness, or intimacy, of the romantic relationship should help provide more specific information, and has been suggested by emotional intelligence researchers Mayer & Geher (1996). Thus, a relationship outcome instrument assessing the closeness of the romantic relationship was included in the current study. Persons higher in emotional intelligence may more effectively facilitate the

development of interdependence with their partner, a construct assessed within the closeness measure.

For example, persons who more effectively stay open to feelings (regulation branch of EQ) within their relationship, or who more effectively label their emotional state (understanding branch of EQ) may encourage their partners to do the same. Relationship closeness should increase generally as a result. In addition, increased interdependence of partners may also reflect similar levels of emotional intelligence. Thus, it was predicted that the more similar couples were with respect to their EQ scores, the more interdependent, or close, their relationship.

Second, the level of trust within a romantic relationship should be associated with consistency in labeling and communicating emotions in an appropriate manner (understanding and perception branches of EQ), thus engendering some predictability or dependability for relationship partners. Therefore, a measure of trust intended to incorporate elements of predictability and dependability was utilized in the current study. Some specific aspects of emotional intelligence, as assessed by the MSCEIT, v. 2 (2000), directly address accuracy in labeling emotion. Higher scores on the overall emotional intelligence measure, and specifically the understanding emotions branch of EQ, were predicted to correlate with predictability and dependability as components of trust in relationships.

In addition, it is reasonable to assume that the more partners are similar with respect to their abilities to label and understand emotion, the more likely it is that trust will develop within a relationship. Therefore, it was predicted that closer partner scores on the MSCEIT, v. 2.0 (2000) would correlate with higher scores on the trust measure.

Moreover, the general level of compatibility of partners within the romantic relationship may be dependent upon the emotional intelligence of each partner. Presumably, higher emotional intelligence will result in better communication, more effective working through disagreements, and higher satisfaction with the relationship. The Dyadic Adjustment Scale (DAS) provides measures of cohesion, consensus, satisfaction, and affectional expression. Thus, the DAS was utilized as a measure of general romantic relationship adjustment. Given the nature of the DAS, which examines level of agreement perceived around various relationship issues, we would expect that persons higher in emotional intelligence would report more cohesion, consensus, satisfaction and expression of affection.

Presumably, the less matched partners are on emotional intelligence, the less agreement they would have regarding relationship issues such as time spent together and demonstrations of affection. Thus, it was predicted that the more discrepant couples were in their EQ scores, the lower their DAS scores.

Finally, the daily interaction of partners in romantic relationships was predicted to be related to the emotional intelligence of the partners. The intimacy, disclosure, and quality of daily interactions between individuals was expected to be higher for those with greater levels of emotional intelligence, as these persons are in all probability more skilled at labeling, understanding, and communicating their emotions on a day-to-day basis in their relationship with their partner. Thus, a diary measure assessing perceived quality of daily interactions was created for use in the current study. This diary consisted of a simple series of Likert-type scales, easily completed by participants, that assessed the following components through a summary at the end of each 24 hour period: intimacy of interactions, level of self disclosure

during interactions, level of partner disclosure during interactions, quality of interactions, degree of conflict during interactions, and levels of satisfaction at the end of the day.

Thus, the constructs and variables which were the focus of this study are summarized as follows (see Table 2). For purposes of this study, a romantic relationship was defined as an exclusive dating relationship of at least three months duration.

Table 2: Summary of Study Variables and Measures

<i>Constructs</i>	<i>Variables</i>	<i>Measures</i>
Relationship adjustment	Satisfaction/Adjustment	Dyadic Adjustment Scale (DAS)
	Intimacy/Disclosure	Daily Diary Report
	Closeness/Interdependence	Relationship Closeness Inventory
	Trust/Predictability and Dependability	Trust Questionnaire
Emotional intelligence	Overall EQ Perceiving emotion Facilitation of emotion Understanding emotions Managing emotions	MSCEIT, v. 2

The following relationships were predicted as outcomes of the current study.

#### Predictive Hypotheses

1. Women would score significantly higher than men on the MSCEIT, v. 2.0, reflecting similar findings by Mayer, Salovey & Caruso (2000).
2. Emotional intelligence scores would be significantly correlated with overall relationship closeness (Relationship Closeness Inventory, or RCI), and with subscales assessing frequency, diversity, and strength components, for individual participants.

3. Similarity of couples' emotional intelligence scores would be significantly correlated with overall relationship closeness, and with subscale components of frequency, diversity, and strength.
  4. Emotional intelligence scores would be significantly correlated with an overall index of trust (Trust Questionnaire), as well as subscale components of faith, predictability, and dependability for individual participants.
  5. Similarity of couples' emotional intelligence scores would be significantly correlated with overall relationship trust, and with subscale components of faith, predictability, and dependability.
  6. Relationship length would be significantly correlated with overall relationship adjustment (Dyadic Adjustment Scale, 1991) as well as subscale components cohesion, consensus, satisfaction and affectional expression for individual participants.
  7. Emotional intelligence scores would be significantly correlated with overall relationship adjustment as assessed by the DAS (1991) as well as subscale components cohesion, consensus, satisfaction and affectional expression for individual participants.
  8. Similarity of couples' emotional intelligence scores would be significantly correlated with overall relationship adjustment, and with subscale components of cohesion, consensus, satisfaction and affectional expression.
  9. Emotional intelligence scores would correlate significantly with higher daily diary interaction reports of intimacy, disclosure, and quality of interactions for individual participants.
  10. Similarity of couples' emotional intelligence scores would be significantly correlated with higher daily diary reports.
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11. Further reliability and validity evidence for relationship functioning constructs will be provided through significant correlations between measures assessing components of relationship constructs (closeness, trust, adjustment).

12. Further reliability and validity evidence for emotional intelligence components will be provided through significant correlations among subscale scores on the MSCEIT, v. 2.0, as well as through significant correlations between above-described relationship measures and emotional intelligence.

## METHODS

### Participants

Institutional Research Board approval was obtained for the use of human subjects in the current research project (see Appendix A). Participants were volunteer couples solicited from introductory psychology courses. Selection criteria for participation included involvement in a romantic relationship of at least 3 months duration, and willingness of partner to also take part in the study. Romantic relationships were defined here as exclusive dating relationships. Participants were be given extra credit in exchange for their participation. Partners who were not eligible for psychology pool extra credit were entered into a drawing for a \$50 cash prize.

For the 76 participating couples, mean age was 19.8 years, with a standard deviation of 2.98. Participant ages ranged from 16 to 40, with a median of 19 years, and most between 18 and 20 years. Sixty-one couples (80.3%) reported their relationship status as dating, 10 couples (13.2%) said they were engaged, 3 participating pairs (3.9%) were living together, while two couples (2.6%) said they were married. The mean length of relationship was 1.77 years, with a median of one year, four months. Relationship duration ranged from a minimum of 3 months to a maximum of 20 years. However, most couples ( $n = 73$ , 53.7%) indicated a relationship length of less than 2 years.

The individual participants reported their year in school as follows: freshman ( $n = 69$ , 47.3%), sophomores ( $n = 44$ , 30.1%), juniors ( $n = 21$ , 14.4%), and seniors ( $n = 10$ , 6.8%). One person reported graduate student status and one reported non-student status. Six participants did not report their year in school.

Individual participants' academic majors were coded into the following categories: psychology, business, agriculture, other liberal arts, computer science, other non-liberal arts (including other sciences), and engineering studies. Many students ( $n = 34$ , 23.7%) students reported non-liberal arts majors, including nutrition and pre-medicine. A similar proportion ( $n = 33$ , 22.4%) reported liberal arts majors that included such areas as human development and family studies. Moreover, the academic majors for the remaining individuals were: business ( $n = 20$ , 13.2%), engineering ( $n = 20$ , 13.2%), agriculture ( $n = 13$ , 8.6%), psychology ( $n = 11$ , 7.9%), and computer science ( $n = 7$ , 4.6%).

### Materials

The ability-based emotional intelligence test, the MSCEIT, v. 2 (2000), along with three relationship inventories and a daily diary measure, were administered during data collection.

### *Emotional Intelligence*

The Meyer, Salovey and Caruso Emotional Intelligence Test (2000), a 141 item instrument, consists of twelve tasks administered in four sections of the instrument (see Table 3). Each section is intended to measure one branch of the construct of emotional intelligence, as diagrammed in Figure 1. Each branch is measured by two scales on the MSCEIT, v. 2 (see appendix A for sample items). The number of items on each scale ranges from 12 to 30. The MSCEIT, v. 2 was scored using the consensus method briefly described earlier. Consensus responses for the scales were defined by the modal response for each scale in the standardization sample.

The first branch of the MSCEIT, v. 2 measures perception of emotion. It has a subscale to assess emotional identification in faces and a second subscale to assess emotional identification in pictures. These stimuli are rated (1 to 5) regarding the extent to which the

stimulus expresses or conveys each emotion listed. The emotions listed are happiness, sadness, fear, surprise, disgust and excitement. The color photographs of faces, scenes, or graphics are followed by 5 of the above-listed emotions and a Likert-type scale upon which participants indicate the amount of each emotion present in the stimuli.

Table 3: Emotional Intelligence Test Components

<i>Branches</i>	<i>Scales</i>	<i>Number of items</i>	<i>Type of stimulus</i>
Perception of emotion	Faces	20	Pictures of human faces
	Pictures	30	Pictures of scenery and abstract designs
Facilitation of emotion	Synesthesia	15	Ratings of how much imagined feeling is like another given descriptor
	Facilitation	15	Ratings of usefulness of mood in given situations
Understanding emotions	Changes	20	Written descriptions of development of emotions
	Blends	12	Written descriptions of blends of emotions
Managing emotions	Emotion	20	Ratings of effectiveness of alternative actions in self-management
	Social management	9	Ratings of effectiveness of alternative actions in social management

The second branch is facilitation of emotion, which is measured via 30 items requiring participants to identify moods that may be most helpful in particular circumstances and also to imagine their emotions in given hypothetical situations. For example, on the facilitation subscale, comprising 15 items, participants are asked which mood out of three options listed may be most helpful in a series of stressful situations. On the second subscale, synesthesia, participants are asked to imagine they are experiencing an emotion, via several

descriptors that do not include the actual name of the feeling, and then asked to indicate how much that feeling is analogous to three listed emotions that follow.

The third branch, understanding emotions, is measured via the subscales changes and blends (sections C, 20 items and G, 12 items), which ask about likely changes or transitions of emotions in given situations. For example, questions may ask participants to choose the most likely result of a combination of emotions from three listed options or may ask persons to choose a resulting emotion after being given a description of preceding events and feelings in a fictional character's life setting.

The final branch, managing emotions, is intended to examine the ability of individuals to manage both their own and others' emotions. Items on these two scales of emotional management and emotions in relationships (20 and 9 items, respectively) ask participants to rate the effectiveness of hypothetical actions a participant could choose to affect his/her mood. For example, a question may provide information about preceding events and a goal or objective of a fictional person and then ask about the relative effectiveness of three responses in helping to meet that goal.

The scoring system of the MSCEIT, v. 2 reflects a person's performance in relation to the standardization sample (1794 persons). The actual numeral value of the overall scale score is comparable to that of an IQ scale in that the mean score from the standardization sample was 100 and the standard deviation was 15 points. The MSCEIT, v. 2 measures overall emotional intelligence (reflected in the above performance score) and four subscores corresponding to the theoretical branches of emotional intelligence. In addition, two area scores corresponding to experiential emotional intelligence and strategic emotional intelligence are also calculated.

Reliability and validity information have been presented for the research version MSCEIT, v. 2 (2000). The overall coefficient alpha for the scale is .90. The branch subscale alphas range from .73 for Understanding of Emotion to .87 for Perception of Emotions (please see Table 1). When principal axis factor analysis, (forcing four factors and employing an oblique rotation) was conducted on the MSCEIT, v. 2, the four factor loadings, as noted in Table 3, were as predicted and corresponded to the four theoretical branches. These loadings ranged from .34 to .89. Overall validity of the scale based on factor analytic data from one study, as depicted in the test manual, indicated that it was both a good representation of the model of emotional intelligence described by Salovey and Mayer (1997), and that it was predictive of other measures that the model indicates are related to emotional intelligence.

Additional concurrent validation data include the following. For example, the MSCEIT, v. 2 (2000) overall score was correlated at .53 with grade point average in the standardization sample (mostly college students at a northeastern university). EQ score also correlated at .28 with self-reported Life Satisfaction, .38 with self-reported IQ, .23 with self-reported parental warmth and .33 with a self-report Caruso-Mayer empathy measure. Therefore emotional intelligence as measured on this scale relates to some degree to constructs discussed earlier such as general intelligence, satisfaction with life situations and pro-social indicators such as empathy. There were some gender differences in performance in the standardization sample that were predicted to recur within this study sample as well. Women, overall, scored significantly higher than men on all four branches of emotional intelligence (Mayer, Salovey & Caruso, 2000).

*The Relationship Closeness Inventory:*

The RCI (Berscheid, Snyder & Omoto, 1989) is a 40 item self-report questionnaire (see Appendix C) was utilized to measure the closeness of relationships. Three factors of interaction were selected based on the conceptualization of closeness, or interdependence, put forth by Kelley, Berscheid, Christensen, Harvey, Huston, Levinger, McClintock, Peplau and Peterson (1983). This conceptualization maintains that interdependence is visible through the frequency and strength of each person's impact upon the other, and the diversity of that impact across activities. Thus, the RCI (Berscheid, Snyder & Omoto, 1989) was created to assess the frequency, diversity, and strength of interactions (see Appendix C).

Frequency is assessed with three scale items that ask participants to estimate the amount of time typically spent alone with their partner over the course of the past week in morning, afternoon, and evening hours. Diversity is assessed with an activity checklist of 38 diverse activity items. Participants are instructed to indicate whether or not they had performed each activity with their partner in the past week. Strength of impact is assessed with 7 scale items requiring participants to indicate degree of influence partner has across a variety of thoughts, feelings, behaviors, future plans, and goals.

Correlations among the subscales of the RCI indicated moderate associations among the RCI dimensions (see Table 4). The measures correlated but did not provide redundancy of measurement.

Internal consistency of the subscales was moderate to high. Overall coefficient alphas, indices of item homogeneity, are as follows: frequency scale, .56; diversity scale, .87; strength, .90. Test-retest reliability of the RCI, after an interval of 3-5 weeks, is reported

Table 4: Correlations Among Relationship Closeness Inventory Subscales

	Diversity	Strength
Frequency	.44*	.30*
Diversity	—	.31*

\*  $p < .05$

as  $r(75) = .82, p < .001$ . Test-retest coefficients for the subscales, after the same 3-5 week period, are reported as follows: frequency,  $.82 (p < .001)$ , diversity,  $.61 (p < .001)$  and strength,  $.81 (p < .001)$ .

Validity of the RCI was assessed by contrasting scores obtained from a sample of persons reporting on close relationships and on not-close relationships. Paired t-tests between the close relationship RCI scores (higher scores) and the not-close relationship RCI scores (lower scores) indicated significant differences. Results are as follows: for frequency,  $t(74) = 8.85, p < .001$ ; for diversity,  $t(74) = 9.50, p < .001$ ; for strength,  $t(74) = 11.21, p < .001$ , and for overall RCI score,  $t(74) = 12.15, p < .001$ . Thus, there is evidence for RCI's ability to discriminate between relationships reported to be close and not close.

#### *Trust Scale:*

A sixteen-item rating scale, the Trust Scale (see Appendix D) was utilized to measure levels of trust within close interpersonal relationships (Rempel, Holmes & Zanna, 1985). The instrument asks the respondent to indicate, on a 7-point likert-type scale, his or level of agreement with descriptive statements about his or her partner. Items are intended to measure predictability, dependability, and faith of partner. These three dimensions were abstracted from previous theoretical models of trust (Larzelere & Huston, 1980; Dion & Dion, 1976).

Predictability items (N = 7) on the Trust Scale (Rempel, et al, 1985) ask participants about the consistency or reliability of certain partner behaviors (see Appendix D). For example, respondents are asked about whether they can count on their partner to act in a predictable manner. Dependability items (N = 9) focus on honesty of and confidence in partner. For example, respondents are asked whether they are willing to let partners make decisions that affect them. Faith items (N = 10) are intended to assess confidence in the relationship and expected caring from the partner. For example, respondents are asked whether they feel secure with their partners in facing new situations.

Reliability data on the Trust Scale indicate moderate to high reliability. Overall alpha for the scale was .81, with subscale reliabilities of .80, 0.72, and .70 for faith, dependability, and predictability, respectively. Moderate correlations were indicated between the subscales, with  $r = .46$  for faith and dependability ( $p < .001$ ),  $r = .27$  for faith and predictability ( $p < .05$ ) and  $r = .28$  for dependability and predictability ( $p < .05$ ).

*Dyadic Adjustment Scale:*

The DAS (Eddy, Heyman & Weiss, 1991) is a measure of marital adjustment (see Appendix E). The DAS was designed to assess the quality of marriage and similar dyads, and so is appropriate for use with couples in romantic relationships. The DAS is a 32-item pencil and paper measure (see Appendix E). The first 15 items, representing the consensus subscale, ask respondents to indicate on a 6 point scale the approximate extent of agreement or disagreement between themselves and partners over such matters as finances, affection, sex, and life philosophy. Ten items, representing the satisfaction scale, ask respondents to indicate on a 6 point scale the frequency of several relationship events such as how often one partner leaves the house after an argument, or how often the respondent has considered

terminating the relationship. The cohesion subscale consists of 5 items intended to assess the frequency with which couples engage in outside interests, laughter, discussion, and other events together. Respondents indicate relative frequency on a 6 point scale ranging from never to often. Finally, the affectional expression subscale consists of four items intended to assess partner agreement on affection and sex in the relationship. Two items ask for 'yes' or 'no' responses to the question of whether there were recent problems in the relationship relating to affection, and the other two items ask respondents to indicate frequency of affection on a 6 point likert-type scale.

Reliability data for the DAS includes scale coefficient alphas of .96 (Spanier & Thompson, 1982) and .91 (Eddy et al., 1991). Subscale reliability estimates report scale coefficient alphas of .90 (consensus), .94 (satisfaction), .86 (cohesion) and .73 (affectional expression) (Spanier, 1976). Validity information on the DAS provides support for its use as an instrument of relationship functioning. Eddy, et al. (1991) found that the DAS classified spouses as distressed and non-distressed successfully. DAS factor components include: consensus (agreement), cohesion (sharing of pleasant activities), satisfaction (reflective of the individual's adjustment to the relationship) and affectional expression (Spanier, 1976). Results from the Eddy, et al. (1991) study support this 4-factor structure. The authors conducted confirmatory factor analysis utilizing several exploratory models, then examined the models for goodness of fit. The model including factors of consensus, cohesion, satisfaction, and affectional expression provided the best fit for the data (see Eddy, et al., 1991 for detailed factor information).

*Daily Diary Recordings*

The daily diary recordings in the current study (see Appendix F) were based upon those utilized in a study on social interaction (Tidwell, Reis, & Shaver, 1996). Tidwell and colleagues argue that diary methods “require participants to describe their interactions- and the feelings aroused by them- at the time they occur”, and thus provide a minimization of biases such as selective recall (p. 731). Although the Tidwell, et al. study utilized diaries that required participants to record every 10 minute interaction they had, the current study asked participants to record a summary of their interactions at the end of each day. The modifications made here helped retain participants who may otherwise have viewed the recording of every 10 minute interaction as an unnecessary burden. Daily summaries also allowed for more concise and meaningful analysis of the data so that relationships between daily recordings and the remaining measures were simplified and comprehensible.

Participants were asked to summarize the overall interactions they had with their partners at the end of every 24-hour period (see Appendix F). The response options were Likert-format rating scales that required evaluation of intimacy, self-disclosure, other-disclosure, quality, satisfaction, and influence. Participants recorded on a scale ranging from 1 (not at all) to 7 (a great deal) the extent to which they experienced each of these listed qualities or characteristics during their interactions with their partners that day.

Although the measure utilized within the current project was a modification of the daily recordings from the Tidwell, et al. (1996) study, the results from that research provide some general information regarding reliability of diary data. Tidwell, et al. conducted factor analyses on their lengthy diary scale, and found that four factors (promotive interaction, enjoyment, positive emotion, and negative emotion) emerged. Internal consistency

reliabilities for these composite variables were all high: .92, .86, .89, .89, respectively for the four factors.

### Procedures

Participants were obtained through two routes; first, through solicitation of volunteer couples via an experiment sign-up board, and second, through solicitation of volunteer couples through mass testing sessions of an introductory psychology course. Couples who had been exclusively dating for at least 3 months were utilized for the study. Informed consent was obtained from each participant member of the couple prior to administration of test instruments. The order of administration of the pencil-based measures was altered for presentation during the data collection session. Specifically, the four measures had a finite number of orders (e.g. ABCD, BCDA, CDAB, DABC.)

Diary recordings were made by the participants outside of the data collection session. The diary was recorded for one five day period after the administration of the rest of the measures. Administration of the pencil-based measures required less than 2 hours of participant time. Daily diary recordings took less than 10 minutes for each recording, for a total of approximately one hour over the five day period. Thus, total participant time required was approximately 3 hours. Each participant was provided with extra credit for his/her time (or entered into a monetary prize drawing) and provided information on debriefing upon completion of the materials or exit from study participation.

## RESULTS

### Data Coding and Analysis

Individual scores for each member of the participating couple pairs were examined for scale frequency and reliability analyses, as well as for relationships between measures. In addition, index scores were created to assess a difference score for each couple, reflecting the discrepancy between each partner's score on the emotional intelligence test. These index scores were used to examine relationships, respectively, between scores on the relationship and emotional intelligence measures.

Each of the relationship inventory measures also required creation of subscale index scores intended to reflect subscale measures uniformly across couples. Emotional intelligence scores were obtained from Multi-Health Systems, the publishing company authorizing utilization of the research version of the MSCEIT, v 2.0. Upon agreement with the company in exchange for complimentary use of the research version, MHS provided values for the overall scores, area scores, branch scores, and subscale scores for each participant. It also provided reliability information for the subtests taken by the study sample.

### Relationship Measures

Subscale means, standard deviations, and reliabilities for the participants in this study are reported in Table 5 for each relationship measure, and subscale items of particular interest to the current study. Frequency distributions for specific items are reported in Appendices G, H, I, J and K.

### Relationship Closeness Inventory

#### *Items assessing frequency:*

The mean length of time participants reported knowing their partner was 3.44 years (n = 151), and the total length ranged from four months to 21 years. Total time spent together in the last week ranged from 0 to 39 hours (n= 151), with a median of 6 hours, 30 minutes.

Table 5: Characteristics and Reliability of Relationship Measures

<i>Overall Scale and Subscale</i>	<i>n</i>	<i>Scale M</i>	<i>Scale SD</i>	<i>Reliability (alpha)</i>
<b>Closeness</b>				
Frequency Subscale (range 1 to 10)	149	6.06	1.92	.66
Diversity Subscale (range 1 to 9)	152	6.22	1.18	N/A*
Strength subscale (range 1 to 9)	148	5.89	1.36	.88
<b>Trust</b>				
Faith Subscale (range 4 to 59)	151	22.44	5.65	.77
Dependability Subscale (range 0 to 28)	151	18.00	5.70	.59
Predictability Subscale (range 1 to 21)	151	13.41	4.01	.65
<b>Dyadic Adjustment Scale</b>				
Consensus Subscale (range 33 to 99)	143	52.09	7.33	.88
Cohesion Subscale (range 10 to 24)	151	17.43	3.03	.71
Affectional Expression Subscale (range 4 to 12)	146	9.86	1.91	.61
Satisfaction Subscale (range 30 to 49)	143	41.69	3.92	.78
Daily Diary Reports (range 9 to 63)	143	47.36	6.59	.79

\*Diversity subscale contains one item

Most participants (n = 152, 75.7%) said that this was a typical amount of time they spent with their partner per week. Total minutes spent together was calculated, and translated to an index score on a scale from 1 to 10 (index scale provided by Berscheid, Snyder & Omoto, 1989), representing from zero to 1200 minutes spent together. This was a category scaling system to reflect a large range of raw numbers. The median on this index score scale was 6 (n = 151), representing 301-432 minutes spent together on average during the entire day.

The subscale index score mean for frequency ( $M = 6.06$ ) obtained from the current study was much higher than previously reported elsewhere (e.g. 3.84 in Berscheid, Snyder & Omoto, 1989). There is evidence that the distribution of scores in the current sample is skewed toward higher levels, as 94 respondents (62.3%) indicated index scores of 6 or higher (on a scale from 1-10). Scale reliability for the current study ( $\alpha = .66$ ) compares favorably with that reported in Berscheid, et al. ( $\alpha = .56$ ). No significant gender differences were found,  $t(149) = .724, p = .470$ .

*Items assessing diversity:*

Couples indicated the number of activities they participated in together over the last week by checking activities they did with their partner. Results indicated that the median number of joint activities was 13 ( $n = 152$ ), and ranged from 0 to 25. This total number of joint activities was also translated to an index score ranging from 1 to 10 (according to the index scale provided by Berscheid, Snyder & Omoto, 1989) a range representing from 0 to 38 shared activities. The median index score (from Berscheid, et al.) was 7, reflecting between 14 and 18 cooperative activities on average in the past week.

Subscale mean for diversity (6.22) was, again, much higher than that reported by Berscheid, et al. (1989), which was 4.49 for their sample. There is evidence that the distribution of scores in the current sample is skewed toward higher levels, as 75.7% ( $n = 115$ ) of respondents indicated index scores of 6 or higher (on a scale from 1-10). No significant gender differences were found,  $t(150) = -.136, p = .892$ .

*Items assessing strength of influence:*

Items assessing strength of influence asked for ratings on a scale from 1 to 7 for the amount of influence partners had on participant decision-making across a variety of domains.

An index score was also created for these items by summing across items, then translating total scores to an index ranging from 1 to 9 (provided by Berscheid, Snyder & Omoto, 1989). The median index score (according to Berscheid, et al.) was 6, representing a range of 134-153 for the 34 total strength of influence items.

The strength of influence subscale score mean (5.88) was comparable to means reported elsewhere (e.g. 5.52 in Berscheid, et al., 1989). Again, however, there were indications that a majority of respondents in the current sample ( $n = 99$ , 65.1%) reported higher strength index scores, scores of 6 or greater on this subscale. Scale reliability for the current study ( $\alpha = .88$ ), was comparable to that found by Berscheid, et al. ( $\alpha = .90$ ). No significant gender differences were found,  $t(147) = -.945$ ,  $p = .346$ .

*Total Closeness scale scores:*

Total scale scores were obtained by simply summing across the three index scores for the closeness measure: frequency, diversity, and strength. Results indicated a minimum of 7 and maximum of 26 for index scores ( $n = 148$ ), with a mean of 18.13 and standard deviation of 3.08. The mean for the current study is much higher than that previously reported by Berscheid, et al. ( $M = 13.85$ ), and there is once again evidence of positive skew in the sample. Most ( $n = 89$ , 60.1%) of persons indicated overall scores of 18 or higher. No significant gender differences were found,  $t(146) = -.146$ ,  $p = .889$ .

Trust Scale

*Scale scores:*

Trust subscale scores were obtained by summing across items (see Appendix H) intended to measure each subscale: dependability, faith, and predictability. The mean Trust Scale dependability scale score ( $n = 151$ ) was 18, with a median of 19 and a standard

deviation of 5.7 (see Table 5). Scores ranged from 0-28. Scale reliability ( $\alpha = .59$ ) was lower than that reported in prior studies utilizing the Trust Scale (e.g.  $\alpha = .72$  in Rempel, Holmes, and Zanna, 1985). No significant gender differences were found,  $t(149) = 1.13, p = .260$ .

The mean Trust Scale faith score ( $n = 151$ ) was 22.44, with a median of 24 and standard deviation of 5.65. Scores ranged from 4-59. Scale reliability ( $\alpha = .77$ ) was comparable to that previously reported by Rempel, et al. ( $\alpha = .80$ ). Women scored significantly higher than men on this subscale,  $t(149) = 2.99, p < .05$ .

The mean Trust Scale predictability score ( $n = 151$ ) was 13.41, with a median of 14 and standard deviation of 4.01. Scores ranged from 1-21. Scale reliability ( $\alpha = .65$ ) was comparable to that previously reported by Rempel, et al. ( $\alpha = .70$ ). Women scored significantly higher on this subscale,  $t(149) = 3.77, p < .05$ .

#### *Total Scale Scores*

The total Trust Scale score was obtained by summing across the dependability, predictability, and faith subscales. The mean overall Trust Scale score ( $n = 151$ ) was 53.85, with a median of 56 and a standard deviation of 12.75. Scores ranged from 8 to 75. Women scored significantly higher than men,  $t(149) = 3.01, p < .05$ .

#### Dyadic Adjustment Scale

##### *Subscale scores:*

DAS cohesion, consensus, satisfaction and affectional expression scores were obtained by summing across subscale items (see Table 5). Mean DAS cohesion scale score ( $n = 151$ ) was 17.43, with a standard deviation of 3.03 and range from 10-24. Women scored significantly higher than men,  $t(149) = 3.08, p < .05$ .

Scores on the cohesion scale were elevated as compared to those found in previous studies (e.g.  $M = 11.8$ , reported in Spanier, 1976). Scale reliability for the cohesion scale ( $\alpha = .71$ ) was somewhat lower than that found by Spanier ( $\alpha = .86$ ).

Mean DAS consensus scale score ( $N = 143$ ) was 52.09, with a standard deviation of 7.33 and range from 33-99. Scores on the consensus scale were comparable to those reported in Spanier (e.g.  $M = 52.8$  in Spanier). Scale reliability ( $\alpha = .88$ ) was also comparable to Spanier's previous findings ( $\alpha = .90$ ). Women scored higher than men, although the difference was only marginally significant,  $t(141) = 1.86$ ,  $p = .06$ .

Mean DAS satisfaction scale score ( $n = 143$ ) was 41.70, with a standard deviation of 3.92 and range from 30-49. Scores on the satisfaction scale were elevated as compared to those reported in Spanier, 1976 ( $M = 35$ ). Scale reliability ( $\alpha = .78$ ) was lower than that found in the Spanier study ( $\alpha = .94$ ). No significant gender differences were found,  $t(141) = 1.18$ ,  $p = .24$ .

Mean DAS affectional expression scale score ( $n = 146$ ) was 9.86, with a standard deviation of 1.90 and range from 4-12. Scores on the affectional expression scale were also elevated, with Spanier previously reporting a mean of 7.8 on this scale. Subscale reliability ( $\alpha = .61$ ) is slightly lower than in previous studies ( $\alpha = .73$  in Spanier, 1976). Women scored significantly higher than men,  $t(144) = 2.60$ ,  $p < .05$ .

Overall scale reliability for the Dyadic Adjustment Scale ( $\alpha = .90$ ) compares favorably with those reported in Spanier, 1976 (.96) and in Spanier and Thompson, 1982 (.91). Frequencies for DAS subscale items can be found in Appendices I, J, and K. For the overall scale, women scored significantly higher than men,  $t(128) = 2.34$ ,  $p < .05$ .

**Emotional Intelligence Scale (MSCEIT):*****Overall and Subscale Scores:***

Means and standard deviations, as well as minimum and maximum scores, are reported in Table 6 below for overall scores on the MSCEIT, for area scores, and for branch scores. Compared with scores reported by Mayer, Salovey, and Caruso (2000), overall means for the current study are slightly higher (e.g. 99.62 for the overall EQ score from the Mayer, et al. sample vs. 100.93 for the current sample). Standard deviations for the current study were lower than those reported by Mayer et al. (e.g. 15.00 for overall EQ versus this study's 11.01).

**Table 6: Characteristics of Emotional Intelligence Overall, Branch, and Area Scores**

Scale Name	Mean	Standard Deviation	Minimum score obtained	Maximum score obtained
EQ Overall Scale	100.93	11.01	63.21	124.23
Experiential EQ Scale (Area 1)	101.10	11.99	59.66	122.33
Strategic EQ Scale (Area 2)	101.55	10.40	68.60	120.17
Branch 1: Identification	101.70	12.25	66.19	120.78
Branch 2: Facilitation	101.03	12.25	48.77	127.98
Branch 3: Understanding	99.62	11.87	59.68	121.38
Branch 4: Management	103.41	12.03	71.26	122.72

**Reliability of Emotional Intelligence Scale Scores:**

Reliability data provided by the publishers of the MSCEIT, v. 2.0 for the current sample indicates somewhat lower reliability on several subtests for this population than that found in prior research (Mayer, Salovey & Caruso, 2000), although coefficient alphas for subtests for Branch 1 (perceiving) and Branch 4 (management) are somewhat similar to those found in the past (see Table 7).

Table 7: Reliability of MSCEIT Subtests

<i>Scale group</i>	<i>Scale subtests</i>	<i>Reliability reported in M.S.&amp; C (2000)</i>	<i>Reliability from current sample</i>
Branch 1: Perception	A: Faces	.81	.82
	E: Pictures	.88	.83
Branch 2: Facilitation	B: Sensation	.65	.58
	F: Facilitation	.64	.51
Branch 3: Understanding	C: Changes	.70	.42
	G: Blends	.66	.45
Branch 4: Management	D: Management	.69	.56
	H: Relations	.67	.57

*Gender Differences:*

Women scored significantly higher than men on overall emotional intelligence,  $t(144) = 3.95, p < .05$ . They also scored significantly higher on all of the subscales. Results are displayed in Table 8.

Table 8: Gender Differences on Emotional Intelligence Subscales

<i>Subscale Name</i>	<i>Score for Women</i>	<i>Score for Men</i>	<i>t-test for Equality of Means</i>		
			<u>t</u>	<u>df</u>	<u>Mean Difference</u>
Overall Emotional Intelligence	104.36	97.49	*3.96	144	6.87
Area 1: Experiencing	104.29	97.90	**3.34	144	6.39
Area 2: Strategic	104.23	98.86	**3.22	144	5.37
Branch 1: Identification	105.00	98.40	**3.37	144	6.61
Branch 2: Facilitation	103.15	98.90	*2.12	144	4.25
Branch 3: Understanding	102.25	96.99	**2.38	144	5.26
Branch 4: Management	105.58	101.20	*2.24	145	4.38

Note: \*indicates significance level of  $p < .05$

\*\* indicates significance level of  $p < .01$

### Daily Diary Scores

Diary items asked participants to rate the quality of their interactions with their partners for five consecutive days. Each item on the daily diary was followed by a 7-point Likert-type scale (1 = low levels, 7 = high levels). Ratings indicated the degree of experience or quality as indicated by the name of the item. Participants completed diary entries for five consecutive days. Diary scores for each individual were averaged over the 5 days of reporting. Means and standard deviations are reported in Table 9. Most couples completed the five days of recording, with only 6.5% of the sample having less than 4 days of entries, or unreturned diaries. Women's ratings were significantly higher,  $t(141) = 2.05$ ,  $p < .05$ .

Table 9: Characteristics of Daily Diary Scores

<i>Diary Item</i>	<i>n</i>	<i>Mean</i>	<i>Standard Deviation</i>
Intimacy (superficial to meaningful)	143	5.36	1.09
Self-disclosure (very little to a great deal)	145	4.42	1.42
Other-disclosure (very little to a great deal)	145	4.36	1.43
Quality of Interactions (unpleasant to very pleasant)	145	5.86	.81
Self-reported Helping/supporting (very little to a great deal)	145	5.01	1.08
Partner Helping/supporting (very little to a great deal)	145	5.12	1.07
Disagreement (very little to a great deal)	145	2.23	.96
Closeness (very little to a great deal)	145	5.54	1.05
Satisfaction (dissatisfied to very satisfied)	145	5.92	.85

### Correlations Among and Between Relationship and Emotional Intelligence Measures

Correlations among subscale scores for relationship measures, and the emotional intelligence overall and branch scores for individual participants are reported in Table 10.

Correlations among total scale scores for the relationship measures and the emotional intelligence overall, area, and branch scores are reported in Table 11.

### Correlations Among Measure Subscales

Examinations of the correlations among the Closeness subscales reveals that two of the three correlations are significant and depict a low (.26) to moderate (.42) relationship (see Table 10). In fact, the scales assessing Frequency and Strength are not significantly correlated with each other, while the scales assessing Frequency and Diversity and Diversity and Strength do have significant relationships with each other.

In contrast, correlations among the three Trust subscales are described as significant and moderate (.39 to .51). Predictability, Dependability, and Faith are intercorrelated subscales. The same can be said for relationships among the subscales of the Dyadic Adjustment Scale. Correlations among all the scales are significant, and range from low (.29) to high (.66). Cohesion, Consensus, Satisfaction and Affectional Expression are all significantly related to each other within this measure.

The Emotional Intelligence subscales were all significantly correlated with each other. Size of correlation ranged from low (.21 for Branch 1 and Branch 3) to high (.75 for overall emotional intelligence and Branch 1).

Table 10: Correlations Between Total Scores for Relationship and Emotional Intelligence Subscale Scores

Scale	C1	C2	C3	T1	T2	T3	D1	D2	D3	D4	EQ	B1	B2	B3	B4
<i>Closeness Measures</i>															
Closeness	-														
Frequency (C1)															
Closeness Diversity (C2)	** .42	-													
Closeness Strength (C3)	.03	** .26	-												
<i>Trust Measures</i>															
Predictability (T1)	.01	.09	.05												
Dependability (T2)	-.04	.15	** .28	** .39											
Faith (T3)	.04	.15	.18	** .42	** .51										
<i>Dyadic Adjustment</i>															
Cohesion (D1)	* .17	** .50	.20	* .25	** .38	** .32									
Consensus (D2)	.01	* .25	.23	.23	** .31	** .33	** .38								
Satisfaction (D3)	.04	** .30	.20	** .37	** .45	** .48	** .43	* .29							
Affectional Expression (D4)	.12	** .33	.11	** .30	** .42	** .39	** .40	** .66	** .52						
<i>Emotional Intelligence</i>															
Overall EQ (EQ)	-.11	-.08	-.07	* .22	.16	* .26	.07	.08	-.12	-.12					
Identification (B1)	-.05	-.10	-.12	.15	.10	.16	-.11	.05	-.13	-.13	** .75				
Facilitation (B2)	-.07	-.05	-.05	* .20	* .19	* .23	.07	.01	.04	.10	** .72	** .43			
Understanding (B3)	-.09	-.02	.03	.03	.01	.00	.09	-.06	.00	.04	** .62	* .21	** .30		
Management (B4)	-.10	-.03	-.04	* .23	.15	** .33	.17	* .23	* .19	* .19	** .65	** .65	* .28	* .21	

Note: \* indicates  $p < .05$   
 \*\* indicates  $p < .01$

Table 11: Correlations Among Relationship Measures and Emotional Intelligence Scale Scores

Scale	Clo	Trst	DAS	EQ	Area1	Area2	B1	B2	B3	B4	Diary
<i>Relationship Measures</i>											
Closeness (Clo)	—										
Trust (Trst)	.13	—									
Dyadic Adjustment Scale (DAS)	*.28	** .57	—								
<i>Emotional Intelligence Scores</i>											
Total Score (EQ)	-.10	*.28	.11	—							
Experiential (Area1)	-.09	*.24	.03	** .87	—						
Strategic (Area2)	-.08	*.21	.17	** .81	** .42	—					
<i>EQ Branch Scores</i>											
Identification (B1)	-.10	.16	.00	—	** .88	** .33	—				
Facilitation (B2)	-.05	*.26	.05	—	** .81	** .38	—	—			
Understanding (B3)	-.05	.03	.00	—	*.27	** .77	—	—	—		
Management (B4)	-.07	*.29	*.28	—	** .36	** .76	—	—	—	—	
Diary Reports Total Score (Diary)	*.23	*.24	** .44	-.09	-.11	-.03	-.16	-.01	-.09	.05	—

Note: \* indicates  $p < .05$ . MSCEIT subscale intercorrelations reported in Table 9

\*\* indicates  $p < .01$

To reiterate the main findings above:

- Scale analyses indicated reliability that was generally consistent with that reported in the literature.
- There were indications of positive skew on the Relationship Closeness Inventory and Dyadic Adjustment Scale subscales, although a full range of responses was represented on these scales as well as on the Trust Questionnaire and Dyadic Adjustment Scale.
- Women scored significantly higher than men on both the overall scale and several subscales of the Trust Questionnaire and Dyadic Adjustment Scale. Women also scored significantly higher on the Emotional Intelligence overall scale, and subscales. Women also rated their daily interactions as higher in quality than men.

#### Correlations Among Relationship Measures

Regarding the relationships between subscales across different measures, for individual participants, we find a less consistent pattern. The Closeness subscales, with the exception of the Strength subscale, do not have significant relationships with the Trust subscales (see Table 10). The Strength subscale has a significant, but low, relationship (.28) with the Dependability subscale of the Trust measure. One of the Closeness subscales, Diversity, has consistently significant relationships with the subscales of the Dyadic Adjustment Scale. These relationships range from low (.25 for Diversity and Consensus) to moderate (.50 for Diversity and Cohesion). The Frequency subscale of the Closeness measure also correlates significantly with Cohesion on the DAS (.17).

The Trust subscales have more consistently significant relationships with the subscales of the Dyadic Adjustment measure. Relationships here range from low (.25 for Predictability and DAS Cohesion) to moderate (.48 for Faith and DAS Satisfaction). Only

one correlation between these subscales was not significant, that of Predictability and DAS Consensus (.23).

#### Correlations Between Emotional Intelligence and Relationship Subscales

Emotional Intelligence subscale scores, for individual members of couples in this study, appear to have little relationship with the subscale scores of the relationship measures utilized in the current study. As noted in Table 10, overall Emotional Intelligence score is only significantly correlated with two relationship subscales: the Predictability (.22) and Faith (.26) subscales of the Trust measure. The first branch subscale of emotional intelligence, Identification, did not correlate significantly with any of the relationship measures' subscales. The same is true of the third branch, representing Understanding. The second branch subscale, representing Facilitation, did correlate significantly with all three Trust measure subscales (.20 with Predictability, .19 with Dependability, .23 with Faith). The fourth branch, Management, correlated significantly with the Faith (.33) and Predictability (.23) subscales of the Trust measure. Management also had significant, but low, relationships with three out of the four subscales of the Dyadic Adjustment Scale (.23 with Consensus, .19 with Satisfaction, and .19 with Affectional Expression).

#### Relationships Between Overall Relationship Scores and Emotional Intelligence

When correlations between emotional intelligence subscales and total scores for the respective relationship measures are considered, the following pattern emerges. None of the emotional intelligence subscales are significantly related to the Closeness measure overall score (see Table 11). Only one of the emotional intelligence subscale scores, Management, is significantly related to the Dyadic Adjustment Scale score (.28).

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The relationships between the Trust scale overall score and the emotional intelligence subscales are much more consistently significant, but remain low. Overall emotional intelligence is significantly related to Trust (.28), as are Experiential emotional intelligence (.24), Strategic emotional intelligence (.21), Branch 2, reflecting Facilitation (.26) and Branch 4, reflecting Management (.29). Thus, the most consistently significant relationships between individual emotional intelligence scores and relationship outcome measures lie within the correlations between emotional intelligence and measures of trust.

Only one branch of emotional intelligence has a significant relationship with the Dyadic Adjustment Scale. Branch 4, Management, has a low correlation with the DAS (.28).

In sum, the examination of the relationships between total relationship measures and emotional intelligence indicates:

- There are generally significant and moderately strong patterns of relationships between overall closeness, trust, and dyadic adjustment.
- Few relationships were found between emotional intelligence and the relationship measures with some exceptions noted below.
- Emotional intelligence was significantly related to overall and subscale Trust scores.

#### Differences in Emotional Intelligence

Emotional intelligence difference scores were calculated for participating couples by simple subtraction of lower score from higher score within each couple. Means and standard deviations of difference scores are reported in Table 12.

#### *Difference Scores and Closeness*

Correlations were calculated to examine relationships between discrepancy of partner's scores on emotional intelligence and level of closeness expressed on the

Relationship Closeness Inventory. Results indicated there were no significant correlations between difference scores and Closeness subscales, nor was there a correlation between overall Closeness score and difference in emotional intelligence. Results are displayed in Table 13.

Table 12: Characteristics of Difference Scores on MSCEIT Subscales

<i>Scale Name</i>	<i>Minimum Difference Score</i>	<i>Maximum Difference Score</i>	<i>Mean</i>	<i>Standard Deviation</i>
Emotional Intelligence Score	.19	33.92	13.20	8.79
Area 1: Experiencing	.47	51.10	13.21	10.51
Area 2: Strategic	.32	41.56	11.55	9.81
Branch 1: Identification	.03	48.44	12.61	11.81
Branch 2: Facilitation	.35	65.65	13.51	11.44
Branch 3: Understanding	.14	57.94	13.50	11.27
Branch 4: Management	.31	38.55	13.94	9.96

#### *Difference Scores and Trust*

Correlations were calculated to assess relationships concerning discrepancy between partner's scores on emotional intelligence scores and level of trust as indicated on the Trust Scale. Results indicated significant correlations for some differences on overall emotional intelligence, as well as subscales of EQ, with both the overall trust scale and its subscales of predictability, dependability, and faith (see Table 14).

Specifically, examination of the correlations indicates that the greater the difference between relationship partners on overall emotional intelligence, the lower their score on the Dependability, Predictability, and Faith subscales of the trust measure, and the lower their overall score on the Trust measure. These relationships are significant at the  $p < .05$  to  $p < .01$  level, and are as follows:  $r = -.25$  for difference in emotional intelligence and Dependability,  $r = -.27$  for difference in EQ and Predictability,  $r = -.31$

Table 13: Correlations Among Discrepancy in Couple EQ Scores and Closeness

Variable Name	DEQ	DE	DS	B1	B2	B3	B4	Fre	Div	Str	Cl
<i>Emotional Intelligence</i>											
Difference score: EQ (DEQ)	-										
Difference: Experiencing (DE)	** .70	-									
Difference: Strategic (DS)	** .62	-.02	-								
Difference: Branch 1 (B1)	** .45	** .73	-.10	-							
Difference: Branch 2 (B2)	** .57	** .68	.08	.20	-						
Difference: Branch 3 (B3)	.18	-.16	** .57	-.16	-.07	-					
Difference: Branch 4 (B4)	** .39	-.02	** .54	-.01	.03	.11	-				
<i>Closeness</i>											
Frequency (Fre)	.02	-.05	.05	.07	-.19	-.02	-.07	-			
Diversity (Div)	-.04	-.10	.12	-.09	-.15	-.13	.06	** .42	-		
Strength (Str)	-.17	-.15	-.05	-.12	-.05	-.03	-.17	.03	* .26	-	
Overall Closeness (Cl)	-.03	-.13	.07	-.07	-.15	-.06	-.06	** .78	** .74	** .55	-

Note: \* indicates  $p < .05$

\*\* indicates  $p < .01$

Table 14: Correlations Among Discrepancy in Couple EQ Scores and Trust

Variable Name	DEQ	DE	DS	B1	B2	B3	B4	Dep	Pred	Fa	T
<i>EQ Scales</i>											
Overall EQ (DEQ)											
Experiencing (DE)	** .70	-									
Strategic (DS)	** .62	-.02	-								
Branch 1 (B1)	** .45	** .73	-.10	-							
Branch 2 (B2)	** .57	** .68	.08	.20	-						
Branch 3 (B3)	.18	-.16	** .57	-.16	-.07	-					
Branch 4 (B4)	** .39	-.02	** .54	-.01	.03	.11	-				
<i>Trust Scales</i>											
Dependability (Dep)	*-.25	*-.24	-.06	-.19	-.18	-.10	.02				
Predictability (Pred)	*-.27	-.07	*.27	-.19	.10	*-.28	-.19	** .43			
Faith (Fa)	**-.31	.14	**-.31	-.17	-.09	*-.26	-.14	** .60	** .53		
Overall (T)	**-.33	-.19	*-.24	-.22	-.15	*-.24	-.10	** .84	** .74	** .88	-

Note: \* indicates  $p < .05$   
 \*\* indicates  $p < .01$

for difference in EQ and Faith, and  $r = -.33$  for difference in EQ and overall Closeness. In addition, couples whose scores are more dissimilar on the Strategic subscale of emotional intelligence also reported lower scores on the Predictability ( $r = -.27$ ), and Faith subscales ( $r = -.31$ ), as well as lower scores on overall closeness ( $r = -.24$ ). These relationships reflect low to moderate levels of association.

Significant ( $p < .05$ ) negative correlations were found between discrepancy within couple on Branch 3 (Facilitation) of the emotional intelligence measure and two subscales and overall scale score, on the trust measure. The more discrepant couples were with respect to their scores on Branch 3, the lower their overall level of Predictability ( $-.28$ ), Faith ( $-.26$ ), and overall Trust score ( $-.24$ ). In addition, the more discrepant couples are with respect to the Experiencing subscale of emotional intelligence, the lower their Dependability subscale score on the closeness measure ( $r = -.24$ ). These relationships reflect low to moderate levels of association.

#### *Difference Scores and Dyadic Adjustment*

Correlations were calculated to assess relationships between discrepancy within couples on emotional intelligence scores and level of adjustment as indicated on the DAS. Results (see Table 15) indicated significant correlations for some differences on emotional intelligence scales with both the overall DAS scale and its subscales.

The greater the difference between relationship partners in overall EQ score, the lower the Consensus subscale score ( $r = -.29$ ). The greater the difference between relationship partners in the Experiencing area of EQ, the lower the DAS Affectional Expression scores ( $-.27$ ). One branch of emotional intelligence also had a significant

Table 15: Correlations Among Discrepancy in Couple EQ Scores and Adjustment

Variable Name	DEQ	DE	DS	B1	B2	B3	B4	Coh	Con	Sats	AEx	Tot
Difference: Overall EQ (DEQ)	—											
Difference: Experiencing (DE)	.25	—										
Difference: Strategic (DS)	** .62	.02	—									
Difference: Branch 1 (B1)	** .45	** .73	-.10	—								
Difference: Branch 2 (B2)	** .57	* .68	.08	-.17	—							
Difference: Branch 3 (B3)	.18	-.16	** .57	-.16	-.07	—						
Difference: Branch 4 (B4)	** .39	** .70	** .54	-.01	.03	.11	—					
DAS Cohesion (Coh)	-.04	-.02	.04	.03	-.13	-.13	-.02	—				
DAS Consensus (Con)	* -.29	-.16	-.18	-.12	-.23	-.11	-.16	** .38	—			
DAS Satisfaction (Sat)	.07	-.05	-.10	-.03	-.15	-.14	.01	** .48	** .41	—		
DAS Affectional Expression (AEx)	-.15	* -.27	.02	-.22	** -.31	-.05	.20	** .36	** .61	** .44	—	
DAS Total Score (Tot)	-.21	-.13	-.15	-.08	-.24	-.16	-.09	** .66	** .89	** .72	** .73	—

Note: \* indicates  $p < .05$   
 \*\* indicates  $p < .01$

negative correlation with DAS subscale scores. The larger the difference score on Branch 2 (Facilitation), the lower the DAS Affectional Expression score (-.31).

#### *Difference Scores and Daily Diaries*

Only one significant relationship was found pertinent to discrepancy within couple on emotional intelligence and diary reports, that of Branch 2 (facilitation) with daily diaries ( $r = -.27, p < .05$ ). The less alike couples were on this branch, the less overall satisfaction they reported in their daily interactions with their partners.

Thus, the examination of relationships between couple match on emotional intelligence and score on relationship measures indicates the following:

- Significant relationships were found between greater discrepancy within couple on EQ scales and lower scores on the overall Trust Questionnaire scale, and two subscales.
- A significant relationship was found between difference within couple on one branch of EQ and daily diary reports.

#### Relationship Length, Functioning, and Differences in Emotional Intelligence

Emotional intelligence scores do seem to have some relationship to measures intending to reflect how well couples are functioning in their relationships. In particular, the more emotionally intelligent a person is, the higher the relationship score in the domains of trust and adjustment. However, these relationships are only true for overall emotional intelligence score or one of the branches of EQ. They are not consistent across the subcomponents of emotional intelligence as measured by the MSCEIT, v. 2.0 (Salovey, Mayer, & Caruso, 2000). It may be that some subscales of emotional intelligence are more relevant to building trust, consensus, cohesion, or expressing affection. However, it may also

be true that the more relevant associations lie within how discrepant couples are on their emotional intelligence scores.

When we examined the relationships between discrepancy within couple on EQ and relationship variables, we found that many branches and subscale scores of emotional intelligence were related to these relationship functioning constructs. For example, discrepancy of couple on overall emotional intelligence, the two area scores, and one branch are all significantly correlated with Trust Questionnaire subscales and overall score. Overall emotional intelligence, one area score, and one branch are all significantly related to Dyadic Adjustment subscales. The reader is referred to Figure 2 for a graphic depiction of these relationships.

Could it be that the differences within couples are better predictors of whether relationships will develop trust and couples will be well-suited to each other? As part of an attempt to understand the broader patterns of correlations between difference in emotional intelligence scores and relationship variables, we wished to examine whether length of relationship served as a moderator of correlations between difference in emotional intelligence and other measures of relationships.

Further rationale for a moderator variable approach to explore these relationships comes from the results of prior studies of the correlations between emotional intelligence and measures resembling elements of relationship and life quality. The relationships in the current study between discrepancy within couples on EQ, and trust and adjustment are as high, and sometimes higher, than those found in previously studies of associations between individual emotional intelligence scores and self rating on relationship variables.

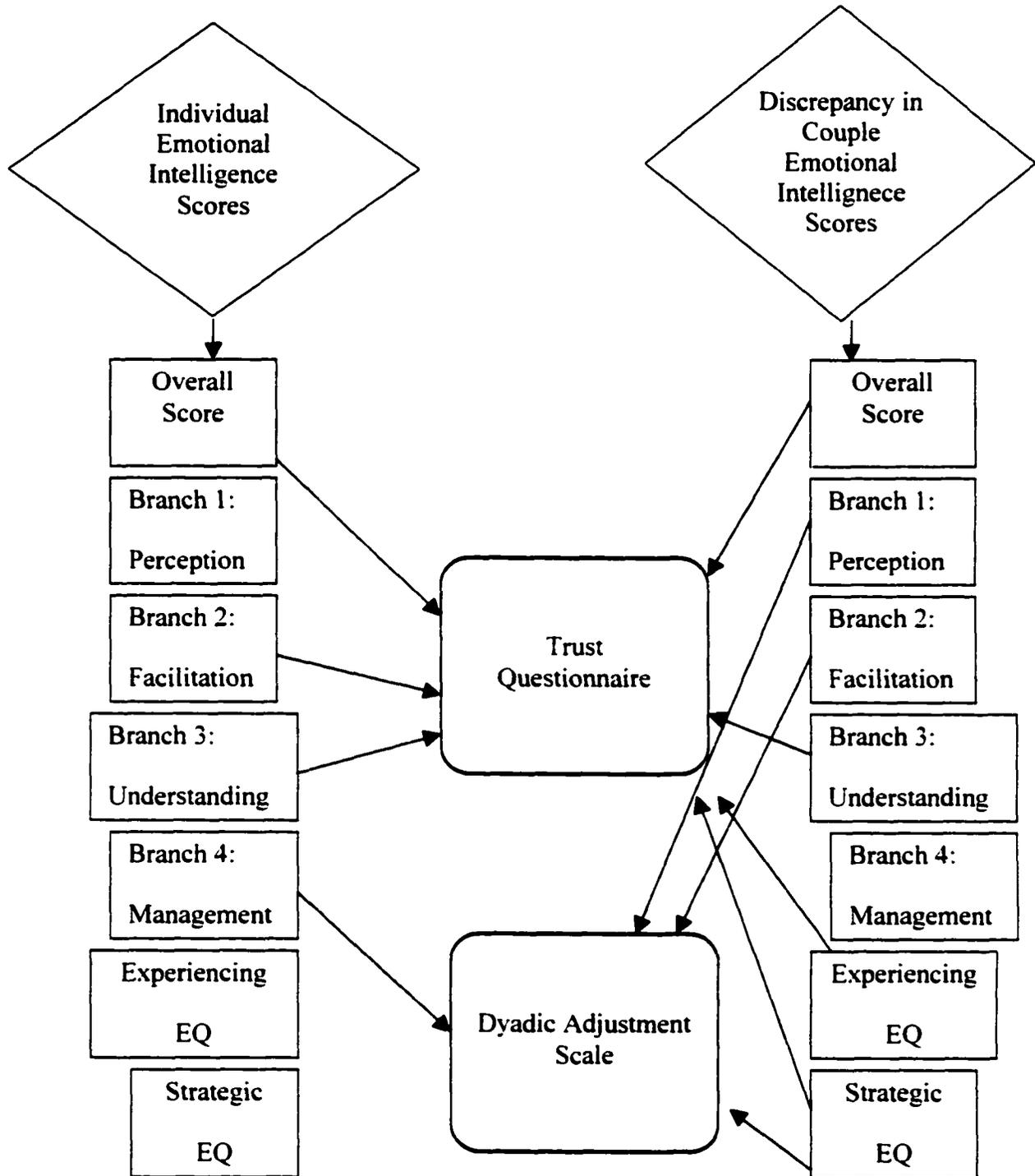


Figure 2: Individual Scores and Couples Differences on Emotional Intelligence: Relationships with Relationship Measures

For example, Mayer, Salovey & Caruso (2000) report that they found a significant ( $p < .05$ ), but low, correlation between the MSCEIT, v 2.0 and a measure of relationship quality (.19). By comparison, the current study found a stronger (.29) relationship between discrepancy within couple on emotional intelligence and a dyadic adjustment subscale, and a stronger (.33) relationship between EQ discrepancy and overall trust in the relationship.

#### Is Discrepancy of Score Associated with Relationship Longevity or Security?

Of the relationship measures included in the present study, there are two previously found to be related to relationship success or longevity. The Trust Questionnaire has been shown to have strong associations with measures of love, happiness, and security ranging from .12 to .46 (Rempel, Holmes, & Zanna, 1985). The Dyadic Adjustment Scale scores for married and divorced samples have been significantly different in past research (Spanier, 1976). An important question regarding the results of the current study is whether differences in emotional intelligence will be effective in assessing more compared with less successful relationships.

#### Further Analyses

In order to examine this possibility via a moderator variable approach, several analyses were conducted. First, a median split was conducted for length of relationship in the current study. We then computed the correlations between discrepancy within couples on emotional intelligence with the respective Trust and DAS measures for each group: persons reporting relationships longer than 1 year, 4 months, and persons reporting shorter duration relationships.

Results, as depicted in Tables 16 and 17, indicated differential patterns of correlations dependent upon whether persons were in relationships shorter or longer than 1.04 years.

Table 16: Discrepancy in Couple EQ Scores, Trust, and Dyadic Adjustment for Longer Relationships

Scale/Score Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Emotional Intelligence</b>																
(1) Overall EQ	-															
(2) Experiential	** .68	-														
(3) Strategic	** .63	-.05	-													
(4) Branch 1: Identification	** .47	** .75	-.07	-												
(5) Branch 2: Facilitation	** .53	** .73	-.06	.26	-											
(6) Branch 3: Understanding	** .34	-.13	** .66	-.11	-.10	-										
(7) Branch 4: Management	** .43	-.01	** .58	.07	-.07	.18	-									
<b>Trust Scale</b>																
(8) Predictability	** -.47	-.12	** -.48	-.26	-.12	.28	-.29	-								
(9) Dependability	** -.36	-.20	-.24	-.03	-.26	.19	-.13	** .41	-							
(10) Faith	** -.43	-.11	** -.49	-.12	-.06	** -.35	** -.37	** .56	** .56	-						
(11) Total	** -.51	-.18	** -.47	-.15	-.19	** -.33	-.31	** .75	** .83	** .87	-					
<b>DAS</b>																
(12) Consensus	-.24	-.15	-.08	-.07	-.26	-.09	-.22	* .23	* .26	* .28	** .31	-				
(13) Cohesion	.04	.13	.04	.14	.02	-.22	-.09	* .22	* .24	** .35	** .33	** .31	-			
(14) Satisfaction	-.08	.01	-.18	-.03	-.10	-.14	-.13	* .37	** .49	** .45	** .54	** .36	** .48	-		
(15) Affection	-.03	-.15	.05	-.15	-.19	.05	.14	* .25	** .30	** .34	** .36	** .55	* .29	** .39	-	
(16) Total	-.16	-.07	-.11	-.07	-.15	-.16	-.19	** .36	** .41	** .46	** .50	** .87	** .63	** .71	** .69	-

Note: \* denotes  $p < .05$   
 \*\* denotes  $p < .01$

Table 17: Discrepancy in Couple EQ Scores, Trust, and Dyadic Adjustment for Shorter Relationships

Scale/Score Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Emotional intelligence</b>																
(1) Overall EQ	-															
(2) Experiential	<b>.72</b>	-														
(3) Strategic	<b>.63</b>	<b>-.00</b>	-													
(4) Branch 1: Identification	<b>.42</b>	<b>.74</b>	<b>-.15</b>	-												
(5) Branch 2: Facilitation	<b>.61</b>	<b>.52</b>	<b>.30</b>	<b>.05</b>	-											
(6) Branch 3: Understanding	<b>.05</b>	<b>-.18</b>	<b>.50</b>	<b>-.17</b>	<b>-.05</b>	-										
(7) Branch 4: Management	<b>.30</b>	<b>-.05</b>	<b>.47</b>	<b>-.13</b>	<b>.22</b>	<b>-.03</b>	-									
<b>Trust Scale</b>																
(8) Predictability	<b>.06</b>	<b>-.04</b>	<b>.09</b>	<b>-.17</b>	<b>-.02</b>	<b>-.27</b>	<b>.07</b>	-								
(9) Dependability	<b>-.03</b>	<b>-.23</b>	<b>.23</b>	<b>-.30</b>	<b>-.05</b>	<b>.04</b>	<b>.23</b>	<b>.43</b>	-							
(10) Faith	<b>-.13</b>	<b>-.14</b>	<b>-.07</b>	<b>-.20</b>	<b>-.07</b>	<b>-.16</b>	<b>.13</b>	<b>.49</b>	<b>.64</b>	-						
(11) Total	<b>-.06</b>	<b>-.18</b>	<b>.09</b>	<b>-.27</b>	<b>-.06</b>	<b>-.13</b>	<b>.18</b>	<b>.73</b>	<b>.86</b>	<b>.88</b>	-					
<b>DAS</b>																
(12) Consensus	<b>-.32</b>	<b>-.09</b>	<b>-.32</b>	<b>-.17</b>	<b>.00</b>	<b>-.06</b>	<b>-.12</b>	<b>.19</b>	<b>.49</b>	<b>.49</b>	<b>.50</b>	-				
(13) Cohesion	<b>-.03</b>	<b>-.07</b>	<b>.06</b>	<b>.04</b>	<b>-.22</b>	<b>-.05</b>	<b>.14</b>	<b>.09</b>	<b>.30</b>	<b>.41</b>	<b>.34</b>	<b>.40</b>	-			
(14) Satisfaction	<b>.12</b>	<b>-.02</b>	<b>.18</b>	<b>.04</b>	<b>-.19</b>	<b>.02</b>	<b>.15</b>	<b>.33</b>	<b>.57</b>	<b>.60</b>	<b>.64</b>	<b>.31</b>	<b>.41</b>	-		
(15) Affection	<b>-.16</b>	<b>-.29</b>	<b>.08</b>	<b>-.24</b>	<b>-.21</b>	<b>.06</b>	<b>.33</b>	<b>.25</b>	<b>.40</b>	<b>.48</b>	<b>.46</b>	<b>.59</b>	<b>.45</b>	<b>.38</b>	-	
(16) Total	<b>-.17</b>	<b>-.03</b>	<b>-.20</b>	<b>.07</b>	<b>-.13</b>	<b>-.08</b>	<b>.01</b>	<b>.22</b>	<b>.62</b>	<b>.63</b>	<b>.64</b>	<b>.89</b>	<b>.66</b>	<b>.62</b>	<b>.67</b>	-

Note: \* denotes  $p < .05$   
**\*\*** denotes  $p < .01$

For example, for persons in longer-term relationships (Table 16), there were large correlations between discrepancy within couple on emotional intelligence and several Trust measure subscales. The more discrepant partners were with respect to emotional intelligence, the less predictability, dependability, and faith persons reported (correlations of -.47, -.36, and -.43 respectively). However, there were no significant relationships for this group between discrepancy within couple on EQ and DAS subscale measures.

For persons in shorter duration relationships (Table 17), there were no significant relationships between discrepancy on EQ and Trust subscales, and only scattered significant relationships with two DAS subscale components (see Table 17). These results may reflect the possibility that, for persons together longer, difference from partner in emotional intelligence may impact the relationship in ways that differences do not in relationships of shorter duration. These results may also reflect the possibility that, for this sample, longer and shorter duration relationships may be quite different from each other.

In order to examine whether the interaction between relationship length and discrepancy within couple on emotional intelligence were significant predictors of relationship quality, we conducted separate regression analyses. For the first analysis, relationship length was entered as a predictor of Trust, and then discrepancy between couple members' emotional intelligence score was entered. Finally, the interaction between length and discrepancy in EQ was entered to ascertain if the interaction produced a higher degree of prediction than length or discrepancy in EQ alone. Results indicated that length was not a significant predictor of Trust, nor was discrepancy in EQ (see Table 18). Results also indicated that the interaction between length of relationship and discrepancy in EQ scores did

not enhance the degree of prediction provided by length or discrepancy in EQ alone. The overall model, however, did account for variance in Trust scores ( $F(3, 68) = 3.14, p < .05, R^2 = .12$ ).

Table 18: Regression of Relationship Length and Discrepancy in EQ on Trust

Variable	<i>B</i>	SE <i>B</i>	Standardized <i>B</i>	Significance
Relationship Length	-.002	1.62	.002	.989
Difference Within Couple EQ score	-.389	.23	-.271	.101
Interaction (Length X Difference)	-.051	.09	-.119	.588

For the second analysis, relationship length was entered as a predictor of Dyadic Adjustment, and then discrepancy between couple members' emotional intelligence score was entered. Finally, the interaction between length and discrepancy in EQ was entered to ascertain if the interaction produced a higher degree of prediction than length or discrepancy in EQ alone. Results indicated that length was a significant predictor of DAS score, however, discrepancy in EQ was not (see Table 19). Results also indicated that the interaction between length of relationship and discrepancy in EQ scores did not enhance the degree of prediction provided by length or discrepancy in EQ alone (see Table 18). The overall model, however, did account for variance in DAS scores ( $F(3, 58) = 4.79, p < .01, R^2 = .21$ ).

Table 19: Regression of Relationship Length and Discrepancy in EQ on DAS

Variable	<i>B</i>	SE <i>B</i>	Standardized <i>B</i>	Significance
Relationship Length	-.363	1.66	-.447	.033
Difference Within Couple EQ score	-.283	.22	-.221	.204
Interaction (Length X Difference)	.024	.09	.066	.789

#### Discrepancy in Emotional Intelligence as a Predictor of Relationship Success

An additional series of analyses were conducted to examine whether difference within couples can help to predict important relationship variables potentially related to success. To this end, a series of separate regressions were run with Dyadic Adjustment total scale score as the dependent variable. First, overall Trust score was entered as a predictor of DAS and then overall emotional intelligence score was entered to ascertain if the combination of Trust plus overall emotional intelligence produced a higher degree of prediction than Trust alone. Results indicated that overall emotional intelligence did not enhance the degree of prediction provided by Trust score (see Table 20). The overall model, however, did account for variance in Dyadic Adjustment scores ( $F(2, 120) = 33.40, p < .001, R^2 = .36$ ).

Table 20: Regression of Trust and Emotional Intelligence on Dyadic Adjustment

Variable	<i>B</i>	SE <i>B</i>	Standardized <i>B</i>	Significance
Trust	.657	.08	.60	.000
Emotional Intelligence	-.004	.09	-.03	.657

A second analysis was conducted using Trust and differences in emotional intelligence scores for couples as predictors of Dyadic Adjustment overall score. First, Trust was entered as a predictor, then difference in emotional intelligence was entered to ascertain of the combination of Trust plus difference in EQ produced a higher degree of prediction than Trust alone. Results indicated that discrepancy within couple on emotional intelligence did not enhance the degree of prediction provided by Trust score (see Table 21). The overall model, however, did account for variance in Dyadic Adjustment scores ( $F(2, 56) = 10.88, p < .001, R^2 = .28$ ). The reader should also note the differences in sample size for these two regression analyses, as utilizing couple discrepancy scores versus individual emotional intelligence scores decreases this value to a great extent.

Table 21: Regression of Trust and Discrepancy in Emotional Intelligence on DAS

Variable	<i>B</i>	SE <i>B</i>	Standardized <i>B</i>	Significance
Trust	.506	.12	.52	.000
Difference in Emotional Intelligence	-.004	.15	-.04	.767

## DISCUSSION

This study was undertaken to help ascertain the potential utility of an ability-based measure of emotional intelligence. To this end, we examined the ability-based measure in new ways by discovering how, and how much, it related to the functioning of relationships. Previous studies only examined emotional intelligence of individuals, and how those individuals reported their own levels of empathy or relationship success. This study was the first, to this author's knowledge, to examine how the functioning of relationships between members of a couple relates to emotional intelligence.

The overall rationale for this investigation was that close personal relationships such as romantic relationships should be, in part, a reflection of level of emotional intelligence of the members of that couple. We hypothesized that the higher couple members were in emotional intelligence, the closer their relationship, the more trust they would report, and the better their self-reported adjustment. We predicted that the more couple members were like each other in emotional intelligence abilities, the higher their self-reported closeness, trust, and adjustment. We hypothesized that, on a daily level, couples higher in emotional intelligence would report more intimate interactions, more self-disclosure, and greater satisfaction with their interactions with their partner.

Twelve specific hypotheses were advanced at the proposal stage of this project. I will begin by describing the support obtained for a considerable subset of those hypotheses. Of the 12 hypotheses advanced, support or partial support was found for eight. Perhaps most importantly, we did find relationships between level of emotional intelligence for individuals and the satisfactory functioning of their relationships. We found even greater support for

discrepancy between members of a couple in emotional intelligence and couples' reported satisfaction with their relationships.

### Hypotheses Receiving Support

The hypotheses that were supported by study findings were the following:

1. Women did score significantly higher on the emotional intelligence inventory than men. They also scored higher on subscales of Closeness, Trust and Dyadic Adjustment.
2. Individual emotional intelligence scores were significantly correlated with subscale components of the Trust Questionnaire, specifically Predictability, Dependability, and Faith.
3. Discrepancy within couple on emotional intelligence was significantly correlated with subscale components of the Trust Questionnaire, specifically Predictability, Dependability, and Faith.
4. Individual emotional intelligence on one subscale (Branch 4, Management) was significantly correlated with Dyadic Adjustment Scale score.
5. Discrepancy within couple on emotional intelligence was significantly correlated with subscale components of the DAS (Consensus and Affectional Expression).
6. Discrepancy within couple on scores for one branch of emotional intelligence (Branch 2, Facilitation) was significantly related to daily diary reports on quality of interactions.
7. Significant correlations were found among the measures of relationship constructs, providing evidence for validity of these measures.
8. Significant correlations were found among the subscale scores of the MSCEIT, v. 2.0 (2000). Significant correlations were also found between discrepancy of couple scores on the EQ measure, and two of the three relationship instruments (Trust and Dyadic Adjustment).

Although these findings provide some support for the utility of the MSCEIT, v. 2.0. , they, and other study findings, also call into question the MSCEIT's validity as an instrument assessing emotion-related abilities. We were hopeful that the study findings would provide support for both further study of the instrument with respect to its value in assessing relationship adjustment, and for its potential utility as a tool for pre-marital counseling or couples therapy outcome assessment. For example, if our results had indicated strong support for using the MSCEIT, and its related emotional intelligence skills and abilities, to predict the success of relationships, significant clinical applications would be possible. Therapists, pre-marital counselors, and other service providers would be able to use the measure to identify couple members' strengths and limitations, target interventions to address these, and hopefully improve the quality of the relationship. However, as will be addressed shortly, there is a call for caution in future use of the MSCEIT due to questions about its validity as an instrument assessing emotion-related skills and abilities.

### Strengths of the Study

The current project produced valuable data regarding romantic relationship functioning and emotional intelligence. We obtained a wide range of scores on the relationship inventories, and a unique data set in that we obtained scores for both members of dating couples on the study measures. The relationship measures correlated well with each other, providing support for their utilization to assess relationship adjustment constructs. In addition, the MSCEIT, v. 2.0 (2000) received additional reliability support. The study was a conceptually well-designed test of the predictive validity of the MSCEIT.

Of the total calculated correlations between overall emotional intelligence, discrepancy scores on emotional intelligence, and overall and subscale scores of the

relationship measures, 34 were significant. This number represents over 20% of the total calculated correlations (166), suggesting systematic relationships between EQ score, or discrepancy within couple on this measure, and important relationship variables that could relate to the future success and adjustment of these relationships.

### Predictive Hypotheses and Non-Supported Results

Just as in many studies that intend to utilize new methods of examining established and newly established measures of psychological constructs, there were areas in which we did not find the relationships or correlations we had hypothesized.

There was no or minimal support for 5 of the 13 originally advanced study hypotheses. To reiterate:

1. No significant correlations were found between individual emotional intelligence scores and Closeness of the relationship.
2. Similarity of couple's EQ scores was not correlated with Closeness.
3. Emotional intelligence scores were somewhat, but not consistently, correlated with Dyadic Adjustment Scale scores.
4. Similarity of couple's EQ scores was somewhat, but not consistently, correlated with Dyadic Adjustment Scale scores.
5. No significant correlations were found between individual EQ scores and daily diary reports of quality of interactions. Similarity of couple's EQ scores was somewhat, but not consistently, correlated with daily diary reports.

What are some of the reasons that we did not find consistently significant relationships between EQ and the relationship measures? To address this question, it is necessary to examine the data on the measures, discuss the attributes of the population

sampled, and to examine what alternative explanations may fit for why the relationship variables do not seem to relate to the skills assessed by the MSCEIT, v. 2.0 (Mayer, Salovey, & Caruso, 2000).

#### Issues Regarding the Emotional Intelligence Test

In part due to the lack of a larger number of significant correlations between measures of relationship quality and scores on the MSCEIT, several important questions have arisen regarding the validity of this instrument intending to assess emotional intelligence. First, there is a concern about the consensus scoring methodology. Perhaps one reason we did not find a higher number of significant relationships was because the MSCEIT measures a construct that differs from EQ. The consensus scoring methodology, in which participants receive higher scores for answers more consistent with those chosen by other participants, may be a measure of conventionality. This hypothesis may account for the more consistent relationships between EQ scores and the Trust measure, for example the subscale components of predictability and dependability. Persons higher in conventionality, compared with those less conventional, could conceivably have higher levels of predictability and dependability from their partner's perspective, and thus have higher subscale scores. This hypothesized association may not reflect, however, greater emotional intelligence for these individuals.

It is also conceivable that performance on the EQ measure is contingent upon verbal capacity. Questions on the MSCEIT include advanced and abstract concepts and vocabulary, and the instrument was normed on a selective student college sample. Thus, in the current study it would have been helpful if we could have obtained verbal intelligence scores for the current study sample to assess the magnitude of the relationship between verbal abilities and

MSCEIT score. In addition, it is important to note that the homogeneity of the study sample was evident in the range and variance of MSCEIT scores. Standard deviations were, on average, three to four points lower for the current study group.

#### Issues Regarding the Relationship Measures

The measures used in the study to assess relationship variables may not have accurately reflected those variables for these participants, many of whom were in the earlier, perhaps infatuation stages, of relationships. There was evidence of positive skew on all three subscales of the Closeness measure, three of four subscales on the DAS, and on the daily diary recordings. This trend may have impacted the subsequent relationships between emotional intelligence and these scales.

The Trust measure scores were not skewed, the distribution of scores resembled data found in the literature, and there were more consistent relationships between the subscales and EQ. In addition, the within-scale correlations for the Closeness measure were only low to moderate, and only two of the three scales were correlated with each other. In contrast, the within-scale correlations for the Trust measure subscales reflected moderate to high relationships, and all three subscales were correlated.

In addition, there appeared to be no relationship between the Closeness overall scale score and the Trust measure, nor between the Closeness subscale scores and the Trust measure. This may reflect the fact the Closeness really does measure, in this sample, something quite different from the relationship variables assessed by the Trust Questionnaire. Although the Diversity subscale of the Closeness measure does have significant relationships to several subscales of the Dyadic Adjustment Scale, the other Closeness subscales do not have bear significant relationships with the DAS scales. These findings may also provide

evidence for the hypothesis that these instruments do not measure similar or even highly related constructs within romantic relationships in this study sample. Therefore, their relationships with emotional intelligence would not be consistent. This was, in fact, the case.

#### Issues Regarding the Study Sample

The sample of dating couples in this study was quite homogenous. Most persons were between 18 and 20 years old, and had been in their dating relationships for less than 2 years. Most were freshman or sophomores, which may reflect the possibility that these dating relationships were either developed from high school friendship or acquaintanceship or newly developing in their early years of college. In fact, the median length of time persons in this sample report knowing their current partner is 3 years. Perhaps this population of students does not represent a diverse enough group with respect to their romantic relationships. It would be helpful to have information regarding other psychosocial variables in this sample. For example, knowing more about the number of past relationships, and level of commitment involved in those past relationships, would provide context for understanding the current romantic relationship situations of these individuals.

There may be something inherently biased toward higher estimates of closeness, interdependence, consensus, cohesion, or satisfaction in this sample. Perhaps persons such as those in this sample, described by experimenters who collected data as almost entirely Caucasian, come from similar cultural backgrounds. In addition, persons pursuing bachelors' degrees from four-year universities may have similar educational goals. Persons in this sample are also similar to each other in age. Perhaps increased similarity on these variables within a sample results in less diversity with respect to expectations about such

issues as the daily workings of relationships, or the amount of time spent with friends, or the expression of spirituality or affection for each other.

Perhaps most importantly, there may be some self-selection bias inherent within a group of persons that agrees to participate in a study examining their relationship quality and EQ. Persons in this sample may feel more secure in their relationships, and may feel they can already count on their partners to a great extent. After all, they have agreed to participate in the study and devoted several hours of time to fulfilling this request. This self-selected group may also include persons who are in an early, infatuation stage and, thus, inflate the positive aspects of their partner and the relationship. It would be helpful if we could have provided a check on these self-selection biases by also examining couples that were undergoing crisis or challenge to assess their scores and the relationships between EQ and relationship quality for them.

#### Lack of Correlation with Individual Emotional Intelligence Scores

Initial study hypotheses relating emotional intelligence to the variables studied within the relationship measures may not be tenable for this sample. The constructs measured by the Closeness Inventory, specifically diversity, frequency and strength, may not relate to emotional intelligence. Moreover, greater skills or abilities pertinent to identifying one's feelings, managing one's mood, or perceiving feelings in another person may not have much impact on the amount of time a person spends with their partner or the impact that partner has on decisions made about the future. As stated earlier, it is possible that the MSCEIT is assessing conventionality to a large extent. If this EQ measure assesses conventionality to a greater extent than it assesses EQ abilities, perhaps the lack of correlations is simply an indication that Closeness does not relate well to that construct.

Greater skills and abilities around emotions may also not have substantial relationship to the constructs assessed by the Dyadic Adjustment Scale for this sample. Persons better at understanding the transitions among feelings in given situations may not be better at building consensus with their partners. Persons in this sample who are higher in emotional intelligence may still become irritated with their partners and occasionally quarrel with them. Again, if the MSCEIT is assessing conventionality rather than consistent emotion-related abilities, the lack of correlations with DAS may simply reflect the possibility that couple adjustment is not related to the conventionality of its members.

Trust, however, had larger and more significant relationships with the MSCEIT scores. Trust may be more directly related to emotion-related abilities for this study sample. Gaining faith in one's partner, experiencing that person as dependable and predictable in terms of taking one's feelings and well being into account, may involve not just similarity of relationship goals or similar cultural or other background. Rather, the significant results here may reflect the fact that greater skill at understanding one's own and one's partner's feelings, or greater skills at managing one's own or other's mood may directly increase the trust developed in the relationship. Further exploration would be helpful in terms of how trust has developed within the relationships in this sample.

It may also be the case, as stated earlier, that the Trust measure assesses conventionality to some degree. Predictability and dependability may be determined, in part, by conventionality, and thus the relationships that exist between Trust and the EQ measure may reflect shared variance around the construct of conventionality.

### Implications for Further Study

One cannot conclude that EQ, as a set of skills and abilities, does not have value with respect to helping evaluate persons' skills in relationship building and success. The problem may lie within the current assessment methodologies. In order to reach additional conclusions about the value of emotional intelligence in assisting with evaluating relationship-building skills or in predicting the success of romantic relationships, we need more information in several domains. First, we need more validity data on the MSCEIT, v. 2, and alternative EQ assessment instruments, in order to choose a method of assessment that is truly valid. The results from the current study call into question the validity of the MSCEIT as a measure of emotional intelligence. Hypotheses such as those mentioned earlier, that the MSCEIT measures conventionality, need to be ruled out before this measure can be used with any confidence as a tool for examining level of emotional intelligence.

Second, we need longitudinal information regarding the success of relationships so that EQ can be examined as a genuine predictor of relationship success. By examining relationships that succeed and those that do not, we might be better able to understand the impact of EQ on relationship persistence or duration. To this end, a larger sample size would also be beneficial in order to assure the statistical power needed to fully explore predictive relationships.

We would also benefit from more information regarding how well the relationship measures utilized in this study predict the success of romantic relationships. Thus, we could obtain a means of comparison to help decide the value of utilizing EQ to advise or counsel couples, for example. In addition, it would be helpful to utilize other measures of romantic relationship functioning that may have more direct association with the constructs the

MSCEIT, v. 2.0 (2000) is intended to measure, and to also utilize other instruments that could better capture EQ abilities. Perhaps outcome measures utilized in couples counseling, pre-marital counseling, or other areas of study could provide more appropriate means of comparison with EQ. Additionally, it is important to note that the measures utilized in this study were primarily self-report, and as such carry an inherent bias. For example, the daily diary scores did not add much additional information about the functioning of relationships in this study, in part due to the inflation of scores on this measure.

To obtain more objective data on the functioning of relationships, it would be important to obtain behavioral data. Future research could construct observational data collection sessions that utilize controlled situations where, for example, couples may need to negotiate a problem by reaching consensus. Researchers could construct observational variables and indicate the couples "score" on these variables through observing their interactions. The kind of data available through such observation could greatly enrich a future exploration of the relationships between emotional intelligence and the functioning of romantic, or other, relationships.

The authors of the Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT, v. 2.0, 2000) should examine whether their instrument is truly assessing those constructs it intends to measure. Questions about the validity of the instrument have been raised by the current project, and will hopefully ensure continued exploration of the MSCEIT, v. 2.0, particularly its consensus scoring methodology. Alternative scoring methods would address some of the issues raised by the use of the MSCEIT, v. 2 in this study.

## APPENDIX A: INSTITUTIONAL REVIEW BOARD APPROVAL



IOWA STATE UNIVERSITY  
OF SCIENCE AND TECHNOLOGY

Human Subjects Research Office  
2207 Pearson Hall, Room 15  
Ames, IA 50011-2207  
515/294-4566  
FAX: 515/294-8000

**DATE:** April 2, 2001

**TO:** Vesna Hampel

**FROM:** Janell Meldrent, IRB Administrator

**RE:** "Emotional intelligence and relationship satisfaction: a predictive validity study of the Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT)" IRB ID 01-493

**TYPE OF APPLICATION:**  New Project  Continuing Review  Modification

The project, "Emotional intelligence and relationship satisfaction: a predictive validity study of the Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT)" has been approved for one year from its IRB approval date March 29, 2001. University policy and Federal regulations (45 CFR 46) require that all research involving human subjects be reviewed by the Institutional Review Board (IRB) on a continuing basis at intervals appropriate to the degree of risk, but at least once per year.

Any modification of this research project must be submitted to the IRB for prior review and approval. Modifications include but are not limited to: changing the protocol or study procedures, changing investigators or sponsors (funding sources), including additional key personnel, changing the Informed Consent Document, an increase in the total number of subjects anticipated, or adding new materials (e.g., letters, advertisements, questionnaires).

You must promptly report any of the following to the IRB: (1) all serious and/or unexpected adverse experiences involving risks to subjects or others; and (2) any other unanticipated problems involving risks to subjects or others.

You are expected to make sure that additional key personnel who are involved in human subjects research complete training prior to their interactions with human subjects. Web based training is available from our web site.

Ten months from the IRB approval, you will receive a letter notifying you that the expiration date is approaching. At that time, you will need to fill out a Continuing Review/and or Modification Form and return it to the Human Subjects Research Office. If the project is, or will be finished in one year, you will need to fill out a Project Closure Form to officially end the project.

Both of these forms are on the Human Subjects Research Office web site at:  
<http://grants-svr.admin.iastate.edu/VPR/humansubjects.html>.

## APPENDIX B: SAMPLE ITEMS FROM THE MSCEIT, V. 2.0

*Subtest B (Facilitation)*

1. What mood(s) might be helpful to feel when creating new, exciting decorations for a birthday party?

	Not useful					Useful
a. annoyance	1	2	3	4	5	
b. boredom	1	2	3	4	5	
c. joy	1	2	3	4	5	

*Subtest C (Understanding)*

1. Marjorie felt more and more ashamed, and began to feel worthless. She then felt \_\_\_\_\_.
- overwhelmed
  - depressed
  - ashamed
  - self-conscious
  - jittery

*Subtest D (Management)*

1. Mara woke up feeling pretty well. She had slept well, felt well rested, and had no particular cares or concerns. How well would each action help her preserve her mood?

Action 1: She got up and enjoyed the rest of the day.

- a. Very ineffective    b. Somewhat ineffective    c. Neutral    d. Somewhat effective    e. Very effective

Action 2: Mara enjoyed the feeling, and decided to think about and appreciate all the things that were going well for her

- a. Very ineffective    b. Somewhat ineffective    c. Neutral    d. Somewhat effective    e. Very effective

Action 3: She decided it was best to ignore the feeling since it wouldn't last anyway.

- a. Very ineffective    b. Somewhat ineffective    c. Neutral    d. Somewhat effective    e. Very effective

Action 4: She used the positive feeling to call her mother, who had been depressed, and tried to cheer her up.

- a. Very ineffective    b. Somewhat ineffective    c. Neutral    d. Somewhat effective  
e. Very effective

## APPENDIX C: RELATIONSHIP CLOSENESS INVENTORY

With your partner in mind, please respond to the following questions:

1. How long have you known this person? Please indicate the number of years and/or months (for example, 3 years, 8 months)

\_\_\_\_\_ years \_\_\_\_\_ months

We would like you to estimate the amount of time you typically spend alone with your partner during the day. We would like you to make these time estimates by breaking the day into morning, afternoon, and evening, although you should interpret each of these time periods in terms of your own typical daily schedule. Think back over the past week and write in the average amount of time, per day, that you spent alone with your partner, with no one else around, during each time period. If you did not spend any time with your partner in some time periods, write 0 hour(s), 0 minutes.

2. DURING THE PAST WEEK, what is the average amount of time, per day, that you spent alone with your partner in the MORNING (e.g. between the time you wake and noon)?

\_\_\_\_\_ hours \_\_\_\_\_ minutes

3. DURING THE PAST WEEK, what is the average amount of time, per day, that you spent alone with your partner in the AFTERNOON (e.g. between noon and 6pm)?

\_\_\_\_\_ hours \_\_\_\_\_ minutes

4. DURING THE PAST WEEK, what is the average amount of time, per day, that you spent alone with your partner in the EVENING (e.g. between 6pm and bedtime)?

\_\_\_\_\_ hours \_\_\_\_\_ minutes

Compared with the "normal" amount of time you usually spend with your partner, how typical was this past week? (check one)

\_\_\_\_\_ typical \_\_\_\_\_ not typical ....if so, why? (please explain below)

The following is a list of different activities that people may engage in over the course of one week. For each of the activities listed, please check all of those that you have engaged in alone with your partner in the past week. Check only those activities that were done alone with your partner and were not done with your partner in the presence of others.

*In the past week, I did the following activities alone with my partner: (check all that apply)*

- \_\_\_\_\_ did laundry
- \_\_\_\_\_ prepared a meal
- \_\_\_\_\_ watched TV
- \_\_\_\_\_ went to an auction/antique show
- \_\_\_\_\_ attended a non-class lecture or presentation
- \_\_\_\_\_ went to a restaurant
- \_\_\_\_\_ went to a grocery store
- \_\_\_\_\_ went for a walk/drive
- \_\_\_\_\_ discussed things of a personal nature
- \_\_\_\_\_ went to a museum/art show
- \_\_\_\_\_ planned a party/social event
- \_\_\_\_\_ attended class

- \_\_\_\_\_ went on a trip (e.g. vacation or weekend)
- \_\_\_\_\_ cleaned house/apartment
- \_\_\_\_\_ went to church/religious function
- \_\_\_\_\_ worked on homework
- \_\_\_\_\_ engaged in sexual relations
- \_\_\_\_\_ discussed things of a non-personal nature
- \_\_\_\_\_ went to a clothing store
- \_\_\_\_\_ talked on the phone
- \_\_\_\_\_ went to a movie
- \_\_\_\_\_ ate a meal
- \_\_\_\_\_ participated in a sporting activity
- \_\_\_\_\_ outdoor recreation (e.g. sailing)
- \_\_\_\_\_ went to a play
- \_\_\_\_\_ went to a bar
- \_\_\_\_\_ visited family
- \_\_\_\_\_ visited friends
- \_\_\_\_\_ went to a department, book, hardware store, etc.
- \_\_\_\_\_ played cards/board game
- \_\_\_\_\_ attended a sporting event
- \_\_\_\_\_ exercised (e.g. jogging, aerobics)
- \_\_\_\_\_ went on an outing (e.g. picnic, beach, zoo, winter carnival)
- \_\_\_\_\_ wilderness activity (e.g. hunting, hiking, fishing)
- \_\_\_\_\_ went to a concert
- \_\_\_\_\_ went to a party
- \_\_\_\_\_ played music/sang

The following questions concern the amount of influence your partner has on your thoughts, feelings, and behavior. Using the 7 point scale below, please indicate the extent to which you agree or disagree by writing the appropriate number in the space corresponding to each item.

- |                   |   |   |   |   |   |                |
|-------------------|---|---|---|---|---|----------------|
| 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| Strongly disagree |   |   |   |   |   | Strongly agree |
1. \_\_\_\_\_ my partner will influence my financial security.
  2. \_\_\_\_\_ my partner does *not* influence everyday things in my life.
  3. \_\_\_\_\_ my partner influences important things in my life.
  4. \_\_\_\_\_ my partner influences which parties and other social events I attend.
  5. \_\_\_\_\_ my partner influences the extent to which I accept responsibilities in our relationship.
  6. \_\_\_\_\_ my partner does *not* influence how much time I spend doing household work.
  7. \_\_\_\_\_ my partner does *not* influence how I choose to spend my money.
  8. \_\_\_\_\_ my partner influences the way I feel about myself.
  9. \_\_\_\_\_ my partner does *not* influence my moods.
  10. \_\_\_\_\_ my partner influences the basic values that I hold.
  11. \_\_\_\_\_ my partner does *not* influence the opinions that I have of other important people in my life.
  12. \_\_\_\_\_ my partner does *not* influence when I see, and the amount of time I spend with, my family.
  13. \_\_\_\_\_ my partner influences when I see, and the amount of time I spend with, my friends.
  14. \_\_\_\_\_ my partner does *not* influence which of my friends I see.
  15. \_\_\_\_\_ my partner does *not* influence the type of career I have.
  16. \_\_\_\_\_ my partner influences or will influence how much time I devote to my career.

17. \_\_\_\_\_ my partner does *not* influence my chances of getting a good job in the future.
18. \_\_\_\_\_ my partner influences the way I feel about the future.
19. \_\_\_\_\_ my partner does *not* have the capacity to influence how I act in various situations.
20. \_\_\_\_\_ my partner influences and contributes to my overall happiness.
21. \_\_\_\_\_ my partner does *not* influence my present financial security.
22. \_\_\_\_\_ my partner influences how I spend my free time.
23. \_\_\_\_\_ my partner influences when I see him/her and the amount of time the two of us spend together.
24. \_\_\_\_\_ my partner does *not* influence how I dress.
25. \_\_\_\_\_ my partner influences how I decorate my home (e.g. dorm room, apartment, house)
26. \_\_\_\_\_ my partner does *not* influence where I live.
27. \_\_\_\_\_ my partner influences what I watch on TV.

Now we would like you to tell us how much your partner affects your future plans and goals. Using the 7-point scale below, please indicate the degree to which your future plans and goals are affected by your partner by writing the appropriate number in the space corresponding to each item. If an area does not apply to you (e.g. you have no plans or goals in that area), write a 1.

1	2	3	4	5	6	7
not at all						a great extent

1. \_\_\_\_\_ my vacation plans
2. \_\_\_\_\_ my marriage plans
3. \_\_\_\_\_ my plans to have children
4. \_\_\_\_\_ my plans to make major investments (e.g. house, car, etc.)
5. \_\_\_\_\_ my plans to join a club, social organization, church, etc.
6. \_\_\_\_\_ my school-related plans
7. \_\_\_\_\_ my plans for achieving a particular financial standard of living.

## APPENDIX D: TRUST QUESTIONNAIRE

1. When we encounter difficult and unfamiliar circumstances I would not feel worried or threatened by letting my partner do what he/she wanted.
- |                   |    |    |                               |   |   |                |
|-------------------|----|----|-------------------------------|---|---|----------------|
| -3                | -2 | -1 | 0                             | 1 | 2 | 3              |
| Strongly disagree |    |    | Neither agree<br>nor disagree |   |   | Strongly agree |
2. I can count on my partner to be concerned about my welfare.
- |                   |    |    |                               |   |   |                |
|-------------------|----|----|-------------------------------|---|---|----------------|
| -3                | -2 | -1 | 0                             | 1 | 2 | 3              |
| Strongly disagree |    |    | Neither agree<br>nor disagree |   |   | Strongly agree |
3. In general, my partner does things in a variety of different ways. He/she almost never sticks to one way of doing things.
- |                   |    |    |                               |   |   |                |
|-------------------|----|----|-------------------------------|---|---|----------------|
| -3                | -2 | -1 | 0                             | 1 | 2 | 3              |
| Strongly disagree |    |    | Neither agree<br>nor disagree |   |   | Strongly agree |
4. My partner has proven to be trustworthy and I am willing to let him/her engage in activities which other partners find too threatening.
- |                   |    |    |                               |   |   |                |
|-------------------|----|----|-------------------------------|---|---|----------------|
| -3                | -2 | -1 | 0                             | 1 | 2 | 3              |
| Strongly disagree |    |    | Neither agree<br>nor disagree |   |   | Strongly agree |
5. I am familiar with the patterns of behavior my partner has established and I can rely on him/her to behave in certain ways.
- |                   |    |    |                               |   |   |                |
|-------------------|----|----|-------------------------------|---|---|----------------|
| -3                | -2 | -1 | 0                             | 1 | 2 | 3              |
| Strongly disagree |    |    | Neither agree<br>nor disagree |   |   | Strongly agree |
6. Even when I don't know how my partner will react, I feel comfortable telling him/her anything about myself, even those things of which I am ashamed.
- |                   |    |    |                               |   |   |                |
|-------------------|----|----|-------------------------------|---|---|----------------|
| -3                | -2 | -1 | 0                             | 1 | 2 | 3              |
| Strongly disagree |    |    | Neither agree<br>nor disagree |   |   | Strongly agree |
7. Though times may change and the future is uncertain, I know my partner will always be ready and willing to offer me strength and support.
- |                   |    |    |                               |   |   |                |
|-------------------|----|----|-------------------------------|---|---|----------------|
| -3                | -2 | -1 | 0                             | 1 | 2 | 3              |
| Strongly disagree |    |    | Neither agree<br>nor disagree |   |   | Strongly agree |
8. I am never certain that my partner won't do something that I dislike or will embarrass me.
- |                   |    |    |                               |   |   |                |
|-------------------|----|----|-------------------------------|---|---|----------------|
| -3                | -2 | -1 | 0                             | 1 | 2 | 3              |
| Strongly disagree |    |    | Neither agree<br>nor disagree |   |   | Strongly agree |

9. My partner is very unpredictable. I never know how he/she is going to act from one day to the next.

-3	-2	-1	0	1	2	3
Strongly disagree			Neither agree nor disagree			Strongly agree

10. I feel very uncomfortable when my partner has to make decisions which will affect me personally.

-3	-2	-1	0	1	2	3
Strongly disagree			Neither agree nor disagree			Strongly agree

11. I have found that my partner is unusually dependable, especially when it comes to things which are important to me.

-3	-2	-1	0	1	2	3
Strongly disagree			Neither agree nor disagree			Strongly agree

12. My partner behaves in a very consistent manner.

-3	-2	-1	0	1	2	3
Strongly disagree			Neither agree nor disagree			Strongly agree

13. In my relationship with my partner, the future is an unknown which I worry about.

-3	-2	-1	0	1	2	3
Strongly disagree			Neither agree nor disagree			Strongly agree

14. Whenever we have to make an important decision in a situation we have never encountered before, I know my partner will be concerned about my welfare.

-3	-2	-1	0	1	2	3
Strongly disagree			Neither agree nor disagree			Strongly agree

15. Even if I have no reason to expect my partner to share things with me, I still feel certain that he/she will.

-3	-2	-1	0	1	2	3
Strongly disagree			Neither agree nor disagree			Strongly agree

16. I can rely on my partner to react in a positive way when I expose my weaknesses to him/her.

-3	-2	-1	0	1	2	3
Strongly disagree			Neither agree nor disagree			Strongly agree

17. I usually know how my partner is going to act. He/she can be counted on.

-3	-2	-1	0	1	2	3
Strongly disagree			Neither agree nor disagree			Strongly agree

18. When I share problems with my partner, I know he/she will respond in a loving way even before I say anything.

-3	-2	-1	0	1	2	3
Strongly disagree			Neither agree nor disagree			Strongly agree

19. In our relationship I have to keep alert or my partner might take advantage of me.

-3	-2	-1	0	1	2	3
Strongly disagree			Neither agree nor disagree			Strongly agree

20. I am certain that my partner would not cheat on me, even if the opportunity arose and there was no chance that he/she would get caught.

-3	-2	-1	0	1	2	3
Strongly disagree			Neither agree nor disagree			Strongly agree

21. I sometimes avoid my partner because he/she is unpredictable and I fear saying or doing something which might create conflict.

-3	-2	-1	0	1	2	3
Strongly disagree			Neither agree nor disagree			Strongly agree

22. I can rely on my partner to keep the promises he/she makes to me.

-3	-2	-1	0	1	2	3
Strongly disagree			Neither agree nor disagree			Strongly agree

23. I would never guarantee that my partner and I will still be together and not have decided to end our relationship 10 years from now.

-3	-2	-1	0	1	2	3
Strongly disagree			Neither agree nor disagree			Strongly agree

24. When I am with my partner I feel secure in facing unknown new situations.

-3	-2	-1	0	1	2	3
Strongly disagree			Neither agree nor disagree			Strongly agree

25. Even when my partner makes excuses which sound rather unlikely, I am confident that he/she is telling the truth.

-3	-2	-1	0	1	2	3
Strongly disagree			Neither agree nor disagree			Strongly agree

26. I am willing to let my partner make decisions for me.

-3	-2	-1	0	1	2	3
Strongly disagree			Neither agree nor disagree			Strongly agree

## DYADIC ADJUSTMENT SCALE

Most persons have disagreements in their relationships. Please indicate below (using a checkmark or "X") the approximate extent of agreement or disagreement between you and your partner for each item on the following list.

	Almost Always Agree	Always Agree	Occasionally Disagree	Frequently Disagree	Almost Always Disagree	Always Disagree
1. Handling finances	_____	_____	_____	_____	_____	_____
2. Matters of recreation	_____	_____	_____	_____	_____	_____
3. Religion	_____	_____	_____	_____	_____	_____
4. Demonstrations of affection	_____	_____	_____	_____	_____	_____
5. Friends	_____	_____	_____	_____	_____	_____
6. Sex relations	_____	_____	_____	_____	_____	_____
7. Conventionality (correct or proper behavior)	_____	_____	_____	_____	_____	_____
8. Philosophy of life	_____	_____	_____	_____	_____	_____
9. Ways of dealing with parents or family	_____	_____	_____	_____	_____	_____
10. Aims, goals, and things believed important	_____	_____	_____	_____	_____	_____
11. Amount of time spent together	_____	_____	_____	_____	_____	_____
12. Making major decisions	_____	_____	_____	_____	_____	_____
13. Household tasks	_____	_____	_____	_____	_____	_____
14. Leisure time interests and activities	_____	_____	_____	_____	_____	_____

**15. Career decisions**

	<u>          </u> <b>All the time</b>	<u>          </u> <b>Most of the time</b>	<u>          </u> <b>More often than not</b>	<u>          </u> <b>Occasionally</b>	<u>          </u> <b>Rarely</b>	<u>          </u> <b>Never</b>
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16. How often do you discuss or have you discussed terminating your relationship?

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17. How often do you or your partner leave the house after a fight?

<u>          </u>						
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18. In general, how often do you think that things between you and your partner are going well?

<u>          </u>						
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19. Do you confide in your partner?

<u>          </u>						
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20. Do you ever regret that you are together?

<u>          </u>						
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21. How often do you and your partner quarrel?

<u>          </u>						
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22. How often do you and your partner get on each other's nerves?

<u>          </u>						
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<u>          </u> <b>Every day</b>	<u>          </u> <b>Almost every day</b>	<u>          </u> <b>Occasionally</b>	<u>          </u> <b>Rarely</b>	<u>          </u> <b>Never</b>
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23. How often do you kiss your partner?

<u>          </u>				
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<u>          </u> <b>All of them</b>	<u>          </u> <b>Most of them</b>	<u>          </u> <b>Some of them</b>	<u>          </u> <b>Very few of them</b>	<u>          </u> <b>None of them</b>
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24. Do you and your partner engage in outside interests together?

<u>          </u>				
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For each item in this section, indicate how often the following events occur between you and your partner:

	Never	Less than Once a Month	Once or Twice a Month	Once or Twice a Week	Once a Day	More Often
25. Have a stimulating exchange of ideas	_____	_____	_____	_____	_____	_____
26. Laugh together	_____	_____	_____	_____	_____	_____
27. Calmly discuss something	_____	_____	_____	_____	_____	_____
28. Work together on a project	_____	_____	_____	_____	_____	_____

These are things about which couples sometimes agree and sometimes disagree. Indicate if either item below caused differences of opinion or were problems in your relationship during the past few weeks. (Check yes or no).

	Yes	No
29. Being too tired for sex	_____	_____
30. Not showing love	_____	_____

31. The dots on the following line represent different degrees of happiness in your relationship. The middle point, "happy", represents the degree of happiness of most relationships. Please circle the dot which best describes the degree of happiness, all things considered, of your relationship.

Extremely Unhappy	Fairly Unhappy	A little Unhappy	Happy	Very Happy	Extremely Happy	Perfect
■	■	■	■	■	■	■

32. Which of the following statements best describes how you feel about the future of your relationship? (Check only one)

- \_\_\_\_\_ I want desperately for my relationship to succeed, and would go to almost any length to see that it does.
- \_\_\_\_\_ I want very much for my relationship to succeed, and will do all I can to see that it does.
- \_\_\_\_\_ I want very much for my relationship to succeed, and will do my fair share to see that it does.
- \_\_\_\_\_ It would be nice if my relationship succeeded, but I can't do much more than I am doing now to help it succeed.
- \_\_\_\_\_ It would be nice if it succeeded, but I refuse to do more than I am doing now to keep the relationship going.
- \_\_\_\_\_ My relationship can never succeed, and there is no more than I can do to keep the relationship going.

## APPENDIX F: DAILY DIARY OF INTERACTIONS

I.D. number: \_\_\_\_\_

Date: \_\_\_\_\_

Time (a.m. or p.m.?) \_\_\_\_\_

Please indicate, *on average*, the nature of your interactions with your partner for the last 24 hour period.

*On average, during my interactions with my partner over the last 24 hours, ...*

Intimacy.....superficial	1	2	3	4	5	6	7	meaningful
I disclosed.....very little	1	2	3	4	5	6	7	a great deal
Partner disclosed.....very little	1	2	3	4	5	6	7	a great deal
Quality (pleasant?).....unpleasant	1	2	3	4	5	6	7	very pleasant
I helped/supported.....very little	1	2	3	4	5	6	7	a great deal
Partner helped/supported.....very little	1	2	3	4	5	6	7	a great deal
Degree of disagreement.....very little	1	2	3	4	5	6	7	a great deal
Degree of closeness.....very little	1	2	3	4	5	6	7	a great deal
My satisfaction.....dissatisfied	1	2	3	4	5	6	7	very satisfied

**APPENDIX G: PERCENTAGE FREQUENCIES FOR CLOSENESS INVENTORY  
STRENGTH ITEMS**

<i>Item Content</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
Will influence my financial security	6.6	9.2	10.5	18.4	22.4	22.4	12.5
Influences everyday things	1.3	2.0	5.3	12.9	11.3	33.1	34.4
Influences important things	1.3	1.3	0.0	7.2	10.5	32.2	47.4
Influences parties, social events	5.9	10.5	11.8	21.1	19.7	19.7	10.5
Influences my accepting responsibility	5.3	5.9	7.2	25	20.4	23	11.8
Influences doing household work	30.9	23.7	10.5	12.5	8.6	6.6	6.6
Influences choosing to spend	22.4	21.7	13.8	12.5	15.1	6.6	7.9
Influences way I feel about myself	2.0	3.9	7.2	7.9	21.7	25.7	30.9
Influences my moods	2.6	3.9	7.2	7.9	21.7	36.8	17.1
Influences basic values	17.1	15.1	7.2	13.2	20.4	22.4	4.6
Influences opinion of others	23	32.2	12.5	11.2	9.9	7.2	3.9
Influences when I see family	32.9	27	14.5	7.2	9.2	6.6	2.0
Influences when I see friends	19.7	21.1	13.2	7.2	19.7	14.5	3.9
Influences which friends I see	44.7	27.6	6.6	7.9	6.6	3.3	3.3
Influences which career I have	53.3	28.3	6.6	5.9	2.6	1.3	2.0
Influences how much time I devote to career	13.2	10.5	4.6	19.1	29.6	20.4	2.6
Influences my getting a good job	32.2	25.0	13.8	12.5	5.9	5.3	4.6
Influences the way I feel about the future	3.3	3.3	3.3	9.2	14.5	25.9	37.5
Influences how I act	3.9	7.2	13.8	18.4	22.4	19.1	14.5
Influences my overall happiness	0.0	0.0	.7	1.3	8.6	31.6	57.9
Influences my financial security	29.6	21.7	6.6	7.9	16.4	10.5	7.2
Influences how I spend free time	6.6	7.2	3.3	10.5	26.3	27.6	17.8
Influences how/when we spend time together	6.6	2.6	4.6	17.1	23.7	27.0	18.4
Influences how I dress	32.3	17.8	12.5	10.5	15.1	8.6	2.6
Influences how I decorate my home	38.8	18.4	15.1	5.3	7.2	10.5	3.9
Influences where I live	34.9	17.8	5.9	9.9	9.2	12.5	9.9
Influences what I watch on tv	34.9	15.8	9.9	11.2	14.5	8.6	4.6
Affect my vacation plans	9.9	5.9	8.6	8.6	27.6	19.1	19.7
Affect my marriage plans	3.3	1.3	2.6	4.6	8.6	20.4	59.2
Affect my plans to have children	4.6	2.6	2.6	6.6	9.9	19.1	53.9
Affect major investment plans	9.9	6.6	6.6	9.2	15.1	24.3	27.6
Affect my plans to join a club, church, etc.	21.7	19.7	14.5	16.4	14.5	6.6	5.9
Affect my school-related plans	14.5	21.1	11.8	15.8	17.1	12.5	7.2
Affect plans for a financial standard	13.8	6.6	5.9	11.2	27	15.8	17.8

Note: 1 = strongly disagree, 2 = less strongly disagree, 3 = somewhat disagree, 4 = neutral, 5 = somewhat agree, 6 = somewhat strongly agree, 7 = strongly agree

## APPENDIX H: PERCENTAGE FREQUENCIES FOR TRUST SCALE ITEMS

<i>Item content</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
I don't feel worried by my partner	0.0	0.7	0.7	4.6	21.1	40.8	32.2
Partner concerned about my welfare	0.0	0.7	0.0	0.0	2.0	14.5	82.9
Never sticks to one way of doing things	1.3	2.6	1.3	17.8	30.9	39.5	6.6
Proven trustworthy	0.0	2.0	7.3	7.9	11.2	34.9	36.2
Can rely on him/her to behave in certain ways	0.0	0.0	1.3	0.7	10.5	44.1	42.1
Feel comfortable telling even shameful things	0.0	3.3	1.3	1.3	11.2	26.3	55.9
Know partner will be supportive and strong	0.0	0.7	0.7	0.0	4.6	20.4	72.4
Certain my partner won't do something embarrassing	1.3	2.0	2.6	15.8	27.0	27.0	23.7
Know how she/he is going to act	0.0	1.3	1.3	3.9	18.4	33.6	41.4
Feel comfortable when partner makes decisions	0.7	0.0	0.7	9.2	15.8	34.2	39.5
Partner is unusually dependable	9.2	2.6	2.0	9.9	9.9	34.9	31.6
Behaves in a consistent manner	0.0	1.3	2.6	4.6	24.3	42.8	24.3
Future is certain, I don't worry about it	0.0	1.3	0.0	5.9	13.8	38.8	40.1
Know partner will be concerned about my welfare	0.0	0.7	0.7	1.3	5.9	30.9	60.5
Feel certain he/she will share things with me	0.7	2.0	0.7	1.3	7.2	35.5	52.6
Can react positively when I expose weaknesses	0.0	0.0	0.0	4.6	15.1	26.3	53.9
Can count on my partner	0.0	0.0	1.3	2.0	10.5	42.1	44.1
Will respond in a loving way to problems	0.0	0.7	2.0	3.9	10.5	35.5	47.4
Don't have to be alert to being taken advantage of	0.0	0.0	0.7	2.0	3.9	17.8	75.5
Partner would not cheat on me	2.6	2.6	4.6	2.0	2.6	15.1	70.4
Do not sometimes avoid him/her	0.0	0.0	0.0	4.6	10.5	27.0	57.9
Can rely on partner to keep promises	0.0	0.0	2.6	2.0	7.2	34.2	53.9
Can guarantee we'll be together in 10 years	0.7	0.0	0.7	19.1	12.5	26.3	40.8
Feel secure in unknown situations	0.0	1.3	1.3	2.6	4.6	38.2	52
Confident that he/she is telling the truth	0.7	2.0	3.9	16.2	13.2	35.5	33.6
Am willing to let my partner make decisions for me	9.2	5.3	5.3	8.6	20.4	28.3	23.0

Note: 1 = strongly disagree, 2 = less strongly disagree, 3 = somewhat disagree, 4 = neutral, 5 = somewhat agree, 6 = somewhat strongly agree, 7 = strongly agree

## APPENDIX I: PERCENTAGE FREQUENCIES FOR DAS CONSENSUS ITEMS

<i>Item content</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
Handling finances	0.0	0.0	3.3	34.9	49.3	11.2
Matters of recreation	0.7	0.0	3.9	20.4	57.9	14.5
Religion	2.0	2.0	3.3	25.7	33.6	28.3
Friends	3.3	0.0	3.9	18.4	51.3	23
Conventionality	3.9	0.0	5.9	25.7	42.8	21.7
Philosophy of life	1.3	0.0	5.9	18.4	53.3	21.1
Ways of dealing with parents or family	0.7	0.0	7.9	32.2	40.1	16.1
Aims, goals, things believed important	2.1	0.0	1.3	13.8	43.4	38.3
Amount of time spend together	4.6	0.0	2.6	19.1	36.8	36.2
Making major decisions	5.3	0.0	0.0	10.5	61.2	23
Household tasks	0.7	0.0	2.0	19.1	48.3	18.4
Leisure time and activities	1.3	0.0	2.6	18.4	52.6	21.7
Career decisions	0.7	0.0	0.7	13.8	55.3	27.0

Note: 1 = always disagree, 2 = almost always disagree, 3 = frequently disagree, 4 = occasionally disagree, 5 = almost always agree, 6 = always agree

## APPENDIX J: PERCENTAGE FREQUENCIES FOR DAS SATISFACTION ITEMS

<i>Item content</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
How often discuss terminating your relationship	0.0	0.0	2.0	8.6	43.4	46.1
How often leave the house after a fight	0.7	0.7	2.6	10.5	38.8	46.7
How often things are going well	36.8	56.6	5.9	0.7	0.0	0.0
Do you confide in your partner	63.2	30.3	3.3	2.6	0.0	0.0
Ever regret you're together	0.0	0.0	0.0	3.3	24.3	72.4
How often do you quarrel	0.0	0.0	3.3	47.4	45.4	3.9
How often get on each other's nerves	0.0	0.7	2.6	40.9	52	3.9

Note: 1 = all the time, 2 = almost all the time, 3 = more often than not, 4 = occasionally, 5 = rarely, 6 = never

## APPENDIX K: PERCENTAGE FREQUENCIES FOR DAS COHESION ITEMS

<i>Item content</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
Have a stimulating exchange of ideas	0.0	2.6	9.9	44.1	27.4	15.8
Laugh together	0.0	0.0	0.0	7.9	21.7	68.7
Calmly discuss something	0.0	0.7	3.3	25.0	28.3	42.1
Work together on a project	3.9	11.8	29.6	35.5	11.8	6.6

Note: 1 = never, 2 = less than once/month, 3 = once or twice/month, 4 = once or twice/week, 5 = once/day, 6 = more often

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