Relationship between Emotional Intelligence, Frequency of Positive Emotions, and Negotiation in a Sample of Military Personnel

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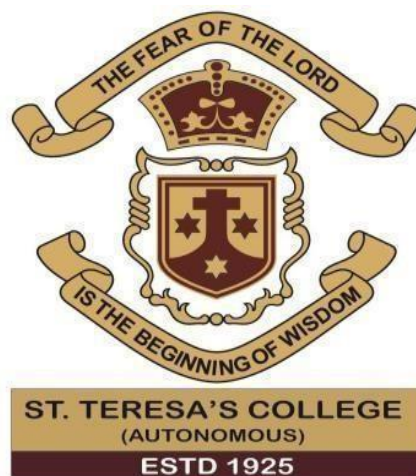
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Certificate

This is to certify that the dissertation entitled, *"Relationship between Emotional Intelligence, Frequency of Positive Emotions, and Negotiation in a Sample of Military Personnel "*, is a bonafide record submitted by Ms. Lakshmiseethal S, Reg. No. SB21PSY041 of St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Anjitha Venugopal, and that it has not been submitted to any other university or institution for the award of any degree or diploma, fellowship, title, or recognition before.

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Declaration

I, Lakshmiseethal S, do hereby declare that the work represented in the dissertation embodies the results of the original research work done by me in St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Anjitha Venugopal, Assistant Professor, Department of Psychology, St. Teresa's College, Ernakulam, and it has not been submitted by me to any other university or institution for the award of any degree, diploma, fellowship, title or recognition before.

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Abstract

Emotional Intelligence is "the capacity for recognizing our feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships (Goleman, 1988)." The frequency of positive emotions refers to the occurrence rate of uplifting and constructive feelings like joy, gratitude, or satisfaction, experienced by an individual or within a specific context. Negotiation is a process in which individuals work together to formulate agreements about the issues in dispute while being willing to communicate generating offers, counter-offers, or both (Rubin and Brown, 1975).

The study investigated the relationship between Emotional Intelligence, Frequency of Positive Emotions, and Negotiation in a Sample of Military Personnel. The sample of the study comprised 133 serving military personnel. The data was collected using the self-report questionnaires comprising the Emotional Intelligence Scale developed by Schutte et al, Scale of Positive And Negative Experience developed by Diener et al, and Negotiation Self-Assessment Inventory developed by Tero International, to measure the variables of Emotional Intelligence, Frequency of Positive Emotions, and Negotiation respectively.

Spearman's rho correlation was used for data analysis of the non-parametric distribution of the obtained sample. The results of the study revealed a significant positive weak correlation between the variables Emotional Intelligence and Frequency of Positive Emotions, a significant moderate positive correlation between the variables Emotional Intelligence and Negotiation, and a significant positive weak correlation between the variables Frequency of Positive Emotions and Negotiation.

Keywords: *Emotional Intelligence, Positive Emotion Frequency, Negotiation.*

"Emotional intelligence is the ability to make emotions work for you. instead of against you"
(Goleman, 1995).

Emotional Intelligence refers to a type of intelligence that involves the ability to perceive emotions, integrate emotions to facilitate thought, understand emotions and to regulate emotions to promote growth (Salovey and Mayer, 1997). Goleman (1988) defined Emotional Intelligence as "the capacity for recognizing our feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships." There are four components of emotional intelligence, namely perceiving emotions, reasoning with emotions, understanding emotions, and managing emotions. Depending on the components of emotional intelligence, there are four divisions of emotional competencies, namely self-awareness, social awareness, self-management, and relationship management. In the context of psychology, there are several factors influencing the development and expression of emotional intelligence, encompassing both internal and external elements contributing to an individual's ability to recognize, understand, manage, and utilize emotions effectively.

In the book, "*Discovering Psychology*", emotion is defined as complex psychological states involving three distinct components, namely subjective experience, physiological response, and behavioral or expressive response (Hockenbury and Hockenbury, 2016). Types of emotions could be classified into two, namely positive and negative. There are six basic emotions universal throughout human cultures, namely, fear, disgust, anger, surprise, joy, and sadness (Ekman,1972). The frequency of positive emotions refers to the occurrence rate of uplifting and constructive feelings like joy, gratitude, or satisfaction, experienced by an individual or within a specific context, providing insights into one's emotional well-being and level of optimism. Recent research posits that the capacity to experience positive

emotions may be a fundamental human strength, serving as a marker of optimal well-being. The overall balance of one's positive and negative emotions has been shown to predict one's judgments of subjective well-being (Diener, Sandvik, and Pavot, 1991).

When two or more parties need to reach a joint decision but have different preferences, they negotiate (Bazerman and Moore). A process in which individuals work together to formulate agreements about the issues in dispute, while being willing to communicate generating offers, counter-offers, or both, is termed as negotiation (Rubin and Brown, 1975). Effective negotiation requires a combination of skills, strategical approaches, and interpersonal awareness. The seven key elements of effective negotiation are interests, alternatives, relationships, options, legitimacy, communication, and commitment. There are four types of negotiation, namely distributive negotiation, integrative negotiation, team negotiation, and multiparty negotiation.

Emotional Intelligence

The term "Emotional Intelligence" was coined by two researchers- Peter Salovey and John Mayer in 1990, but became popular in 1996 in Daniel Goleman's book '*Emotional Intelligence: Why It Can Matter More Than IQ?*'

Emotional Intelligence refers to a type of intelligence that involves the ability to perceive emotions, integrate emotions to facilitate thought, understand emotions, and regulate emotions to promote growth (Salovey and Mayer, 1997). Goleman (1988) defined Emotional Intelligence as "the capacity for recognizing our feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships."

An ability to identify and evaluate other's feelings, an awareness of one's strengths and weaknesses, self-acceptance and self-confidence, the art of letting go of one's mistakes and embracing change, a curiousness for others, feelings of concern and empathy for people, exhibiting sensitivity to others' feelings, taking accountability for one's mistakes and the ability to regulate one's emotions in difficult situations, are some traits of one being emotionally intelligent.

Components of Emotional Intelligence

There are four components of emotional intelligence, namely perceiving emotions, reasoning with emotions, understanding emotions, and managing emotions.

Perceiving emotions. The first step to understanding emotions is to accurately perceive them, by correctly interpreting non-verbal signals such as body language and facial expressions. It is based on the fact that when experiencing a specific emotion, knowingly/ unknowingly we exhibit certain gestures signaling the same.

Reasoning with emotions. It involves the use of emotions to promote thinking and cognitive activity, and is essential to recognize the intentions behind certain actions, giving meaning to a lot of things.

Understanding emotions. It refers to perceiving and interpreting emotions correctly. Very often things are taken personally when they are actually not, due to misinterpretation of emotion.

Managing emotions. Regulating or controlling emotions and responding appropriately according to situations as well as responding to others' emotions are important

aspects of emotional management. When one misinterprets the emotion, one fails to regulate it and hence would respond inappropriately.

Divisions of Emotional Competencies

Depending on the components of emotional intelligence, there are four divisions of emotional competencies, namely self-awareness, social awareness, self-management, and relationship management.

Self-awareness. This competency articulates between personal competence and internal recognition. It includes aspects of knowledge of self, accurate self-assessment and self-confidence. It is the ability to read and understand your emotions as well as recognize their impact on others (Goleman,2002). A study done by Sigal Barsade (2002) on " *The Ripple Effect: Emotional Contagion and Its Influence on Group Behavior*" revealed that one's emotions could be contagious and shared with others, even if the individual does not mean to.

Social awareness. This competency articulates between social competence and internal recognition. It includes aspects of empathy and service orientation. It refers to the ability to accurately notice the emotions of others and read situations appropriately. It's more about sensing what other people are thinking and feeling to be able to take their perspective using one's capacity for empathy.

Self-management. This competency articulates between personal competence and external regulation. It involves aspects of emotional self-control, trustworthiness, conscientiousness, adaptability, achievement drive, and initiative. It's the ability to manage one's actions, thoughts and feelings in flexible ways to get the desired results. The goal of

self-management is to be able to recognize a hijack and bring the brain back to mental clarity and concentration to the task at hand.

Relationship management. This competency articulates between social competence and external regulation. It involves aspects of developing others, influence, communication, conflict management, visionary leadership, catalyzing change, building bonds, teamwork, and collaboration. It's the ability to manage social interactions using social awareness, and could be used to influence others for a good decision, wherein one senses the reaction of others to situations and fine-tunes our response to escalate the interaction in a positive direction.

Factors Affecting Emotional Intelligence

In the context of psychology, there are several factors influencing the development and expression of emotional intelligence, encompassing both internal and external elements contributing to an individual's ability to recognize, understand, manage, and utilize emotions effectively.

Cognitive Abilities. It refers to the cognitive processes of problem-solving, critical thinking, and perspective-taking. Individuals high in this component better understand and navigate social and emotional situations.

Emotion Regulation Strategies. It refers to the ability to well-regulate one's emotions. Individuals who employ adaptive emotion regulation strategies as that of reappraisal or mindfulness are found to be more emotionally intelligent.

Attachment Style. According to Attachment theory, early experiences with primary caregivers influence one's emotional maturity in their later life. Secure attachment is

positively associated with emotional intelligence, and insecure attachment might contribute to challenges in understanding and managing emotions.

Theory of Mind. The theory of mind is one's ability to attribute mental states as that of beliefs and intentions, to oneself and others. A highly developed mind is linked to high emotional intelligence, enabling individuals in understanding and empathizing with others' perspectives.

Social Skills and Interpersonal Competence. Being proficient in social skills such as communication, active listening, and conflict resolution, significantly contributes to emotional intelligence. From the perspective of psychology, individuals high in interpersonal competence tend to excel in regulating emotions in social contexts.

Self-Awareness. It's the foundational component of emotional intelligence. Introspection and self-reflection help in understanding one's own emotions, strengths, and weaknesses.

Personality Factors. Certain personality traits such as high levels of empathy, agreeableness, and openness to experience are positively correlated with improved emotional intelligence.

Neurobiological Factors. Brain structures and neurotransmitter systems, including the amygdala, prefrontal cortex, and serotonin, influence emotional processing and regulation. Psychological research explores variations in these neurobiological factors and their contribution to individual differences in emotional intelligence.

Learning and Adaptation. Individuals open to learning from new situations of positive and negative experiences exhibit higher emotional intelligence.

Psychological Resilience. Resilience, the ability to bounce back from adversity, is linked to emotional intelligence. They effectively cope with stressors and maintain an emotional balance in challenging situations.

A good understanding of psychological factors could provide insights to enhance emotional intelligence through interventions involving therapeutic approaches, coaching, and educational programs.

Frequency of Positive Emotions

Emotions are conscious mental reactions subjectively experienced as strong feelings usually directed toward a specific object and typically accompanied by physiological and behavioral changes in the body. In the book, "Discovering Psychology" by Don Hockenbury and Sandra E. Hockenbury, emotion is defined as complex psychological states involving three distinct components, namely subjective experience, physiological response, and behavioral or expressive response.

Types of emotions could be classified into two, namely positive and negative. There are six basic emotions universal throughout human cultures, namely, fear, disgust, anger, surprise, joy, and sadness (Ekman,1972). The wheel of emotions model explains how different emotions come in combination more like mixing of primary colors to create other colors (Plutchik,1980). A number of other basic emotions, including embarrassment, excitement, contempt, shame, pride, satisfaction, and amusement, were later added to the basic six emotions (Ekman, 1999).

The frequency of positive emotions refers to the occurrence rate of uplifting and constructive feelings like joy, gratitude, or satisfaction, experienced by an individual or within a specific context, providing insights into one's emotional well-being and level of optimism.

Components of Emotions

Subjective experience. One's experience of emotions is multi-dimensional, and hence Subjective. One need not necessarily experience pure forms of each emotion, and could also a mix of emotions across varied events of life, which differs in intensity depending upon the individual perception of the emotion being experienced.

Physiological response. Many of the physiological reactions occurring with emotions are regulated by the Sympathetic nervous system of the Autonomic nervous system, in charge of the fight-or-flight response. Recent research using brain scans has sighted the crucial role of the Amygdala in emotion, especially fear, which gets activated on display of threatening images. Examples could be heart palpitations or stomach lurchs.

Behavioral response. It refers to the actual expression of emotion, and their accurate interpretation is closely tied to emotional intelligence. Sociocultural norms determine how one expresses and interprets emotions. Some expressions as that of a smile indicating happiness are universally the same.

Theories of Emotions

Evolutionary theory of emotion proposes that emotions are adaptive to one's environment improving chances of survival (Charles Darwin). For instance, the emotion love is adaptive in the context of mating and reproduction whereas the emotion fear is adaptive by keeping one safe from predators.

The James-Lange theory of emotion explains that one's physical responses are accountable for emotion. For instance, if someone is being followed at night, it could increase their heartbeat, causing a feeling of fear.

The facial-feedback theory states that facial movements could influence emotion. For example, if one forces themselves to smile, they may feel happier than if they didn't smile.

The Cannon-Bard theory refutes the James-Lange theory, proposing that people experience both emotional and physiological responses at the same time, and not one after the other, with each response acting independently. An apt example could be sensing the fear on sight of a poisonous snake while the body prepares for fight-or-flight response.

The Schachter-Singer theory is a cognitive theory of emotion asserting that one's thoughts are responsible for emotions. The Cognitive-Appraisal theory posits that an individual must first think in order to experience the emotion, as in case where the brain analyses a situation as threatening, and hence experiencing fear.

Types of Emotions

According to Paul Ekman, the six universal emotions are Happiness, Sadness, Fear, Disgust, Anger and Surprise. Herein, happiness and surprise could be considered as positive emotions. Happiness is a pleasant emotion often expressed by smiling or rising intonation of voice, accompanied by a sense of contentment.

Emotion types could also be classified as Primary and Secondary emotions. Primary emotions are emotions experienced universally by humans, and often include happiness, sadness, fear, disgust, anger and surprise. Secondary emotions like frustration, pride, envy and jealousy, are variations of primary emotions, and experienced in response to them.

Factors Affecting Positive Emotions

Recent research posits that the capacity to experience positive emotions may be a fundamental human strength, serving as markers of optimal well-being. The overall balance of one's positive and negative emotions has been shown to predict one's judgments of subjective well-being (Diener, Sandvik and Pavot, 1991).

According to Broaden-and-Build Theory of Positive Emotions, certain discrete positive emotions like joy, interest, contentment or love, even if distinct phenomenologically, all of them can broaden one's momentary-thought inventories, building enduring personal resources, across the spectrum of physical, intellectual, social and psychological resources (Fredrickson, 1998).

The frequency of positive emotions is influenced by a wide spectrum of factors involving individual temperament, social support, life circumstances, personal resilience, coping strategies, mental health, positive relationships, a supportive environment, and a sense

of purpose, contributing to a more positive emotional outlook. Lifestyle factors as that of regular exercise, adequate sleep and a balanced diet could foster emotional well-being. Societal and cultural norms, exposure to stressors could mould the frequency of positive emotions. A blend of biological, psychological and environmental factors determines one's emotional experiences.

Negotiation

In the context of psychology, Negotiation refers to the process of communication and interaction between two individuals or groups who have conflicting interests, aiming to reach an agreement satisfying both the sides. When two or more parties need to reach a joint decision but have different preferences, they negotiate (Bazerman and Moore). A process in which individuals work together to formulate agreements about the issues in dispute, while being willing to communicate generating offers, counter-offers, or both, is termed as negotiation (Rubin and Brown, 1975).

Components of Negotiation

Effective negotiation requires a combination of skills, strategical approaches and interpersonal awareness. The seven key elements of effective negotiation are interests, alternatives, relationships, options, legitimacy, communication, and commitment.

Interests refers to the underlying reasons as to what a party wants in negotiation. Recognizing and addressing the interests fosters collaboration, enhancing the potential for mutually beneficial decisions, both in integrative and distributive negotiations. Interests allow you to measure your alternatives to differentiate the best alternative to a negotiated agreement. Considering the importance of the relationship is good before negotiation. Options refer to the various combinations of possible outcomes, empowering both the parties

as they have a say in resolving the issues. Legitimacy refers to the objective standard of fairness for the claims made at the negotiating table. Communication, including listening, tone of voice, body gestures, and movements, plays an important role in an effective negotiation. Commitment is two-pronged, ensuring the outcome being agreed to is realistic.

Theories of Negotiation

Theory of mind allows individuals to explicitly reason other's goals and beliefs. An individual must balance cooperativeness with competitive goals to successfully negotiate in terms of greater benefit for oneself. Theory of mind shapes the decisions of agents.

There exist four main models of negotiation, namely, the win-win model, win-lose model, lose-lose model, and RADPAC model of negotiation. In the win-win model of negotiation, all the parties involved win and benefit from the process, and hence the most accepted model of negotiation. In the win-lose model one party wins and the other party loses, implying that one party benefits and the other party remains dissatisfied even after several rounds of negotiation. In the lose-lose model, no party is benefitted, implying that the outcome of negotiation is zero, wherein each parties reluctance to compromise prevails, creating no room for discussion. RADPAC model of negotiation is the widely used model of negotiation, and refers to the significant ingredients of negotiation, namely, rapport, analysis, debate, propose, agreement and close.

Types of Negotiation

There are four types of negotiation, namely distributive negotiation, integrative negotiation, team negotiation, and multiparty negotiation. Distributive negotiation is wherein the parties compete over the fixed pool of value of distribution, being a win/lose scenario. Integrative negotiation discusses multiple issues paving the maximum way for a win/win

scenario. Team negotiations involve negotiating parties comprising more than one person. Multiparty negotiations include multiple parties, requiring more complex negotiating skills and making room to find trade-offs, creating value.

Factors Affecting Negotiation

Negotiation is influenced by many factors such as preparation, power dynamics, communication and active listening, emotional intelligence, flexibility and adaptability, cultural and social factors, and BATNA (Best Alternative To a Negotiated Agreement).

For a successful negotiation, adequate preparation is vital for achieving favorable outcomes, and involves research on the subject matter, understanding the other party's position, and setting clear objectives. A good understanding of the power dynamics in play, that is, who holds more power, enables room to adapt negotiating strategies accordingly. Effective communication wherein ideas are clearly expressed, using persuasive language in a respectful tone, and attentive listening to the other party's needs, concerns and perspectives, enables negotiators to build rapport and find common ground based on the insights they obtain in the process. Emotional intelligence boosts navigation during challenging situations, building empathy and defusing tensions to find mutually beneficial solutions. Being flexible and adaptable to changing scenarios involves being open to alternative solutions, adjusting strategies, and finding innovative compromises. Understanding and respecting diverse cultural and social backgrounds contribute to effective negotiation. The BATNA concept refers to the best alternative to a negotiated agreement if the initial agreement is unmet, and contributes to the negotiator's confidence.

Research has revealed a positive correlation between emotional intelligence and negotiation outcomes. There is a potential tension existing between creating and claiming value in negotiations for those with high emotional intelligence, who would experience a more positive negotiation experience while achieving lower objective gains (Foo, 2004). Individuals with higher emotional intelligence were more likely to induce positive emotions in their counterparts during negotiation, enabling greater satisfaction (Mueller, 2006). Emotional repair, a component of emotional intelligence plays a role in effective negotiation (Pulido-Martos, 2013). Emotional intelligence was associated with the trust and desire to cohesively work again, with the mediating variable being rapport (Kim, 2014). These findings collectively posit the suggestion that emotional intelligence could enhance negotiation outcomes, specifically in terms of rapport, trust and satisfaction, with some friction in achieving objective gains.

A sample of military personnel is considered an apt choice for the study on the relationship between emotional intelligence, frequency of positive emotions, and negotiating capabilities as they function in high-stress levels and require the need for coordination (Krishnakumar, 2019). Research has revealed a consistent positive correlation between emotional intelligence and the effectiveness of leadership in the military (Koh, 2018), along with its impact on adaptive potential (Savanin, 2020). Emotional intelligence positively predicts task performance, discipline, and organizational citizenship in the military (Krishnakumar, 2019). Emotional intelligence has also been found linked to counterpart outcome satisfaction in the context of negotiation, thereby uplifting negotiating capabilities (Mueller, 2006).

Statement of the Problem

The study intends to find the correlation between the three variables- Emotional Intelligence, frequency of positive emotions, and negotiating ability, among a sample of serving military personnel.

Rationale of the Study

Emotional intelligence is important in professions like the Defence Forces. The study aims to check the persistence of emotional intelligence after a period of service in the military and if it has any effect on the frequency of emotions they experience. The result of the study would enhance understanding of the variables (emotional intelligence and frequency of positive emotions) on one's negotiating capabilities, which is crucial in a profession pivotal to critical decision-making and teamwork.

There are researches done on emotional intelligence and negotiation, as well as on emotional intelligence and frequency of emotions, but there weren't many studies incorporating the three variables- emotional intelligence, frequency of positive emotions, and negotiating capability. The sample preferred for study is that of serving military personnel, which is a special sample. Even if studies on emotional intelligence have been done on those in police corps, military corps have not been studied yet.

The comprehensive literature review for the study on *"The relationship between emotional intelligence, frequency of positive emotions, and negotiation in a sample of military personnel"* comprises an array of studies elucidating the relationship with the variables and sample under study.

A study on *"Patterns of cognitive appraisal in Emotion"* concluded that emotions varied systematically along each of the six dimensions of pleasantness, anticipated effort, certainty, attentional activity, self-other responsibility, and situational control. It implies that the knowledge of an individual's feelings can deduce his or her manner of interpreting the circumstances (Smith, 1985).

Another study on *"Emotions and Leadership: The Role of Emotional Intelligence"* revealed that emotional intelligence contributes to effective leadership in organizations (George, 2000).

A study on *"Emotional intelligence, personality, and the perceived quality of social relationships"* concluded that individuals scoring high on managing emotions subscale of the Mayer, Salovey, and Caruso Emotional Intelligence Test were more likely to report positive relations with others. Emotional Intelligence is associated with better social relationships, which can be a key factor in maintaining mental well-being in the military (Lopes,2003).

A study on *"What good are positive emotions in crises? A prospective study of resilience and emotions following the terrorist attacks on the United States on September 11th, 2001"* indicated that positive emotions in the aftermath of crises buffer resilient people against depression and fuel thriving, which are crucial in high-stress environments like the military (Fredrickson, 2003).

A research study on *"Emotional Intelligence and Negotiation: The Tension between Creating and Claiming Value"* found that high emotional intelligence individuals appeared to benefit in affective terms and lead to a more positive negotiating experience, but not necessarily in higher objective gains (Foo, 2004).

Another study on *"Emotional Intelligence and Counterpart Mood Induction in a Negotiation"* indicated that a participant's ability to understand emotions positively predicted his or her counterpart's outcome satisfaction in negotiation contexts. There exists a positive correlation between emotional intelligence and counterpart satisfaction, with a mediating role of rapport (Mueller, 2006).

A study on *"The three faces of Eve: Strategic displays of positive, negative and neutral emotions in negotiations"* displayed positive emotion as being a more effective strategy for gaining concessions from the other party in a distributive setting. It indicates that a higher frequency of positive emotions may be beneficial in negotiation settings (Kopelman, 2006).

A study on *"Positive Emotions in Traumatic Conditions: Mediation of Appraisal and Mood for Military Personnel"* found that positive affect did relate to better psychological adjustment even under traumatic stress conditions (Riolli, 2010).

A study on *"Understanding emotional transitions: the interpersonal consequences of changing emotions in negotiations"* revealed that participants negotiating with partners who displayed a becoming angry emotional transition accepted worse negotiation outcomes yet formed better relational impressions of their partners than participants negotiating with partners who displayed steady-state anger (Filipowicz, 2011).

A study on *"Understanding emotional transitions: the interpersonal consequences of changing emotions in negotiations"* revealed that participants negotiating with partners who displayed a becoming angry emotional transition accepted worse negotiation outcomes yet formed better relational impressions of their partners than participants negotiating with partners who displayed steady-state anger (Filipowicz, 2011).

A study on *"Embedding Emotional Intelligence into Military Training Contexts"* revealed that emotion recognition and regulation skills can be exercised and evaluated in immersive training for skill development (Oden, 2015).

A study on *"The Role of Positive Emotions in Reducing Depressive Symptoms Among Army Wives"* concluded that positive emotions are related to all three personal resources of adaptive coping, maladaptive coping, and resilience, in Army wives following the homecoming of a deployed active-duty service member (Dolphin, 2015).

The findings of the study on *"Relationships between emotional intelligence, perceived and actual leadership effectiveness in military context"* inferred that emotional intelligence is significantly associated positively with leadership effectiveness in the military training context (Koh, 2018).

Another study on *"Affective and Effective: Military Job Performance as a Function of Work-Related Emotional Intelligence"* concluded that work-related emotional intelligence positively predicted task performance, discipline, and organizational citizenship, and employees with higher W-EI levels received a greater number of performance commendations (Krishnakumar, 2019).

A study on *"Predicting Job Satisfaction in Military Organizations: Unpacking the Relationship Between Emotional Intelligence, Teamwork Communication, and Job Attitudes in Spanish Military Cadets"* revealed that emotional intelligence could help military cadets to experience higher job satisfaction (Segura, 2019).

A study on *"The Effects of Emotional Expressions in Negotiation: A Meta-Analysis and Future Directions for Research"* concluded that negative emotions increase counterparts' concession-making, mediated by inference of limits, inference of toughness, and affective reactions (Sharma, 2020).

This chapter describes the aim, objectives, hypotheses, research design, operational definition, sample, population, sampling design, tools, procedure, ethical considerations and statistical analysis of the study.

Aim

The research intends to find the correlation between the three variables, namely, emotional intelligence, frequency of positive emotions, and negotiation in a sample of serving military personnel.

Objectives

- To study the relationship between emotional intelligence and the frequency of positive emotions.

- To study the relationship between emotional intelligence and negotiation.

- To study the relationship between the frequency of positive emotions and negotiation.

Hypotheses

H1: There is a significant relationship between emotional intelligence and the frequency of emotions.

H2: There is a significant relationship between emotional intelligence and negotiation.

H3: There is a significant relationship between the frequency of positive emotions and negotiating capability.

Research Design

The research design of the study employs a cross-sectional design, collecting data at a single point in time, with a quantitative approach examining correlations. The study uses

survey methodology as the collected data comprise participants' self-report questionnaires, assessing emotional intelligence, frequency of positive emotions, and negotiation capability.

Operational Definition

Emotional Intelligence is operationally defined as the sum of scores obtained on a 33-item *Emotional Intelligence Scale (EIS)* developed by Schutte et al (1998). All the items in the questionnaire are directly scored except for items 5, 28 and 33, which are reversed scored. The total score of the respondent is computed by taking the sum of both direct-scored and reverse-scored items, which is then interpreted.

Positive feelings is operationally defined as the sum of scores obtained in each positive item in the *Scale of Positive and Negative Experience (SPANE),* developed by Diener et al (2009), namely, positive, good, pleasant, happy, joyful, and contented, all of which are directly scored.

Negotiation is operationally defined as the sum of scores on each of the 25-item *Negotiation Self-Assessment Inventory* (Tero International, 2014), all of which are directly scored.

Population

The population of the study comprises military personnel who are in service, belonging to the Army, Navy, or Air Force.

Sample

The sample under study comprised 133 serving military personnel belonging to the age group 20-60 years.

Sample Design

The study comprises military personnel who fit the criteria of eligibility for the study being working personnel of the Army, Navy, or Airforce. The method of sampling employed was purposive sampling, as the participants for the study were intentionally selected who fit the characteristics of the sample aligning with the research objective.

Inclusion Criteria

- The individuals who are in service and an active member of the Army, Navy, or Air Force, falling in the age group 20-60 years were included in the study.

Exclusion Criteria

- The individuals who are not active uniform personnel of the Defence services were excluded from the study.

- Individuals who did not fall in the age group of 20-60 years were excluded from the study.

Tools

Consent Form

An informed consent was provided to the participants prior to the study obtaining willingness in participation. An adequate level of confidentiality of the research data was ensured protecting the privacy of participants.

Socio-demographic Data Sheet

The socio-demographic data sheet collected details of participant concerning their age, gender, armed force specification, number of years in service, socio-economic status, marital status, residence state, and general health.

Emotional Intelligence Scale (Schutte et al, 1998)

It's a unidimensional 33-item scale measuring one's emotional quotient, using a 5-point Likert scale ranging from "strongly disagree" to "strongly agree" to indicate the extent to which each item applies to the individual. All the items in the questionnaire are directly scored except for items 5, 28, and 33, which are reversed scored. The total score of the respondent is computed by taking the sum of both direct-scored and reverse-scored items, which is then interpreted accordingly.

In the original study by Schutte et al (1988), an internal consistency analysis of the 33-item SSEIT revealed a Cronbach's alpha of 0.90, implying that the items consistently measure the same underlying construct of emotional intelligence within the scale. The emotional intelligence scale demonstrated good internal reliability across two different samples. Two-week test-retest reliability indicated fairly stable scores over time. The scale also showed evidence of predictive and discriminant validity.

Scale of Positive and Negative Experience (Diener et al, 2009)

It's a 12-item scale, analyzing the feelings experienced by the individual during the past 1 month which are rated using a 5-point Likert scale ranging from "very rarely or never" to "very often or always". It assesses the subjective feelings of well-being and ill-being, using the two subscales for positive feelings (SPANE-P) and negative feelings (SPANE-N). The study uses only the SPANE-P subscale focusing on the frequency of a broad range of positive emotions, comprising 6 items namely, positive, good, pleasant, happy, joyful, and contented, each of which is positively scored and interpreted accordingly.

The Cronbach alpha, a measure of internal consistency, for this scale, is good at 0.89. Temporal reliability (stability over time) is moderately high at 0.68. The scale has demonstrated good construct validity, correlating well with other measures of subjective well-

being. The SPANE-P also demonstrates sensitivity to change, as it converges well with measures of positive emotions and affective well-being.

Negotiations Self-Assessment Inventory (Tero International, 2014)

It's a 25-item inventory, designed to measure the behaviors relied on most readily in negotiations and the typical outcomes that result from the same, and is rated using a 6-point Likert scale ranging from "never" to "always". All items are directly scored on a scale of 0 to 5. The resulting scores of the inventory could range from 0 to 125, which are then interpreted. The Cronbach alpha, a measure of internal consistency, for this scale, is good at 0.90.

Procedure

The data in this study has been collected from the sample by giving out a self-report questionnaire. An informed consent was provided at the beginning of the questionnaire to ensure that the subject was completely willing to participate in the study while maintaining the confidentiality of the participant's data. This was followed by a few questions that collected the demographic details of the participants. The Emotional Intelligence scale was presented, followed by the Scale of Positive and Negative Experience, and finally the Negotiation Self-Assessment Inventory. The questionnaires were scored according to the scoring guidelines given in the respective questionnaires and the final results were obtained using the SPSS software version 29.

Ethical Considerations

Research participants were not subject to harm in any way whatsoever. Respect for the dignity of research participants was prioritized. Full consent was obtained from the participants prior to the study. The protection of the privacy of research participants was ensured. An adequate level of confidentiality of the research data was ensured. The anonymity of individuals participating in the research was ensured. Any deception or

exaggeration about the aims and objectives of the research was avoided. Any type of communication concerning the research was done with honesty and transparency. Any type of misleading information, as well as representation of primary data findings in a biased manner, were avoided.

Statistical Analysis Techniques

The data collected from the participants was analyzed using SPSS Software Version 29.0.2.0. The sample used normality test revealing its non-parametric nature. As the population is not normal, the correlation of the data was measured using the Spearman Correlation Coefficient for non-parametric distribution.

Normality Testing

Table 1

Summary of Kolmogorov-Smirnov Test of Normality of the Variables- Emotional Intelligence, Frequency of Positive Emotions, and Negotiation.

Variables	Sig.
Emotional Intelligence	0.005
Freq. of Positive Emotions	< 0.001
Negotiation	< 0.001

From the Kolmogorov-Smirnov Test of Normality of Emotional Intelligence, Frequency of Positive Emotions, and Negotiation shows that variables are not normally distributed in the sample ($p < 0.05$).

The principle objective of the present study was to find the relationship between the three variables, namely, Emotional Intelligence, Frequency of Positive Emotions, and Negotiation in a sample of serving military personnel.

Descriptive Statistics

Table 2

Indicates the Descriptive Statistics of the Dimensions of Emotional Intelligence, Frequency of Positive Emotions, and Negotiation, among Military Personnel.

Variable	Mean	Std. Deviation	N
Emotional Intelligence	127.917	14.815	133
Freq. of Positive Emotions	23.165	3.834	133
Negotiation	71.729	20.029	133

According to the descriptive statistics, the mean and standard deviation of, Emotional Intelligence are 127.917 and 14.815 respectively, the Frequency of Positive Emotions are 23.165 and 3.834 respectively, and Negotiation is 71.729 and 20.029 respectively.

Correlational Analysis

H1: There is a significant relationship between emotional intelligence and frequency of emotions.

Table 3

Indicates the Correlation between Emotional Intelligence and the Frequency of Positive Emotions among Military Personnel.

	Freq. of Positive Emotions
Emotional Intelligence	0.384**

** Correlation is significant at the 0.01 level (2-tailed).

Spearman's rho measures the strength and direction of the monotonic relationship between two variables. The correlation between the variables Emotional Intelligence and Frequency of Positive Emotions is 0.384, indicating a positive but weak correlation. It implies that higher emotional intelligence is associated with more frequent positive emotions but to a lesser degree. According to statistical analysis, the p-value obtained is less than 0.001, implying that the correlation is highly significant, even at a stringent alpha level (0.01). The sample size (N) for both the variables is 133.

From the table, it is evident that there exists a positive correlation between the variables of emotional intelligence and the frequency of positive emotions, suggesting that emotionally intelligent individuals tend to experience positive emotions more frequently. This finding aligns with the notion of emotional intelligence contributing to overall well-being and positive affect. Hence, the study does not reject hypothesis, H1. In essence, there exists a positive correlation between emotional intelligence and the frequency of emotions.

A research study found that higher emotional intelligence was associated with a characteristic positive mood and higher self-esteem (Schutte, 2002). Another study supported this by demonstrating that individuals with higher trait emotional intelligence showed more attention to positive emotional stimuli (Lea, 2018). Research consistently supports a positive correlation between emotional intelligence and various aspects of life, including social interaction (Lopes, 2004), academic performance (Chan, 2022), and mental health (Zoromba,

2015). Emotional intelligence is positively associated with extraversion and internal locus of control, and negatively associated with neuroticism and psychoticism (Pankratova, 2014).

H2: There is a significant relationship between emotional intelligence and negotiation.

Table 4

Indicates the Correlation between Emotional Intelligence and Negotiation among Military Personnel.

	Negotiation
Emotional Intelligence	0.468**

** Correlation is significant at the 0.01 level (2-tailed).

The correlation between the variables Emotional Intelligence and Negotiation is 0.468, indicating a positive moderate correlation. It implies that higher emotional intelligence is moderately associated with better negotiation skills. According to statistical analysis, the p-value obtained is less than 0.001, implying that the correlation is highly significant, even at a stringent alpha level (0.01). The sample size (N) for both variables is 133.

From the table, it is evident that there exists a positive correlation between the variables of emotional intelligence and negotiation, suggesting that emotionally intelligent individuals tend to be more efficient negotiators. Emotional intelligence likely contributes to better interpersonal communication, empathy, and understanding during negotiation processes. Hence, the study does not reject hypothesis, H2. In essence, there exists a positive correlation between emotional intelligence and negotiation.

A study demonstrated that individuals with higher emotional intelligence were better able to understand and positively influence their counterparts' emotions leading to greater satisfaction (Mueller, 2006). Emotional intelligence was correlated with trust and desire to work together again, with rapport mediating the relationships (Kim, 2014). Emotional intelligence significantly influences social negotiation outcomes, with rapport and negotiation strategy mediating effects (Kim, 2015). Being similarly high or similarly low on agreeableness and extraversion leads dyad members to express more positive emotional displays during negotiation (Wilson, 2016). There exists a tension between creating and claiming value in negotiations, implying that even if high emotional intelligence can lead to a more positive experience, it may not always translate to objective gains (Foo, 2004).

H3: There is a significant relationship between the frequency of positive emotions and negotiating capability.

Table 5

Indicates the Correlation between Frequency of Positive Emotions and Negotiation among Military Personnel.

	Negotiation
Freq. of Positive Emotions	0.327**

** Correlation is significant at the 0.01 level (2-tailed).

The correlation between the variables Frequency of Positive Emotions and Negotiation is 0.327, indicating a positive, but weak correlation. It implies that a higher frequency of positive emotions is weakly associated with better negotiation skills. According to statistical analysis, the p-value obtained is less than 0.001, implying that the correlation is highly significant, even at a stringent alpha level (0.01). The sample size (N) for both the variables is 133.

Inferring from the table, it is evident that there exists a positive correlation between the variables of frequency of positive emotions and negotiation, suggesting that individuals experiencing more positive emotions tend to be more efficient negotiators. Positive emotions may enhance communication, collaboration, and problem-solving during negotiation processes resulting in a win-win scenario. Hence, the study does not reject hypothesis, H3. In essence, there exists a positive correlation between the frequency of positive emotions and negotiating capability.

A research study found that negotiators who displayed high anger and low compassion achieved fewer joint gains (Allred,1997). Another study demonstrated that strategically displaying positive emotions led to better negotiation outcomes (Kopelman, 2006). There is a highlighted impact of positive mood on negotiator judgment and bargaining strategies (Kramer, 1993 and Forgas, 1998). Another research finding indicated that happy negotiators were more likely to be cooperative and successful (Forgas, 1998). Negative emotions increase counterparts' concession-making (Sharma, 2020).

Conclusion

The study aimed to find the relationship between the three variables, namely, Emotional Intelligence, Frequency of Positive Emotions, and Negotiation in a sample of serving military personnel. The Spearman's correlation analysis intended to check for any positive correlation between the variables Emotional Intelligence, Frequency of Positive Emotions, and Negotiation, with two variables taken at a time. The statistical inference indicated that there is a significant but weak correlation between Emotional Intelligence and Frequency of Positive Emotions, as well as between Frequency of Positive Emotions and Negotiation. There is a significant moderate correlation between Emotional Intelligence and Negotiation.

Findings

- The correlation analysis revealed a significant positive weak correlation between the variables, Emotional Intelligence and Frequency of Positive Emotions, implying that higher emotional intelligence is associated with more frequent positive emotions.

- The correlation between the variables, Emotional Intelligence and Negotiation is found to be moderate positive, implying that higher emotional intelligence is associated with better negotiation skills.

- The correlation test between the variables, Frequency of Positive Emotions and Negotiation indicated a weak positive correlation, suggesting that a higher frequency of positive emotions is associated with better negotiation skills.

Implications

The implication of the study on the relationship between Emotional Intelligence, Frequency of Positive Emotions, and Negotiation in a sample of military personnel, is multifaceted with implications to effectuate both research and practice.

Primarily, the positive correlation between the variables emotional intelligence, frequency of positive emotions, and negotiation suggests that military personnel with higher emotional intelligence are more likely to establish stronger rapport with their counterparts during negotiations, fostering, trust for effective collaborations and positive relationships by enhancing the desire to work together. In the military context, this paves the way for better teamwork, cooperation, and sustained partnerships. Military personnel with good emotional regulation exhibit better negotiation strategies maintaining composure under pressure and making rational decisions. Personnel with high emotional intelligence encompass strong social skills to communicate persuasively, resolve conflicts, and find common ground in peace-making.

The findings of the study can be put into practice through targeted training programs for military personnel with high emotional intelligence, to enhance their emotional awareness, empathy, interpersonal skills, stress management in high-pressure situations, and conflict resolution finding win-win solutions. Emotionally intelligent military personnel engaging in negotiations with other military units, foreign counterparts, or civilians take into account both strategic goals and the well-being of their personnel. Comprehensive leadership development programs to improve team cohesion and morale, fostering emphasis on positive emotions. Stress-resilience training could incorporate emotional intelligence strategies to aid military personnel stay focused and effective during negotiations, via tactic adjustment based on emotional cues and context. Holistic well-being programs could integrate emotional

intelligence practices to facilitate mental and physical health. The positively correlated variables of the study could formulate targeted interventions, enhance the effectiveness of military personnel, and contribute to a more harmonious environment.

The sociodemographic details like the number of years in service, rank, and armed force specification could be used to extend this research further to comparative studies of the same variables based on their expertise and field.

Limitations

- The cross-sectional design of the study limits the ability to establish causality between the variables, emotional intelligence, frequency of emotions, and negotiation. Longitudinal studies would provide evident temporal validity of the relationships among these variables.

- The study could have sampling bias, as the sample size does not accurately represent the diverse population of military personnel. Inclusion criteria would have inadvertently biased the selected sample.

- The validity of the Negotiation scale used in the questionnaire could be questioned. The scales could have failed to record relevant dimensions with accuracy taking into account the multifaceted constructs of the variables.

- The subjects of the study may have provided socially desirable responses, particularly on the scale assessing emotional well-being for the variable, frequency of positive emotions. The social desirability bias of the subjects in the self-report questionnaires could have manipulated the true relationships between the variables, due to overestimation or underestimation.

- Even if Spearman's rho correlation has valuable insights, it does not account for confounding variables in play.

- The study did not explore the potential mediating or moderating variables that could influence the relationship between the variables such as coping styles, self-efficacy, psychological resilience, susceptibility to positive emotions, or individual differences.

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Appendices

Appendix A

Informed Consent and Socio-demographic details

Hope this finds you in good health.

I'm Lakshmiseethal S, an undergraduate psychology student of St. Teresa's College. As a part of my final year research project, I'm conducting research on **"*Relationship between emotional intelligence, frequency of positive emotions, and negotiation in a sample of military personnel."***

If you're a Defence personnel in service, and fully willing to be a part of the study I'm conducting, please fill out my questionnaire. Your input would be highly valuable for my research. There are no right or wrong answers, so feel free to answer according to your true feelings and your own point of view. Please be assured that your answers will be kept strictly confidential, and will be used only for research purposes.

Consent

I consent to be a part of this study with no objections and would answer the questions being true to myself.

Name:

Sign:

Sociodemographic details

Name (Initials):

Age:

Gender: Male/ Female / Other

Educational Qualification:

Occupation:

Armed force specification: Army/ Navy/ Airforce

Number of years in service:

Rank:

Socio-economic status:

Marital status: Single/ Married

Current State of residence:

Your general health: Good/ Average/ Bad

Appendix B

Emotional Intelligence Scale

Scale 1

Indicate the extent to which each item applies to you using the following scale:

1= Strongly disagree

2= Disagree

3= Neither disagree nor agree

4= Agree

5= Strongly agree

Sl.No.	Questions	1	2	3	4	5
1	I know when to speak about my personal problems to others.					
2	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.					
3	I expect that I will do well on most things I try.					
4	Other people find it easy to confide in me.					
5	I find it hard to understand the nonverbal messages of other people.					
6	Some of the major events of my life have led me to re-evaluate what is important and not important.					
7	When my mood changes, I see new possibilities.					
8	Emotions are some of the things that make my life worth living.					

9	I am aware of my emotions as I experience them.					
10	I expect good things to happen.					
11	I like to share my emotions with others.					
12	When I experience a positive emotion, I know how to make it last.					
13	I arrange events others enjoy.					
14	I seek out activities that make me happy.					
15	I am aware of the nonverbal messages I send to others.					
16	I present myself in a way that makes a good impression on others.					
17	When I am in a positive mood, solving problems is easy for me.					
18	By looking at their facial expressions, I recognize the emotions people are experiencing.					
19	I know why my emotions change.					
20	When I am in a positive mood, I am able to come up with new ideas.					
21	I have control over my emotions.					
22	I easily recognize my emotions as I experience them.					
23	I motivate myself by imagining a good outcome to tasks I take on.					
24	I compliment others when they have done something well.					
25	I am aware of the nonverbal messages other people send.					
26	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself.					
27	When I feel a change in emotions, I tend to come up with new ideas.					
28	When I am faced with a challenge, I give up because I believe I will fail.					
29	I know what other people are feeling just by looking at them. 30. I help other people feel better when they are down.					
30	I help other people feel better when they are down.					
31	I use good moods to help myself keep trying in the face of obstacles.					
32	I can tell how people are feeling by listening to the tone of their voice.					
33	It is difficult for me to understand why people feel the way they do.					

(* implies reverse scoring to be applied for item numbers 5, 28, and 33 in Scale 1).

Appendix C

Scale of Positive and Negative Experience

Scale 2

Please think about what you have been doing and experiencing during the past 4 weeks. Then report how much you experienced each of the following feelings, using the scale below:

1= Very rarely or never, **2**= Rarely, **3**= Sometimes, **4**= Often, **5**= Very often or always.

No.	Feelings	1	2	3	4	5
1	Positive					
2	Negative					
3	Good					
4	Bad					
5	Pleasant					
6	Unplesant					
7	Happy					
8	Sad					
9	Afraid					
10	Joyful					
11	Angry					
12	Contented					

Appendix C

Negotiation Self-Assessment Inventory

Scale 3

Score yourself on each statement on a scale of 0 – 5. Record your score in the space provided. 0 = never, 1 = rarely, 2 = sometimes, 3 = occasionally, 4 = frequently, 5 = always

No.	Questions	0	1	2	3	4	5
1	If the other party's position seems very important to him or her, I may sacrifice my own position.						

2	I address problems and concerns directly without blame or judgment						
3	I try to win by convincing the other party of the logic and benefits of my position.						
4	I tell the other person my ideas for and ask for his or hers in return.						
5	I try to find a compromise solution.						
6	I try to postpone discussions until I have had some time to think.						
7	I see achievement as more important than relational issues						
8	I use body language that might be perceived as condescending or arrogant.						
9	Confronting someone about a problem is very uncomfortable for me						
10	I give up some points in exchange for others.						
11	I propose a middle ground						
12	I am likely to take a comment back or try to soften it if I realize that it hurt someone's feelings.						
13	I think it is all right to ask for what I want or to explain how I feel.						
14	I find conflict stressful and will avoid it any way I can						
15	I have been described as impatient, controlling, insensitive or emotionally detached						
16	If asked to do something I don't agree with or don't want to do, I'll do it but deliberately won't do it as well as I could have.						
17	I let my body language communicate my feelings rather than telling people directly how I feel.						
18	I remain calm and confident when faced with aggression or criticism						
19	I may overextend myself trying to meet everyone's needs.						
20	I try to find fair combination of gains and losses for both of us.						
21	I look for and acknowledge common ground.						
22	I have a hard time being clear about what I want and need for fear of appearing demanding or selfish						
23	I can overlook valuable ideas in favor of action.						
24	I may not be open to hear other points of view.						
25	I avoid taking positions that would create controversy.						