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Emotional intelligence in the adult population: measurement and correlates, a systematic review

Inteligencia emocional en población adulta: medición y correlatos, una revisión sistemática

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Abstract

The growing scientific literature on Emotional Intelligence (EI) has evidenced the development of different models and evaluation instruments to measure this construct. The objective of this research was to identify the best instruments available to measure emotional intelligence, and to clarify the relationships of this construct with other relevant variables in the adult population, based on a systematization of the scientific literature produced in the last decade. The search was carried out in indexed journals from the Scopus, Scielo, EBSCO, ProQuest and Redalyc databases between 2012 and 2022, and a sample of 74 articles was found. Among the main findings, 13 instruments will have adequate evidence of validity and reliability. In addition, emotional intelligence was related to 49 variables, and in most studies it was associated with sex. In conclusion, the most recommended instruments to measure emotional intelligence in adults are: TMMS-24, WLEIS and EQ-i. Finally, this variable is directly related to resilience and academic performance and inversely to depression, anxiety and stress.

Keywords: Emotional intelligence, measurement instruments, correlates, adult population, systematic review.

Resumen

La creciente literatura científica sobre la Inteligencia Emocional (IE) ha evidenciado el desarrollo de diferentes modelos e instrumentos de evaluación para medir este constructo. El objetivo de esta investigación fue identificar los mejores instrumentos disponibles para medir la inteligencia emocional, y esclarecer las relaciones de este constructo con otras variables relevantes en población adulta, a partir de una sistematización de la literatura científica producida en la última década. La búsqueda fue realizada en revistas indexadas de las bases de datos Scopus, Scielo, EBSCO, ProQuest y Redalyc entre los años 2012 y 2022, y se halló una muestra de 74 artículos. Entre los principales hallazgos, 13 instrumentos contaron con adecuadas evidencias de validez y confiabilidad. Además, la inteligencia emocional fue relacionada con 49 variables, y en la mayoría de estudios fue asociada con el sexo. En conclusión, los instrumentos más recomendables para medir la inteligencia emocional en adultos son: TMMS-24, WLEIS y EQ-i. Por último, esta variable se relaciona directamente con resiliencia y rendimiento académico e inversamente con depresión, ansiedad y estrés.

Palabras clave: Inteligencia emocional, instrumentos de medida, correlatos, población adulta, revisión sistemática.

INTRODUCTION

In the last 30 years, research on Emotional Intelligence (EI) has shown that emotions play an essential role in coping with the vicissitudes of life (Barchard et al., 2016; Gómez-Romero et al., 2018; Fiori et al., 2021). Consequently, EI is essentially helpful in adulthood since, at this stage, a set of challenges appear in vital areas such as health, work, education, and personal and family development (Villota et al., 2016). However, sometimes, these events uncover an EI deficit (Di Fabio & Kenny, 2016).

Indeed, there is evidence that low EI is associated with psychological maladjustments such as maladaptation, prolongation of unpleasant moods, and deficits in strategies to modify aversive emotional states (Mayer et al., 2016). In addition, it reduces functional connections in regions associated with the prefrontal cortex (Fernández-Berrocal & Extremera, 2016), which contributes to individuals' difficulties in integrating into positive social activities and adequately managing professional burnout (Abarca et al., 2020); also, they are constantly worried about everyday situations (Merino-Soto et al., 2019) and engage in aggressive behaviors (Vega et al., 2021). They also alter mood (Salcido-Cibrián, 2021; Barraza-López et al., 2017) and deteriorating physical and mental health (Urquijo et al., 2016).

Hence, interest arose in the measurement of individual differences in EI, which led to the creation of several theoretical models. However, these models are grouped into two broad categories (Sánchez-Teruel & Robles-Bello, 2018; Joseph & Newman, 2010). First, there are the mixed models, which mix the traits of the individual skills. Thus, the EI and social model of Bar-On (1997) proposes the existence of the emotional quotient (EQ) as a result of non-cognitive intelligence and includes personality characteristics that, in sum, allow the individual to adapt and cope with the demands of the environment (Ugarriza, 2001). Along the same lines, there is Goleman's (1998) model of competencies focused on the organizational field, which predicts the effectiveness of workers based on the personal characteristics of the most successful employees. Likewise, the emotional competence of this model refers to the learned capacity of subjects based on EI (Goleman, 2001) and reveals the mastery of skills and abilities to achieve outstanding performance (Fragoso-Luzuriaga, 2015; Boyatzis et al., 2000).

Second, the EI skills model of Salovey and Mayer (1990) emphasizes the processing of emotional content in a reflective way to modulate thinking and behavior. In short, people with high EI have skills to understand, make use of, and regulate emotions. Later, this theoretical conception was expanded and hierarchized into four skills (Mayer & Salovey, 1997). Therefore, at the primary level, the skills to perceive, use, understand, and monitor emotions are operated, the latter being the skill of greater complexity (Ackley, 2016). Moreover, scientific evidence for this model points out that EI is developed (Mayer et al., 2000), learned, and improved with age (Kotsou et al., 2018).

Indeed, the EI approach put forward by Salovey and Mayer (1990) has become a great source of research in recent years (Mayer et al., 2016). In a systematic review, it was found that out of 2,0516 articles, 41.97% were based on the skills model, and 39.15% used the EI and social model. Finally, 18.88% relied on the worker-oriented competency model (Sanchez-Teruel, 2018). Consequently, the skills model has more empirical evidence (Hodzic et al., 2017) and has led to the development of various EI measurement instruments, encompassing peak performance and typical performance tests (Siegling et al., 2015).

Regarding the first classification, peak performance tests evaluate the behavior of the individual when making an effort in a specific situation, such as the Mayer-Salovey-Caruso EI test (MSCEIT), which is based on four EI skills and measures performance in tasks related to emotions and problem-solving. However, it is an extensive scale of 141 items, takes 45 to 60 minutes to administer (Fernández-Berrocal & Extremera, 2005), and provides expert and consensus scores (Mayer et al., 2002). On the other hand, typical performance tests provide information on the individual's internal experience, are administered in a short time, are practical, with simple instructions, can be applied in groups or individually, provide quick scores, and require less investment (Brackett et al., 2006). In this regard, the trait meta-mood mood scale (TMMS; Salovey et al., 1995) was developed based on the three EI skills, measuring intrapersonal aspects, such as

abilities to attend to, discriminate, and repair one's emotional states. However, the first version was constructed with 48 items and the second with 24 items, initially designed for adults and over the years for adolescents (Fernández-Berrocal et al., 2004). Also, the WLEIS scale (Wong & Law, 2002) is a self-report measure based on four skills: intrapersonal emotional understanding, interpersonal, use, and regulation of affective content. In addition, it responds to a more recent restructuring with the adult population; it is quick to apply since it has 16 items and has been used in clinical, educational, and organizational settings. In addition, it was adapted to different cultural contexts and even Spain (Extremera et al., 2019).

Indeed, there is no consensus on the usefulness or limitations of tools that measure EI (Sánchez-Teruel, 2018). This is due to the little systematized information on EI; likewise, the association with other variables in the adult population has not been systematized. For this reason, this article aims to identify the measurement instruments and variables related to EI in adults, systematizing the international scientific production of the last 10 years. Based on the above, this review will accurately present the instruments with the best psychometric evidence of validity, reliability, and fairness currently available in Spanish and English to measure EI. It will also clarify the relationships of this construct with other relevant variables. Finally, it will contribute to professionals in making decisions about the most suitable instrument to use and will facilitate the implementation of a better psychological assessment and intervention.

METHOD

Design

Theoretical design study (García-Gonzáles & Sánchez-Sánchez, 2020), and specifically, a systematic review, since it is aimed at updating knowledge through the organization of primary studies regarding the measurement and correlates of EI in adults (Ato et al., 2013).

Selection of articles

The search for information was carried out in the Scopus, Scielo, EBSCO, ProQuest, and Redalyc databases between March and May 2022 and covered the period between 2012 and 2022. In addition, the search terms "emotional intelligence," "affective intelligence," "emotional quotient," "affective quotient," "emotional quotient," "emotional quotient," and "affective quotient" were used. On the one hand, to find measures, terms such as "instrument," "scale," "test," "questionnaire," "test," and "inventory" were used. On the other hand, to find correlates, terms such as "related variables," "associated variables," "variable relationship," "variable association," "related factors," "associated factors,""factorrelationship,""factorassociation," "psychosocial variables," "psychosocial factors" were used. Finally, "adults," "adulthood," "adult students," "adult college students," and "college adults" were used to find the population. These search terms were extracted from the thesauri: National Library of Medicine (MeSH) and the Health Sciences Descriptors (DeCS). In addition, the Boolean operators "OR" and "AND" were inserted for the construction of search equations about these topics.

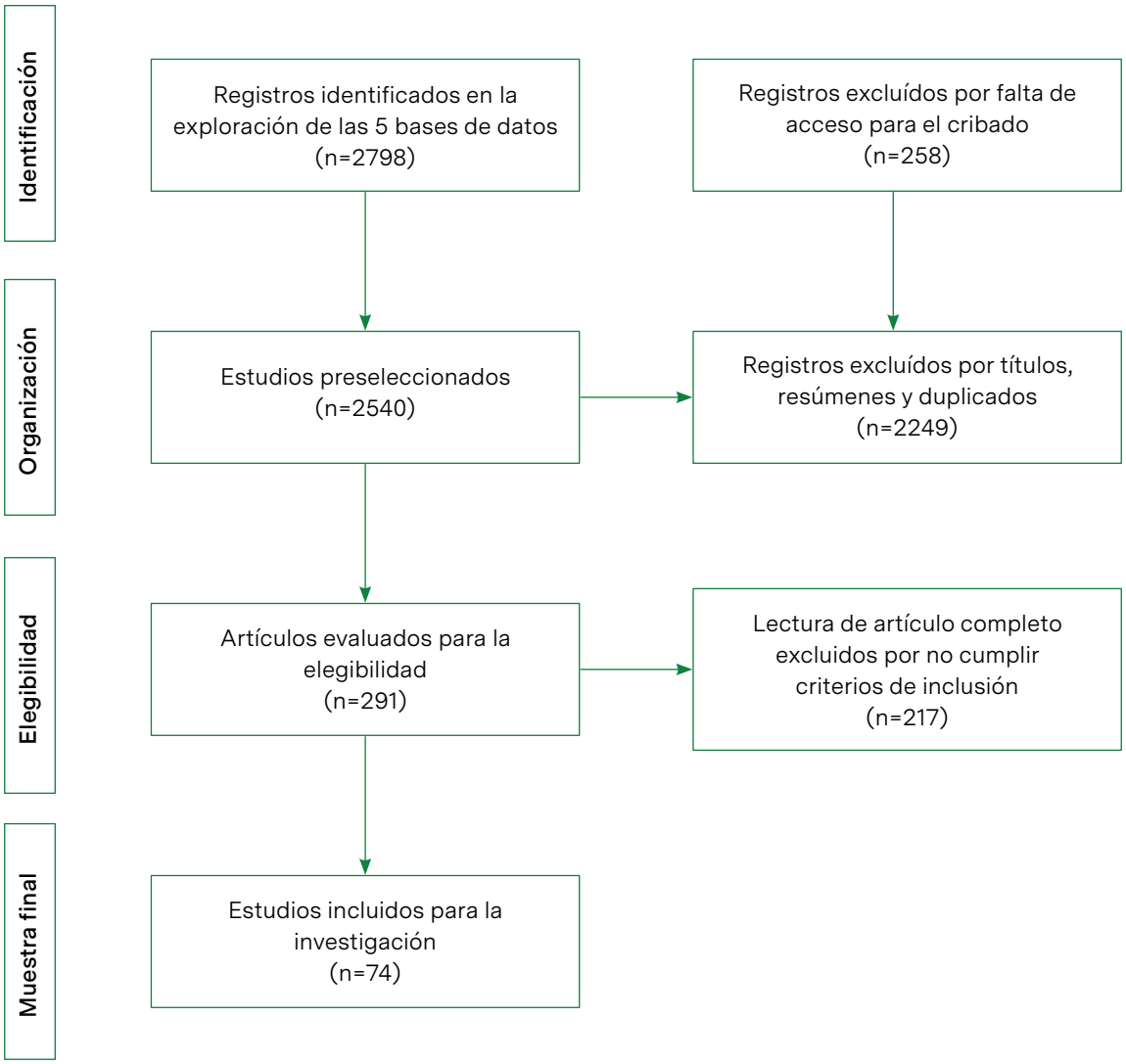
Inclusion criteria

The criteria required for the selection of articles were: 1) empirical research, 2) refereed publications, 3) scientific articles written in Spanish and English, 4) disseminated as full text, 5) conducted in adults, and 6) appeared between the years 2012 and 2022.

Procedure

This research followed a four-phase selection process:

Figure 1
Flowchart



Extracted information.

Documentary analysis was used as a technique to examine the content of the articles (Escudero & Cortez, 2018; Dulzaides & Molina, 2004), and the systematization matrix elaborated in a Microsoft Excel spreadsheet was used to capture relevant data such as author, year, journal, country, title, objective, sample, instruments, results, limitations and conclusions of the research.

RESULTS

Table 1
Instrumental studies

Nº	Author(s) / year /magazine/country	Title	Objective	Approach/ Theoretical model	Dimension/ internal structure	Evidence of validity	Evidence of reliability	Equity
1	Bueno et al. (2021) / Psycho-USF/ Brasil	Psychometric Properties of the Emotional Competence Inventory – Short Revised Version (ECI-R)	Search for evidence of validity from its internal structure and perform an item analysis of the short version of the instrument.	Cognitive/ Three-skill model	Five factors: Expressiveness Regulation Emotional perception Regulation in oneself and Regulation in other people.	AFC: Internal structure WLSMV estimator: χ2=787.035, gl=522, p< 001, CFI=.967, TLI=.964, RMSEA=.062, SRMR=.067.	Total scale (α=.70) and for each subscale (ranged between .71 and .88). Also, for the total scale (Ω=.73) and for each dimension (ranged between .72 and .88).	Does not report
2	Pérez-Escoda et al. (2021) / Revista Educatio Siglo XXI/ España	Validation and reliability of the questionnaire of emotional development in adults (CDE-A35)	To validate the CDE-A35 for the measurement of trait EI in adults.	Integrative approach	Five dimensions: Emotional awareness, Emotional regulation, Social competence, Emotional autonomy, Life competencies and well-being.	Internal structure with AFE: The variance explained by the five factors is 42.70%. AFC: χ2 (74 = 3073) 531.40 CFI=.95, IFI=.95, RMSEA=.06	Internal consistency: CDE-A35 (α=.78), Emotional awareness (α=.77), Emotional regulation (α=.77), Social competence (α=.64), Emotional autonomy (α=.80) and Life and well-being competencies (α=.89).	Does not report
3	Gonzáles et al. (2020) / Psicogente/ Argentina	Psychometric properties of the Trait Meta-Mood Scale-24 in Argentine university students.	To examine the psychometric properties of the TMMS-24 for its application to university students in Argentina. university students in the city of Argentina.	Cognitive/ Three-skill model	Three factors: Emotional clarity Emotional attention Emotional repair.	AFE: Bartlett's test (χ2=3081.3; gl=276; p<.001), KMO=.85, three factors described 56.5% of the variance.	Internal consistency Emotional attentiveness (α=.82), Emotional clarity (α=.84), Emotional repair (α=.85).	Does not report
4	Sánchez-Ruiz et al. (2021) / International Journal of Psychology / Reino Unido y Líbano	The Trait Emotional Intelligence Questionnaire in Lebanon and the UK: A comparison of the psychometric properties in each country	To validate the Trait Emotional Intelligence Questionnaire (TEIQue v. 1.5) in a Lebanese sample and compare its factor structure with that of a UK sample.	Cognitive/ Trait Model (combines cognitive skills and personality characteristics)	Four factors: Well-being Self-control Emotionality Sociability.	Lebanese AFE: Bartlett's test (df: 78, p<.001), KMO=.79, four factors explained 56.27% of the variance. AFE United Kingdom: Bartlett's test (df: 78, p<.001), KMO=.82, four factors explained 60.31% of the variance.	Overall TEIQue for Lebanon and the United Kingdom (α=.86 and .88). In each dimension self-motivation (α=.61 and .74), empathy (α=.66 and .80), relationships (α=.56 and .71), adaptability (α=.64 and .77), happiness (α=.90 and .87), self-control (α=.63 and .75), emotionality (α=.80 and .67).	Does not report
5	Extremera et al. (2019) / Psicothema/ España	Validation of the Spanish version of the Wong Law Emotional Intelligence Scale (WLEIS-S)	To examine the psychometric properties of the Spanish version of the WLEIS-S scale in a sample of 1,460 adults.	Cognitive/ Four-skill model	Four factors: Emotional understanding Emotional understanding of others, Emotional regulation and use of emotions.	AFC: Pearson Matrices ML estimator χ2=610.303, CFI=.954, NNFI=.947, RMSEA=.068.	Reliability for the total scale (Ω = .94).	Does not report
6	Salavera y Supervía (2019) / Rev. CES Psico/ España	Exploration of the dimensionality and psychometric psychometric properties of the Emotional Emotional Intelligence Scale -EIS	To adapt Schutte's Emotional Intelligence Scale -EIS- to the Spanish language.	Cognitive/ Trait Model (combines cognitive skills and personality characteristics)	Six factors: Attention to one's own emotions, in others, Regulation of one's own emotions, in others, Expressed emotion, Problem solving.	Pearson Matrices/ Internal Structure with AFC: χ2= 654.073, gl=2.139 CFI=.98, TLI=.95, RMSEA=.051	Internal consistency EIS (α=.80)	Does not report
7	Teruel et al. (2019) / Universitas Psychologica/ España	Self- and other-centered emotional intelligence and other-centered: Rotterdam Scale of Emotional Intelligence Emotional Intelligence Scale (REIS)	To adapt and validate the Rotterdam Rotterdam Emotional Intelligence Scale (REIS) in Spanish speakers.	Cognitive/ Skills Model	Four factors: Evaluation of one's own emotions, Evaluation of others' emotions, Regulation of one's own emotions Regulation of others' emotions.	Internal structure with AFE: Bartlett's test (χ2 =3081.3; gl=276; p<.001), KMO=.85, four factors described 56.5% of the variance. AFC: χ2 /gl=1.795, CFI=.938, TLI=.928, RMSEA=.049	Internal consistency: Appraisal of own emotions (α=.86), Appraisal of others' emotions (α=.85), Regulation of own emotions (α=.80), Regulation of others' emotions (α=.86).	Does not report

8	Yan et al. (2019) / From. Psychol. / China	Psychometric Properties and Criterion Validity of STEU-B and STEM-B in Chinese Context	To test the applicability of two EI tests developed in Western countries: the short versions of the Situational Test of Emotional Understanding (STEU-B) and the Situational Test of Emotional	Cognitive Approach/Strategic EI Model STEU: Roseman's Theory of Evaluation	One-dimensional	Internal structure Polychoric arrays with AFC: STEU-B [$\chi2$=232.80, df=152, CFI= 93, GFI=.97, RMSEA=.024] y STEM-B [$\chi2$=286.43, df=135, CFI=.90, GFI=.97, RMSEA=.035].	Internal consistency for STEU-B (α=.72) and STEM-B (α=.75).	Does not report
9	Merino-Soto et al. (2019) / Revista Cubana de Educación Médica Superior / Perú	Wong-Law Emotional Intelligence Scale (WLEIS) in Peruvian nursing students.	To assess the validity of the WLEIS in Peruvian nurses in training, as well as to examine the absence of bias, identify the level of true variance and interpret the scores based on divergent and convergent correlations with other constructs.	Cognitive/ Four-skill model	Four factors: Appraisal and expression of emotions, Valuation and recognition of emotions in others, Regulation of one's own emotions, Use of emotion to facilitate performance	Estimator: MLR For each subscale, the corrected item-total correlation (ritc) was greater than .30 (SEA=.591, OEA=.611, UOE=.769, ROE=.786).	Internal consistency. SEA (α=.77), OEA (α=.79), UOE (α=.89), ROE (α=.89). Also, SEA (Ω=.83), OEA (Ω=.85), UOE (Ω=.92), ROE (Ω=.91).	Non-uniform DIF greater than .05, and uniform DIF, the β not greater than .10. Suggests fairness between groups.
10	Acosta-Prado y Zárate-Torres (2019) / Suma psicológica / Chile	Validation of the Wong and Law Emotional Intelligence Scale for Chilean managers	To provide evidence of validity based on the internal structure of WLEIS using a sample of 100 Chilean managers.	Cognitive/ Four Skills Model	Four factors: Emotion appraisal, Other's emotion appraisal, Emotion use, and Emotion regulation.	AFC: WLSMV estimator. $\chi2$=105.21, df=96, CFI=.967, TLI=.959, RMSEA=.031	Internal consistency through coefficient alpha for each EI subscale (ranged from .66 to .82).	Does not report
11	Mikulic et al. (2018) / Ciencias Psicológicas/ Argentina	Construction of an inventory of perceived emotional intelligence for adults.	To present the construction of the Inventory of Perceived EI (IIEP) in adults in Buenos Aires.	Cognitive/ Four-skill model	Six dimensions: Attention, Comprehension, Regulation, Perception, Understanding/regulation, and Emotional expression.	AFE: Bartlett's test ($\chi2$=24461.60 (p≤.000) KMO=.81, six factors described 44.54 % of the total variance.	Internal consistency for each sub-scale (ranged from .81 to .98).	Does not report
12	Vaughan y Laborde (2017) / Measurement in Physical Education and Exercise Science/Estados Unidos	Psychometrics of the emotiona intelligence scale in elite, amateur, and non-athletes	To examine the psychometric properties of the EI Scale (EIS) and to evaluate measurement invariance among elite athletes (n=367), amateurs (n=629) and non-athletes (n=550).	Cognitive/ Four-skill model skills	Six factors: Appraisal of others' emotions, in one's own emotions, Emotion regulation Social skills Use of emotion Optimism.	Internal structure MLR estimator with AFC: $\chi2$=1919.710, df=345, CFI= 920, TLI=.902, RMSEA=.054, SRMR=.028	Internal consistency for EIS (Ω=.51 - .73) and for the subscales (Ω=.81 - .85).	Scalar model, metric ΔCFI>.010
13	Merino et al. (2016) / Liberabit/ Perú	Structural validation of the Wong-Law Emotional Intelligence Scale (WLEIS): a preliminary study in adults.	To show the first results of the validity of the internal structure of the WLEIS in Peruvian adults.	Cognitive/ Four-skill model	Four factors: Valuing and expressing one's own emotions. Valuation, emotional valuation in others, Regulation of one's own emotions, Use of emotion.	In general, the congruence of items, factors and total solution was found to be higher than the minimum criterion of .85 and 10 items showed higher congruence.	Internal consistency SEA (α=.86), OEA (α=.85), UOE (α=.88), ROE (α=.91).	Does not report
14	Arruza et al. (2013) / Revista de Psicología de Deporte/ España	A Model for measuring perceived Emotional Intelligence in sports and competitive contexts.	To design an EI measurement model for athletes in competitive contexts.	Cognitive/ Three-skill model	Five factors: Empathy Control and Regulation Clarity and Management of Negative Emotions Arbitrary Reactivity Emotional Perception and Recognition.	AFE: Bartlett's test ($\chi2$=2727.8; p<.01), KMO=.78, five factors described 49.89% of the total variance. Pearson AFC matrices: AGFI=.92, RMSEA=.08.	Internal consistency for the total scale (α=.86) and for all dimensions (ranged from .64 to .84).	Does not report
15	Omar et al. (2013) / Revista diversitas - perspectivas en psicología/ Argentina	Cross-cultural validation of the Schutte Schutte's Emotional Intelligence Scale	Adapting the Schutte Scale of Emotional Intelligence (SSREI) for use with adolescents and young adults.	Cognitive/ Three-skill model	Two dimensions: Expression and regulation of emotions, and use of emotions.	ML AFE estimator: Bartlett's test (approximate Chi-square=7541.20, gl= 276, p<.000), KMO=.92, two factors explain 63.9% of the variance, and AFC: $\chi2$=10216.04, CFI=.94; TLI=.91, RMSEA=.04.	Internal consistency: Total scale (α=.78) and each subscale F1 (α=.71) and F2 (α=.82).	Does not report
16	Lopez-Zafra et al. (2012) / Psicothema/ España	Psychometric properties of the Spanish version of the Work Group Emotional Intelligence Profile-Short version	To analyze the validity and reliability of the Workgroup EI Scale-Reduced Version (WEIP-S) scale. Scale in Working Groups-Reduced version (WEIP-S).	Cognitive/ Four-skill model	Four factors: Emotional awareness, managing one's own emotions, awareness of others' emotions, and managing others' emotions.	AFE: test de Bartlett ($\chi2$=3126.08 p<.001) KMO=.903, four factors. CFA: Pearson Matrices ML estimator $\chi2$=146.28, df= 98, CFI=.98, TLI=.959, RMSEA=.06	Internal consistency for each subscale (ranged from .73 to .92).	Does not report

Table 2
Relational/associative studies

Nº	Author(s) /year / magazine/country	Title	Objective	Sample	Instruments	Results
1	Ye et al. (2022) / International Journal of Environmental Research and Public Health/China	Moral Sensitivity and Emotional Intelligence in the Intensive Care Unit Intensive Care Unit	To determine the relationship between moral sensitivity and EI.	404 ICU nurses from eight hospitals aged 25 to 36 years (M=30.06; SD=5.52).	Wong and Law Emotional Intelligence Scale (WLEIS-C; Wang, 2021) Chinese version, Moral Sensitivity Questionnaire (MSQ-R-CV; Lutzén et al., 2006) Chinese version and sociodemographic questionnaire.	EI correlated significantly with moral sensitivity (r=.603, p<.01). Through simple regression, EI predicts the level of moral sensitivity, WLEIS-C total score is directly proportional to MSQ-R-CV score (β=.811, p<.001), ROE correlates negatively with MSQ-R-CV score (β= -.241, p=.014).
2	Lu et al. (2022)/Frontiers in psychology/ China	Relationship Between Emotional Intelligence, Self-Acceptance, and Positive Coping Styles Among Chinese Psychiatric Nurses in Shandong	To investigate the correlation between self-acceptance and positive coping style of psychiatric nurses, and to investigate the mediating role of EI.	813 psychiatric nurses from six regions of Shandong Province. 626 females (77%) and 187 males (23%) aged 19-56 years (M=30.84; SD=7.94).	Emotional Intelligence Scale (EIS; Schutte et al. 1998), Self-Acceptance Questionnaire (SAQ; Cong and Gao, 1999), Simplified Coping Style Questionnaire (SCSQ; Xie, 1998) y cuestionario sociodemográfico	EI correlated positively with self-acceptance and positive coping styles (r=.361, p < .01; r= .492, p < .01, respectively). In addition, EI partially mediated the relationship between self-acceptance and positive coping styles, with a mediating effect of 16.3%.
3	Alarcón-Allaín y Salas-Blas (2022) / Health and Addictions/ Salud y Drogas/Perú	Addiction to social networks and emotional intelligence in students of higher technical education.	Linking social network addiction and EI	279 students at the technical-higher education level, 144 women and 135 men, aged 18 to 23 years old	Wong-Law EI Scale (WLEIS; Merino et al. et al. 2016) validated in Peru, Social Network Addiction Questionnaire (ARS; Escurra and Salas 2014) and the sociodemographic card	Obsession (ARS) correlates negatively with use and emotional regulation (-.18, p<.01 and -.19, p<.01, respectively). Also, appraisal, use and emotional regulation with lack of control (-.17, p<.01; -.19, p<.01; -.22, p<.01) and excessive use (-.14, p<.05 -.16, p<.01; -.23, p<.01).
4	Chikobvu & Harunavamwe (2022) / SA Journal of Human Resource Management/ Sudáfrica	The role of emotional intelligence and work engagement on nurses' resilience in public hospitals	To empirically investigate the predictive value of EI and work engagement on nurses' resilience.	252 enfermeras de la Mangaung Metropole, South Africa.	Rahim Emotional Quotient Index (EQUI; Rahim et al., 2002), Utrecht Work Engagement Scale (UWES-17; Schaufeli & Bakker, 2004) y Wagnild and Scale Resilience scale (RS-14; Wagnild & Young, 1993)	Relationship between resilience and work engagement (.516), resilience and EI (.705), EI and work engagement (.575). Work engagement has a significant mediating effect (.073, p=.030) on the relationship between EI and resilience.
5	Estrada et al. (2022) / Retos/España	Relationship between emotional intelligence, burnout and health perception in a sample of football Spanish referees	Assessing EI and its relationship with subjective health perceptions and burnout syndrome in Spanish soccer referees.	4099 referees of all categories in Spain 3773 males and 362 females	Trait-Meta Mood Scale (TMMS-24; Fernández-Berrocal et al., 2004), General Health Questionnaire (GHQ-12; Sánchez & Dresch, 2008) and Oldenburg burnout inventory (OLBI; (Salamero et al., 2012) adapted to Spanish.	Positive effect between attention and GHQ (r=.217, p<.001) and OLBI (r=.056, p<.001). Negative effect between clarity and GHQ (r=-.434, p<.001) and OLBI (r=-.147, p<.001) Negative effect between repair and GHQ (r= -.436, p<.001) and OLBI (r=-.196, p<.001).
6	Moroń & Biolik-Moroń (2021)/Personality and Individual Differences/ Polonia	Trait emotional intelligence and emotional experiences during the COVID-19 pandemic outbreak in Poland: A daily diary study	Examining trait EI as a predictor of emotional reactions experienced during the first full week of confinement in Poland.	130 people (101 women, 25 men, and 4 did not report their gender), aged 16 to 72 years (M= 23.53, SD= 10.0).	The Trait Emotional Intelligence Questionnaire–Short Form (TEIQ – SF; Szczygieł et al., 2015) versión Polonia, Positive Affect and Negative Affect Scale (Moroń, 2018) versión Polonia y The Short Affect Intensity Scale (Geuens & De Pelsmacker, 2002)	Semipartial correlations between EI and positive affect (sr=.371; p<.001) and negative affect (sr= -0.487; p<.001) were significant when controlling for affect intensity. Trait EI correlated significantly only with negative intensity (sr=-.195; p=.027) when controlling for positive and negative affect. Trait EI significantly predicted lower daily frequency of anger (β=-0.15, CI= [-.33, .03], p=.098), disgust (β= -.03, CI= [-.07; 0], p= .083), sadness (β= -.13, CI= [-.28; .01], p=.073).
7	Papathanasiou et al. (2021) /Journal of Personalized Medicine/ Grecia	Emotional Intelligence and Professional Boredom among Nursing Personnel in Greece	Investigating the relationship between EI and occupational boredom in nurses.	189 nurses or assistants from the public (52.9%) and private (47.1%) sectors in Greece, women (84.7%) and men (15.3%) aged between 21 and 61 years (M=40; SD=8.95).	Trait Emotional Intelligence Trait Questionnaire-Short Form (TEIQue-SF; Stamatopoulou et al., 2016) Greek version, Boredom Propensity Scale (BPS; Farmer and Sundberg, 2010).	Statistically significant negative correlation of each EI subscale and the total BPS scale (r=-.502 with well-being, r=-.475 with self-control, r=-.552 with emotionality and r=-.407 with sociability; p<.001). Also a negative correlation between TEIQue-SF and BPS (r=- .652, p<.001).

8	Salvador-Ferrer (2021) /Electronic Journal of Research in Educational Psychology/ España	Achievement motivation and goals in life: The mediating role of emotional intelligence	To analyze the relationship between achievement motivation and EI on students' life goals, to find out whether EI is a mediating variable between achievement motivation and life goals.	312 female (75%) and male (25%) university students between 17 and 56 years old (M=22; SD=4.85)	Trait Meta-Mood Scale (TMMS-24; Fernández-Berrocal et al. 2004) Spanish version, Achievement Motivation Scale (AM; Morales, 2006) and Life Goals Questionnaire (Paro el al, 2010) Spanish version.	Achievement motivation had a statistically significant direct effect on life goals (B=.373, p≤.01). However, EI mediated the indirect effect (a*b) of this relationship (B=.431, CI [.0097, .1486]). Likewise, motivation influences EI (B=.403, p.≤004), and EI statistically influences life goals (B=.145, p≤.01).
9	Palloto et al. (2019) / Acción psicológica/ Argentina	Emotional intelligence and quality of life in period of social isolation, preventive and mandatory during the COVID-19 pandemic	To evaluate whether there are significant relationships between EI and quality of life (QOL) and whether they differ according to sociodemographic variables.	923 people residing in Argentina, 678 women and 245 men, over 18 years of age (M=37.17; SD=12.960).	Perceived EI Scale (TMMS-24; Fernández-Berrocal et al., 2004), Multicultural Quality of Life Index (MQLI; Jatuff et al., 2007) and ad hoc sociodemographic questionnaire.	The correlation between EI and CV variables was significant (r=.44). On the other hand, there was a difference in EI (emotional clarity) according to gender, which was adequate for 51.2% of the female sample and low for 50.6% of the male sample.
10	Gómez-Leal et al. (2021) / The European Journal of Psychology Applied to Legal Context/España	Psychopathic Traits and Ability Emotional Intelligence in Incarcerated Males	Investigating the relationship between EI as a skill and psychopathic traits in a sample of incarcerated men.	63 incarcerated adults between 22 and 62 years old (M=37.51; SD=10.03)	Mayer-Salovey-Caruso EI Test (MSCEIT; Extremera et al., 2006). The 34-item Self-Report Psychopathy Scale-III (SRP-III; Gómez-Leal et al., 2019) Spanish versions.	A negative and significant correlation is shown between total MSCEIT and the subdimension insensitive affect (r= -52, p<.01).
11	Schoeps et al. (2021) / Psicología Educativa/ España	Impact of Emotional Intelligence on Burnout among Spanish Teachers: A Mediation Study	To analyze the relationship between emotional skills and burnout syndrome if affective balance mediates this association.	200 teachers from more than twenty public schools, women (73.5%) and men (26.5%) between the ages of 22 and 64 (M=44.97; SD=9.31).	Trait Meta-Mood Scale (TMMS-24; Fernandez-Berrocal et al., 2004), Spanish Burnout Inventory (SBI; Figueiredo-Ferraz et al., 2013) and the Positive and Negative Experience Scale (SPANE; Silva and Caetano, 2013) adapted 12-item version.	All three dimensions of EI correlated positively with enthusiasm (r ranged from .21 to .41, p<.01). Clarity and emotional repair evidenced a negative correlation with indolence and psychological exhaustion (r ranged from -.18 to -.27 p<.05).
12	Hernández-Vargas et al. (2021) / Revista de Psicología/España.	Emotional intelligence and engagement in medical students: a comparative study in three countries a comparative study in three countries	Analyzing the relationship between EI and academic engagement in medical students.	522 medical students of legal age, mostly women, 127 from Mexico, 232 from Portugal and 163 from Spain.	Wong Law Emotional Intelligence Scale (WLEIS; Carvalho et al., 2016) translated into Portuguese, Questionnaire to measure engagement (UWES-9; Schaufeli et al., 2006).	Regression analyses reveal that the use of emotions was one of the EI dimensions with the strongest significant relationship with engagement in students in the three countries (β=.33, p<.001, with Spain; β=.44, p<.001, with Portugal; and β=.50, p<.001 with Mexico).
13	Adhikari (2021) / New Trends in Psychology/ Nepal	Demographic Correlates of Emotional Intelligence (EI) among Teachers in Nepal	To identify the relationship of sociodemographic with the EI of the teachers.	519 teachers from 5 colleges and 20 schools in Kathmandu and Palpa.	Emotion Evaluation Scale (AES; Schutte et al., 2009), which includes sociodemographic information.	EI did not correlate with age (r= .08, p>.05) and income (r=-.02, p>.05). Using a t-test it was found that gender, marital status, religious affiliation and family type did not influence teachers' EI.
14	Idrogo y Asenjo-Alarcón (2021) /Revista de Investigación Psicológica/Perú.	Relationship between emotional intelligence and academic performance (AR) in Peruvian university students Peruvian university students	Relating EI and academic performance in students of the Universidad Nacional Autónoma de Chota, Peru. Chota, Peru	325 students from Nursing, Accounting, Agroindustrial Engineering, Civil Engineering and Forestry and Environmental Engineering, aged 17 to 35 (M=20.3, SD=2.2).	Inventory of Emotional Intelligence (ICE; Ugarriza, 2001) adapted to Spanish and weighted average (UNACH Academic Records Office, 2017).	The relationship between academic performance and EI was significant (r=.112, p=.043); at the level of EI dimensions, a statistically significant relationship was only obtained with adaptability (r=.128, p=.021)
15	Obeid et al. (2021) / BMC Psychol/Líbano	Correlates of emotional intelligence among Lebanese adults: the role of depression, anxiety, suicidal ideation, alcohol use disorder, alexithymia and work fatigue	To assess how EI relates to mental health problems: social anxiety, depression, alcohol use disorders (AUD), work fatigue, stress and alexithymia in Lebanon.	789 participants, males (54.8%) and females (45.2%)	The Quick Emotional Intelligence Self-Assessment (Mohapel, 2014), The Alcohol Use Disorders Identifcation Test (AUDIT), Toronto Alexithymia Scale (TAS-20), Rosenberg self-esteem scale (RSES), Hamilton depression rating scale (HDRS), Hamilton anxiety scale (HAM-A), Evaluation of the Three-Dimensional Work Fatigue Inventory (3D-WFI), Columbia–Suicide Severity Rating Scale (C-SSRS), The Perceived Stress Scale (PSS), Liebowitz Social Anxiety Scale (LSAS)	The scales were taken as DV: The (low EI) group was highly related to higher AUD (Beta=4.71), alexithymia (Beta=3.29), depression (Beta= 8.55), anxiety (Beta=7.11), perceived stress (Beta= 2.35), social phobia (Beta= 14.22), emotional (Beta=.60), physical (Beta= -3.55) and mental fatigue (Beta= 12.36) and suicidal ideation (Beta=.46) compared to the third group (high EI). The second group (moderate EI) was highly related to higher AUD (AUDIT score) (Beta=4.92), alexithymia (Beta=6.44), depression (Beta=8.55), anxiety (Beta=8.75), perceived stress (Beta=3.92), social phobia (Beta=19.19), mental work fatigue (Beta=6.90) and suicidal ideation (Beta=.46) compared to the third group.

16	Li et al. (2021)/Journal of Adolescent Health/ China	Risk Factors of Psychological Disorders After the COVID-19 Outbreak: The Mediating Role of Social Support and Emotional Intelligence	To examine risk factors for psychological disorders after the COVID-19 outbreak and to assess the possible mediating role of social support and EI in the relationship between exposure to the COVID-19 pandemic and psychological disorders.	6027 Chinese university students, women (58.4%) and men (41.6%)	Wong Law Emotional Intelligence Scale (WLEIS) en versión China, Social Support Rating Scale (SSRS), Kessler Psychological Distress Scale (K10) y Pandemic exposure Scale	Self-emotional appraisal was the most significant predictor of psychological distress (Beta=.179), followed by family relationship (Beta=.121), emotional appraisal of others (Beta=.112), panic by COVID-19 in social networks (Beta=.109), use of support (Beta=.107), cohabitant nervousness about COVID-19 (Beta=.105), gender (Beta=.103), use of emotions (Beta=.102), objective support (Beta=.100), subjective support (Beta=.073), romantic relationship (Beta=.067), concern about family contagion (Beta=.065), and emotional regulation (Beta=.053). EI measured the impact of pandemic exposure on psychological health (Bootstrap analysis: lower=.015,
17	Sanchez-Ruiz et al. (2021)/Frontiers in psychology/Líbano	Trait Emotional Intelligence and Wellbeing During the Pandemic: The Mediating Role of Meaning-Centered Coping	Investigating the relationship between trait EI and well-being and psychological distress during the pandemic.	326 Lebanese adults, 210 women and 116 men, aged 18 to 69 years (M= 29.55, SD= 12.37).	The Trait Emotional Intelligence Questionnaire (TEIQue-SF; Petrides, 2009), The Depression, Anxiety, and Stress Scale (DASS-21; Lovibond and Lovibond, 1995). The PERMA Profiler (Butler and Kern, 2016), The Brief Coping Orientation to Problems Experienced (Brief COPE; Carver, 1997), The Meaning-Centered Coping Scale (MCCS)	Trait EI correlates positively with active coping (r=.34) and positive reframing (r=.33), as well as negatively with behavioral disengagement (r=-.48) and self-blame (r=-.45)
18	Wang et al. (2021)/ Frontiers in psychology/China	Emotional Intelligence and Prosocial Behavior in College Students: A Moderated Mediation Analysis	To examine the relationship between EI and prosocial behavior (PSB) and build a model for their interaction by examining the mediating effect of social support (SS) and the moderating effect of self-esteem (SE) on this relationship.	742 college students, 18 to 20 years old (M= 19.42, SD=0.53 years)	Emotional Intelligence Scale (EIS; Wang, 2021), Prosocial Tendencies Measurement Scale (PTM; Wei et al., 2017) versión China, Perceived Social Support Scale (PSSS; y Zimet et al., 1988) y Self-Esteem Scale s (Xia et al., 2017)	EI has a significant positive predictive effect on PSB (β=.54, SE=.04, CI95%= [.47, .61]). After SS was incorporated as a mediating variable in the equation, the positive predictive effect of EI on PSB remained significant ((β=.49, SE=.04, CI95%= [.41, .57]). The positive predictive effect of EI on SS was found to be significant (β=.47, SE=.03, CI95%= [.40, .54]). SS had a significant positive effect on PSB (β=.11, SE=.04, CI95%= [0.04; 0.18]).
19	Millán-Franco et al. (2021) /Interdisciplinaria/España	Emotional competence as a predictor of happiness in social workers.	To evaluate the predictive role of EI dimensions on perceived subjective happiness in a sample of Social Work students from a public university in southern Spain.	187 first and second year social work students female (89.30%) and male (10.7%) (M = 20.38, SD = 3.35).	Trait Meta-Mood Scale (TMMS-24; Fernández-Berrocal et al., 2004), Subjective Happiness Scale (SHS; Extremera and Fernández-Berrocal, 2014) Spanish version.	Significant, median and positive relationship between subjective happiness and EI dimensions (r=.33, p<.01, with emotional clarity) and even more intense (r=.50, p<.01, with emotional repair). The linear regression model showed that the three EI dimensions are significant predictors of subjective happiness (β= -.14, p<.05, for emotional attention; β=.17, p< .05, for emotional clarity and β= 43, p<.01, for emotional repair).
20	Salguero-Alcañiz et al. (2021) /International Journal of Environmental Research and Public Health/España	Emotional Intelligence as a Mediator between Subjective Sleep Quality and Depression during the Confinement Due to COVID-19	To determine the relationship between perceived sleep quality and depressive symptoms, as well as the mediating role of EI in this relationship.	188 Spaniards, women (67.6%) and men (32.4%), aged 19 to 75 years (M= 46.45 years, SD= 12.37).	The Trait Meta-Mood Scale (TMMS-24) Pittsburgh Sleep Quality Index (PSQI) Beck Depression Inventory-II (BDI-II)	Emotional clarity and emotional repair correlated negatively with depression (r=-.198, -.176, p<.05) and subjective sleep quality (r=-143, p<.01; r= -.048, p<.05). 36.6% of the total variance in depression was explained by the global model, which included subjective sleep quality and the three EI mediators (Rs-q= 0.366, F=17.44, p<.01), considering age as a covariate, β= -0.104, 95%CI [- .182; - .026].
21	Abarca et al. (2020) / Revista de investigación Apuntes Universitarios/Perú	Emotional intelligence and burnout in early childhood education teachers in Ayacucho, Peru.	Relating EI and burnout in state early education teachers in Ayacucho.	294 female early childhood education teachers, ages 23 to 65 years (M= 40, SD= 9.25)	EI Scale (WLEIS; Merino et al., 2016) validated in Peru, Teacher Burnout Revised (CBP-R; Moreno-Jiménes et al., 2010) Peruvian validation and the sociodemographic card.	There is a significant negative correlation (p< 01) between the Burnout dimensions (core burnout and lack of fulfillment) and the EI dimensions: use of emotions (r=-.38; r=-.33), emotion regulation (r=-.28; r=-.26), appraisal of own emotions (r=-.25; r=-.21) and appraisal of others' emotions (r=-.11; r=-.15).

22	Szcześniak y Tułecka (2020) /Psychology Research and Behavior Management/ Polonia	Family Functioning and Life Satisfaction: The Mediatory Role of Emotional Intelligence	Examining the association between family functioning and life satisfaction and the mediating role of EI in Polish adults.	204 female (86%) and male (14%) participants between the ages of 18 and 70 years (M= 34; SD= 9.49).	EI Questionnaire (INTE; Jaworowska and Matczak, 2001), Family Adaptability and Cohesion (FACES IV; Margasiÿski, 2015) and Satisfaction with Life Scale (SWLS; Juczyński, 2011) Polish versions.	EI partially mediates the relationship between family functioning (cohesion, flexibility, communication, family satisfaction) and life satisfaction (β ranged from .28 to .52, p<.001).
23	D'Amico et al. (2020) / Psychological Topics/ Italia	The Relationship between Perceived Emotional Intelligence, Work Engagement, Job Satisfaction, and Burnout in Italian School Teachers: An Exploratory Study	Investigates the relationship between perceived EI, burnout, job engagement and job satisfaction.	238 Italian teachers 207 women and 31 men aged 26 to 66 (M= 50; SD= 9.16)	Wong and Law EI Scale (WLEIS; (Lliceto & Fino, 2017), Copenhagen Burnout Inventory (CBI; (Fiorilli et al., 2015), Utrecht Work Engagement Scale (UWES; Balducci et al., 2010) and Organizational Satisfaction Scale (QSO; Cortese, 2001) Italian versions.	EI correlates positively with total job engagement scores (r=.42, p<.01), job satisfaction (r=.38, p<.01) and negatively with total burnout score (r= - .31, p<.01).
24	Shabani et al. (2020) /Cogent Education/ Irán	Undergraduate students' emotional intelligence and their perceptions of learner autonomy: Interface between social science and English language students	Exploring the relationship between emotional intelligence (EQ) and perceptions of learner autonomy (LA) of undergraduate students.	185 undergraduate students	Emotional Intelligence Inventory (EQ-i; Bar-On emotional quotient inventory), Learner Autonomy Questionnaire (Xu et al., 2004).	There is a significant moderate relationship between participants' total EQ scores and their perceptions of autonomy (r=.37, p<.001).
25	Neyra-Elguera et al. (2020) /Revista Neuropsiquiatría/Perú	Resilience and emotional intelligence in patients diagnosed with substance use disorder	To determine the relationship between resilience and EI in patients diagnosed with substance use disorder.	43 patients were hospitalized or attended outpatient outpatients at the Moisés Heresi Hospital Complex in the city of Arequipa, 13 women (30%) and 30 men (70%), between 15 and 53 years of age.	BarOn Emotional Inventory (I-CE; Ugarriza, 2003) adapted to the Peruvian context, Wagnild and Young Resilience Scale (Novella, 2002) translated and adapted to Peru.	The correlation between EI and resilience is significant and positive (r=.708, p<.01).
26	Morales-Castillejos at al. (2020) /Revista Cuidarte/México	Relationship of emotional intelligence with the care provided by nurses	To describe the relationship between EI and the care provided by nurses in a public hospital in Mexico.	127 female (98.5%) and male/1.5%) patients, aged between 26 and 40 years (M=30.71; SD=5.07).	Emotional Intelligence Inventory (I-CE; Ugarriza, 2001), Evaluation of Nurse-Centered Care Behaviors (ECCOE; Morales-Castillo et al., 2016) adapted to Spanish and sociodemographic card.	There is a high and significant relationship between EI and human care (r=.816; p=.001), an R^2 =.704 (simple linear regression); EI explains 70.4% of the variability of care in nurses' practice.
27	Shahin (2020) /Journal of Taibah University Medical Sciences/ Arabia Saudita	Emotional intelligence and perceived stress among students in Saudi health colleges: A cross-sectional correlational study	Assessing correlations and divergences between EI and perceived stress among health sciences students in applied health sciences faculties in Saudi Arabia.	274 nursing and paramedic students	The Perceived Stress Scale (PSS) MindTools test (Goleman, 1998)	There was a negative and statistically insignificant correlation between participants' EI scores and their mean perceived stress scores. However, the p-value approached significance (p= .051, r= -.215).
28	Yadav et al. (2020) / International Journal of Clinical Pediatric Dentistry/India	Emotional Intelligence and Perceived Stress among Dental Undergraduates in Delhi	To assess EI and perceived stress among dental students and determine their relationship.	323 undergraduate dental students	The Schutte Emotional Intelligence y Perceived (Schutte, 1998) y Stress scale (PSS-10; Cohen et al. 1999)	There was a significant difference (.008) between genders with respect to perceived stress. The analysis showed an inverse relationship between emotional intelligence and perceived stress (r=-0.227) which was found to be statistically significant.
29	Gavín-Chocano y Molero (2019) / Psychology Society & Education/España	Study on emotional intelligence, quality of life and interpersonal relationships of people with intellectual disabilities.	To establish the existence of significant correlations between the dimensions of the EI and quality of life (QOL) assessment instruments and interactions of a group with intellectual disabilities (ID).	15 participants with a degree of disability of 64.07% from an occupational center, 8 women (53.5%) and 7 men (46.65%), aged between 17 and 69 years (M=34.93; SD=12.28).	Trait Meta-Mood Scale (TMMS-24; Fernández-Berrocal et al., 2004), INICO-FEAPS S Scale (Gómez, Verdugo & Árias, 2015) and Sociogram or social map.	Positive relationship between the emotional clarity (EI) dimension and all CV dimensions (r >.15), also, emotional repair (EI) and CV dimensions (r >.11) except with emotional well-being (CV) (r=.40). In addition, in the emotional clarity and emotional repair dimensions, significant differences were found with age ($\chi 2$=6.020; p=.049) and ($\chi 2$=6.993; p=.030) respectively, being more favorable for those aged 21 to 39 years rather than those aged 25 years.

30	Yadegar et al. (2019) /Journal of Caring Sciences/Irán	Relationship with Emotional Intelligence and General Health among Male Smoker Staff in Urmia University of Medical Sciences	Investigating the relationship between EI and general health in male smokers.	350 male smokers between 30 and 50 years of age working at Urmia University of Medical Sciences	Standard EI emotional intelligence questionnaire (Cyberia Shrink; Abdolmaleki et al., 2015), General Health Questionnaire (GHQ-28) designed by Goldberg and Williams, and demographic information questionnaire.	There was a significant inverse relationship between EI scores and general health dimensions (r=-.530 with physical symptoms, r=-.605 with anxiety, r=- .440with social isolation and r=-.598 with depression; p<.001).
31	Ardiles et al. (2020) / Ciencia y enfermería/ Chile	Emotional intelligence and its potential to prevent anxious-depressive symptoms and stress in nursing students.	To analyze the relationship between EI and anxious-depressive symptoms and stress in nursing students.	80 first year nursing students	Trait Meta Mood Scale (TMMS-24; Fernández-Berrocal et al., 2004), Depression, Anxiety and Stress Scale (DASS-21; Antúnez, 2012)	Perception, Understanding, and Emotional Regulation correlate inversely with Depression: (-.03, -.358 and -.656, respectively). Anxiety (.015, -.21 and -.315, respectively). Stress (-.094, -.320 and -.510, respectively).
32	Salvador-Ferrer et al. (2019) /Acciones e investigaciones sociales/España	Volunteering as a determinant of emotional emotional mastery and resilience: the case of social work students of Social Work at the University of Almeria	To provide evidence on the relationship between Volunteering (V), EI and Resilience(R).	47 Social Work students, women (64%) and men (32%) between 18 and 50 years of age.	Cuestionario de IE Trait Meta-Mood (TMMS-24; Fernández-Berrocal et al., 2004), Cuestionario de Motivaciones de Voluntariado (Chacón and Dávila, 2001) Spanish version and Cuestionario de Resiliencia (Rodríguez et al., 2009) adapted to Spanish.	Knowledge (V) by itself did not have a statistically significant direct effect on Perseverance (R) (β=.07, p≤.25). Therefore, Emotional Regulation mediated the indirect effect (a*b) of the relationship between Knowledge (V) on Perseverance (R) (β=.14, CI [.004, .4634]) Knowledge influences Emotional Regulation (β=.24, p≤.01) and Emotional Regulation influences Perseverance (β=.07, p≤.25).
33	Öztimurlenk (2019) / Business & Management Studies: An International Journal/ EE. UU	An empirical study on personal factors affecting emotional intelligence levels of employees in the u.s	To explore the impact of some personal factors on employees' EI levels.	98 participants, women (58.2%) and men (41.8%) between the ages of 21 and 50, the majority (75.5%) college graduates.	Wong and Law EI Scale (WLEIS) and sociodemographic sheet	A significant relationship was found between education and EI (r=.307 with own emotional appraisal, r=.660 with emotional appraisal of others, r=.024 with emotion regulation, r=.110 with emotion use, and r=.010 with total scale, p<.05). In addition, employees with an undergraduate or graduate degree showed higher levels of EI than those with a high school degree.
34	Nunes y Toledo (2019) /Revista Basilera de Educación Médica/ Brasil	Association between emotional intelligence and empathy among medical students: a single center cross-sectional study, Brazil, 2019	To evaluate the association between EI and empathy and to assess whether sociodemographic factors and year of medical school influence the level of EI and empathy.	193 volunteers, 126 women (65.3%) and 67 men (34.7%), aged between 17 and 40 years (M=22.6; SD=4.1).	Jefferson Scale of Empathy (JSE-S; Hojat, 2014) y el Schutte Self-Emotional Intelligence Test (SSREIT; Toledo et al., 2018) versión brasilera	Moderate positive correlation between empathy and EI total scores (r= .304, p=.000). Also, it had a weak positive correlation with emotional management and perception (r = .189, p=.009; r= .230, p=.001) and moderate positive correlation with emotional management towards others (r=.30, p =.000). In addition, increasing levels of EI were associated with increasing age (p.adj= .018).
35	Acebes-Sánchez et al. (2019) /BMC Public Health/España	Physical activity and emotional intelligence among undergraduate students: a correlational study	Examining possible relationships between physical activity and emotional intelligence in undergraduate students in Madrid.	2960 university students from Madrid (M=21.34, SD=4.34 years)	Trait Meta-Mood Scale (TMMS-24; Fernández-Berrocal et al., 2004), Global Physical Activity Questionnaire (GPAQv2¸ Cleland et al., 2014)	Sex, age, and leisure-time physical activity (PA) (LTPA) were associated with emotional repair (r2c=.024). There were significant differences in EI by sex (p≤.001; η2p=.039), with higher scores on emotional attention for women (p≤.001) and emotional clarity (p≤.001) and repair (p≤.001) for men.
36	Kamranpour et al. (2019) /Journal of Holistic Nursing and Midwifery/Iran	Relationship of Emotional Intelligence With Sexual Function in Females	To determine the relationship between EI and sexual functioning in clinic women in Rasht city.	100 women referred to health centers in Rasht city	Bar-On emotional quotient inventory (EQ-i; Bar-On, 1997), versión persa.Female Sexual Function Index (FSFI)	Their sexual function and its six domains were positively correlated with their EI (r= .60, p< .05) and 37% of the variance in female sexual function was predicted by EI.
37	Delgado-Gómez et al. (2019) /Formación universitaria/España	Relationship between Intelligence Emotional and Psychopathological Risk in College Students	To describe EI and psychopathological risk in different university degrees, and to know their interrelation.	A total of 303 undergraduate university students, 163 women and 140 men, aged 17 to 47 (M=20.5, SD=4.4), participated. 163 females and 140 males, aged between 17 and 47 (M=20.5, SD=4.4), were studying the first year of their degree at the Escuela Politécnica Superior (127) and nursing at the Universidad Católica de Murcia (UCAM, 176).	Trait Meta-Mood Scale (TMMS-24; Fernández-Berrocal et al., 2004) adapted to Spanish, Brief Symptom Listing (LSB-50; De Rivera and Abuín, 2012).	It was found that the dimensions of (EI) emotional clarity and emotional repair correlate significantly and negatively with all clinical subscales (r> -.072; r> -.077). On the other hand, a significant and positive relationship of interdependence between emotional attention and depression was found (r=.121).

38	Del Rosal et al. (2018) /Profesorado: Revista de Curriculum y Formación Del Profesorado/España	Emotional intelligence and academic performance in future teachers of the University of Extremadura.	To assess the level of EI (attention, clarity and emotional repair) and to analyze the relationship between EI and academic performance in future teachers at the University of Extremadura.	500 students of Primary and Initial Education, women (76.4%) and men (26.3%) between 18 and 25 years of age.	Emotional Intelligence Scale (TMMS-24; Fernández-Berrocal et al., 2004), in order to know the academic performance, the grades of the previous four-month period were requested.	The overall level of emotional intelligence and academic performance of pre-service teachers is positive and statistically significant (r=.109, p=.015). In addition, males scored higher on emotional clarity and emotional repair than females (p=.000), and females scored higher on emotional attention (p=.230).
39	Moral y Ganzo (2018) /Psicología Desde El Caribe/España	Influence of emotional intelligence on job satisfaction in Spanish workers.	To test the relationship between IEI and job satisfaction (SL)	214 female (56.25%) and male (43.75%) participants between 18 and 65 years of age (M=39.69, SD=19.967) from different professional backgrounds.	Abbreviated EI self-report measure (EQ-i; López-Zafra et al., 2014) adapted to Spanish, Cuestionario de Satisfacción Laboral S20/23 (Meliá, & Peiró, 1989) reduced version.	The EI dimensions that are most closely related to those of SL are Mood (.366 with Intrinsic), Adaptability (.309 with Intrinsic) and, above all, Interpersonal (.419 with Intrinsic, .325 with Physical Environment, .316 with Supervision) as they all show correlations greater than .3 at the 99% confidence level.
40	Sánchez-López et al. (2018) / Escritos de Psicología/ España	Relationship between perceived emotional intelligence and health risk behavior.	To study the relationship between perceived EI and the probability of engaging in risky health behaviors.	219 participants, women (74.4%) and men (25.6%) aged 18 to 59 years (M = 25.13, SD = 7.25).	Trait Meta-Mood Scale (TMMS-24; Salovey et al., 1995) y Domain-Specific Risk-Taking Scale (DOSPERT-30; Lozano et al., 2017) validación española	Emotional clarity and emotional repair skills are inversely related to health risk behaviors (r=-.18, p< .01; r= -.15, p< .01, respectively).
41	Foye et al. (2019) / Eating and Weight Disorders - Studies on Anorexia, Bulimia and Obesity/Inglaterra	Exploring the role of emotional intelligence on disorder eating psychopathology	Explore the role of Emotional Intelligence (EI) and the specific facets that may underpin the etiology of disordered eating attitudes and behaviors.	355 female participants (84%) and male participants (16%)	Self-Report Emotional Intelligence (SSEIT, Schutte, 1998) y Test The Eating Attitudes Test (EAT-26)	Correlation with disordered eating attitudes: Global EI (r=-.371, p< .001), Appraisal of Own Emotions (r=-.363, p=.09), Emotional Regulation (r=-.477, p<. 001), Emotional Utilization (r= -.346, p=.004), Optimism (r=-.379, p=.001), Appraisal of Others' Emotions (r=.158, p=.171), Social Skills (r=-0.092, p=.426).
42	Seena et al. (2017) / Indian Journal of Positive Psychology/ India	Emotional intelligence, spiritual intelligence and subjective well-being of yoga practitioners	To assess EI, spiritual intelligence and well-being of yoga practitioners and also to understand the relationship and also to understand the relationship of the variables under study.	60 yoga practitioners (with three years of practice) 34 men and 26 women and 60 non-yoga practitioners 35 men and 25 women, aged between 25 and 50 years old.	Emotional Intelligence Inventory (EII; Thomas y Sushama 2003), Spiritual Intelligence Self-Report Inventory (SISRI; King (2007) y Subjective Well-Being Inventory (SWBI; Suhani y Sananda Raj, 2001)	EI correlates significantly and positively with spiritual intelligence (r=.44, p<.001) and subjective well-being (r=.46, p<.001).
43	Ranasinghe et al. (2017) / BMC Medical Education/Sri Lanka	Emotional intelligence, perceived stress and academic performance of Sri Lankan medical undergraduates	To explore the relationship between EI, perceived stress, and academic performance and associated factors among medical students.	471 female (56%) and male (44%) medical students.	Self-Report Emotional Intelligence (SEIT; Shutte, 1998), Perceived Stress Scale (PSS), Schutte Self-Report and demographic data questionnaire.	Participants who pursued graduate studies had a higher EI score (121.3 ± 11.2) than those who did not (117.6 ± 14.3) (p <.001, d = 0.47). The 5th year students who passed the CS exam had a higher EI score (123.7 ±9.6) than those who failed the CS exam (103.2 ±22.7) (p<.001, d=1.18).
44	Barraza-López et al. (2017) / Rev Chil Neuro-Psiquiat/Chile	Relationship between emotional intelligence and depression-anxiety and stress in first-year medical students	To determine the relationship between EI branches and self-perceived symptoms of depression-anxiety and stress.	106 first-year medical students.	Questionnaire for self-perception of EI (TMMS-24) and Depression, anxiety and stress (DASS-21).	The depression symptom is related to the EI dimensions: attention, clarity and repair (r= .211, p= .05; r= -.350, p = .01; and r= -.433, p=. 01, respectively), also with anxiety (r= .003; r = -.408, p= .01; and r=-.230, p= .005, respectively) and stress (r= .159; r = -.32, p= .01; and r=-.279, p= .005, respectively).
45	Liébana-Presa et al. (2017) /Psychology, Society, & Education/ España	Relationship between emotional intelligence and burnout in student nurses in nursing students	To investigate whether there is a relationship between EI and EI and burnout as a result of studies.	134 female (81%) and male (19%) nursing students over 18 years of age (M=21.52).	Escala de IE de Schutte (SSIE-33; Schutte et al., 1998), Escala de IE (EIE-25; Ramos et al., 2007), Maslasch Burnout Inventory Students Survey (MBI-SS; Schaufeli et al., 2002).	Schutte-SSIE-33, the EIE-25 scale is positively correlated (r=.634, p=.01). EI (measured with EIE-25) is associated with Burnout dimensions and the most correlated is with Efficacy (r=.419). Then, it is inversely related to Cynicism (r=-.141). Likewise, a positive correlation was found between motivation (EI) and age (r=.18, p=.038).
46	Naqvi et al. (2016) / Bulletin of Education and Research/Pakistán	The Relationship between Emotional Intelligence and Performance of Secondary School Teachers	To investigate the relationship between EI and teacher performance at the secondary level.	950 secondary 586 males and 364 females.	Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF) and students' scores on the annual test conducted by the Board of Intermediate and Secondary Education Lahore (BISE).	Teaching performance was found to have a statistically significant positive relationship with EI dimensions: well-being (r=.119, p<.01), self-control (r=.170, p<.01), emotionality (r=.093, p<.01), sociability (r=.188, p<.01) and global trait (r=.134, p<.01).

47	Liu y Ren (2018) / Curr Psychol/China	Moderating Effect of Emotional Intelligence on the Relationship between Rumination and Anxiety	To examine the relationships between rumination, EI and anxiety, focusing particularly on whether EI moderated the association between rumination and anxiety.	4394 Chinese university students, 238 males and 196 females aged 19 to 23 years (M=20.17, SD=1.27).	Self-report emotional intelligence scale (EIS; Ouyang et al. 2015) translated into Chinese, the ruminative response scale (RRS; Maxwell y Siu 2008) translated into Chinese, the Beck anxiety inventory (BAI; Kin-wing 2002) translated into Chinese	Rumination significantly predicted anxiety (β = 0.29, p < .01). However, EI added a significant increase and was significantly related to anxiety (β = -0.29, p < .01) and there was a significant shift between EI and rumination (β = -0.24, p < .01). Also, there was a significant positive relationship between rumination and anxiety at low levels of EI (β = .53, p < .01), but with high levels of EI, the relationship between rumination and anxiety was not significant (β = .05, p > .05).
48	Pereira et al. (2016) /Psicooncología/ Portugal	The importance of emotional intelligence and meaning in life in psycho-oncology	Testing differences in the relationship between emotional intelligence, purpose in life, and life satisfaction between people with cancer and healthy people.	Portuguese population: 214 participants without chronic disease (41 men and 173 women; M= 53) and 202 cancer patients (40 men and 162 women; M= 58.65).	Self-perceived emotional intelligence questionnaire, Purpose in Life Test, revised version in Portuguese (PIL-R) and Satisfaction with Life Scale (SWLS).	The overall assessment of the structural models was found to be acceptable for both: oncology patients [$\chi 2$ (540) =546.16, B-S p< .001, CFI=. 96, TLI=.95, RMSEA=.05 (CI=.041, .052), SRMR= .04] and general population [$\chi 2$ (540) = 689.46, B-S p<.001, CFI=.94, TLI=.93, RMSEA=.05 (CI=.043, .056), SRMR=.05]. Path coefficients between existential meaning and SWL were significant for both oncology patients (β=0.75, p< .01) and the general population (β= 0.18, p< .01). Experiential meaning was not significant in predicting SWL for the general population (p> .05) and showed a significant effect for the oncology patient group (β= 0.59, p< .01). Together, the EI components and PIL variables accounted for approximately 24 % of the variance in SWL for oncology patients (R2= 0.24) and 16 % for the general population (R2= 0.16).
49	Cejudo (2016) / Electronic Journal of Research in Educational Psychology/España	Relationship between Emotional Intelligence and mental health in School Counselors	To study the relationship of EI, as a capacity, and EI, as a trait with mental health, in a sample of educational counselors.	203 male (54.7%) and female (45.3%) counselors	Mayer-Salovey-Caruso EI Test (MSCEIT; Mayer, Salovey & Caruso, 2000), Cuestionario de Inteligencia Emocional Rasgo Short Form (TEIQue-SF; Pérez-González, 2010) adapted to Spanish in its reduced version and Mental Health Scale (MH-5; Alonso et al., 1995) adapted to Spanish.	There was a statistically significant, positive relationship of mental health with trait EI (r=.53, p<.01). There was a statistically significant, positive relationship of mental health with EI ability (r=.29, p<.01).
50	Suárez et al. (2016) / Revista de la Universidad de Santander. Salud/Colombia	Suicidal ideation and its relationship with emotional intelligence in Colombian university students	To identify the relationship between suicidal ideation and EI in young Colombian university students.	186 college students between 18 and 37 years of age (M=21.4, SD=2.8).	Trait Meta Mood Scale-24 (TMMS-24; Fernández-Berrocal et al., 2004) and the Beck Suicidal Ideation Inventory (BIS; González et al., 2000).	A significant negative correlation was found between suicidal ideation and EI dimensions (r= -.198, p=.007, with emotional clarity and r= -.170, p=.020 with emotional repair). However, the ability to attend to emotions is not associated with suicidal ideation (r=.108, p=.143).
51	Behzadmeh et al. (2016) /Asian Social Science/Irán	The Study of the Relationship between Depression and Emotional Intelligence among the Students of Zabol University of Medical Sciences in 2014	To determine the relationship between depression and EI in students of Zabol University of Medical Sciences in 2014.	294 students	Emotional Intelligence Questionnaire EQ-i (Bar-On, 1997) and Beck Depression Questionnaire.	A significant inverse relationship was found between emotional intelligence and depression (p< .001, r=.584).
52	Páez y Castaño (2015) / Psicología desde el Caribe/Colombia	Emotional intelligence and academic performance in college students	To describe EI and determine its relationship with academic performance in college students.	263 students of the undergraduate day programs of the Universidad de Manizales. University of Manizales.	Abbreviated EI self-report questionnaire (EQ-i; López Munguía, 2008) validated in Lima university students and academic performance report.	Correlations between EQ and total average score are evident for the Medicine (r=.435, p<.01) and Psychology (r=.283, p<.05) programs.
53	Alecsiuk (2015) / Revista Argentina de Clínica Psicológica/ Argentina	Emotional Intelligence and Empathy Attrition in Therapists	To provide information on the influence of EI as a protective factor against empathy burnout	158 health professionals, 145 psychologists and 13 psychiatrists, women (84.2%) and men (15.8%) aged between 24 and 79 years.	Perceived Emotional Intelligence Scale (TMMS-24; Fernández-Berrocal et al., 2004), Empathy Exhaustion Scale (ESAPE; Maín et al., 2009) and sociodemographic information sheet.	Significant relationship, the greater the emotional attention, the greater the vulnerability experienced by the professional (β=-0.178; p<.029). Also, the greater the capacity to repair emotions, the lower the level of professional involvement (β=-0.286; p<.001).

54	Sánchez-López et al. (2014) / Investigación en educación médica/ México	Correlation of emotional intelligence with psychological well-being and academic performance in undergraduate students.	To investigate the degree of correlation between EI and psychological well-being scales and the prediction of academic performance.	90 students from the Physical Therapy, Human Communication and Occupational Therapy careers, women (84.4%) and men (15.6%) aged 18 to 31 years (M=21.6, SD=2.8).	Psychological Well-Being Scale (EBP, Sánchez-Cánovas, 2007) and EI Profile Questionnaires (PIEMO; Cortés et al., 2000).	The overall PIEMO score correlated significantly with scores of (EBP) subjective psychological well-being (rho=.505, p= .0001) and material well-being (rho =.527, p=.0001). In addition, Subjective well-being correlates with EI dimensions: inhibition, optimism, social ability, emotional expression, achievement and self-esteem (.388, .560, .387, .390, .514 and .443, respectively). Material well-being correlates with inhibition, optimism, emotional expression, achievement and self-esteem (.404, .572, .465, .519 and .480, respectively).
55	Guzmán y Acosta (2013) /Saber/Venezuela	Emotional intelligence and toxic management in the heads of academic departments. Universidad de Oriente, Sucre, Cumaná.	To analyze the relationship between EI and toxic management in academic department heads and program coordinators at Universidad de Oriente.	132 informants from the UDO-Sucre, Cumaná, 114 professors and 18 employees	Emotional Quotient Test (EQ; Goleman, 1998) and Interpersonal Questionnaire on Psychoterror, Naming, Stigmatization and Rejection in Social Organizations (CISNEROS; Piñuel, 2004).	A strong positive correlation was found between EI and toxic management in bosses (r=.9975).
56	Rodríguez y Suárez (2012) / Psicogente/ Colombia	Relationship between emotional intelligence, depression and academic performance in psychology students.	To identify the relationship between perceived EI, depression and academic performance in psychology students.	77 students from II and IX semester, 57 women (75%) and 19 men (25%) between 16 and 35 years of age (M=20.4; SD=3.2), 61 people (80%) between 18 and 23 years of age.	Traid Meta Mood Scale-25, which was reviewed by three expert judges The Traid Meta Mood Scale-25 was subjected to review by three expert judges, Beck Depression Scale (BDI) and academic averages.	An inverse correlation was found between Depression and EI dimensions (r= -.362, p=.001, with Emotional clarity and r= -.303, p=.008, with Emotional repair). However, the highest correlation of academic performance and EI was (r= -.11, with Emotional Clarity). Also, low achievers are significantly higher in mean subjective BP (88.5 ± 2.8) compared to high achievers (82.8 ± 4.6).
57	Espinoza y Sanhueza (2012) /Acta Paulista Enfermagem/España	Fear of death and its relationship with the emotional intelligence of nursing students from Concepción.	To know the fear of death and its relationship with EI and other variables in nursing students in the last years of years of study	188 students in the last years of a university university in the city of Concepción, 145 women (77%) and 43 men (23%) (M=22; SD=1.2).	Trait Meta Mood Scale (TMMS-24; Fernández-Berrocal et al., 2004) and the Collet-Lester Fear of Death Scale, (Venegas et al., 2011) adapted to Spanish.	Fear of death correlated significantly and inversely with the EI dimensions of emotional understanding (r= -.173, p<.05) and emotional regulation (r= -.107, p=.147). But, it correlated positively with emotional perception (r=.169, p<.05).
58	Alavinia y Ahmadzadeh (2012) / English Language Teaching/ Iran	Toward a Reappraisal of the Bonds between Emotional Intelligence and Burnout	To investigate whether there is any significant relationship between burnout and EI among EFL teachers. To investigate whether EI can significantly contribute to the prediction of burnout. In addition, whether there is any significant difference in burnout, teachers' EI and self-efficacy with respect to demographic variables.	75 English teachers 37 men and 38 women, between 22 and 45 years of age.	EQ-i (Bar-On, 1997), Maslach Burnout Inventory-Educators Survey (Maslach, Jackson, & Leiter, 1996) and sociodemographic questionnaire (Maslach, Jackson, & Leiter, 1996).	Significant negative correlation between EI and Burnout (r= -.69, p<.01). Total EI score is a negative predictor of teacher Burnout (β= -0.58, t= -7.31, p< .01, F= 69.17). There were significant positive correlations between EI and Years of Teaching (Experience) (r= .38, p< .01), EI and Age (r= .25, p< .01) and significant negative correlations between Burnout and Years of Teaching Experience (r= -.35, p< .01), and Burnout and Age (r= -.32, p< .01). With respect to gender, teachers were not significantly different in their EI scores (t=.42, df= 73, p>.05), but were significantly different in their burnout scores (t= -2.22, df= 73, p<.05), with women being more prone to burnout.

DISCUSSION

The purpose of this study was to identify the measurement instruments and related variables/factors associated with EI based on the compilation of scientific literature in the international context of the last 10 years. The main findings are discussed below.

In relation to the measurement instruments, the underlying approach most employed in the research was the cognitive approach, specifically the four-skills model (Mayer & Salovey, 1997; Extremera et al., 2019; Merino-Soto et al., 2019; Acosta-Prado Zárate-Torres., 2019; Mikulic et al., 2018; Vaughan & Laborde, 2017; Merino Soto et al., 2016 and Lopez-Zafra et al., 2012). Also, five studies were congruent with the theory of four related factors and the internal structure of the instrument. However, two studies showed six interrelated factors (Mikulic et al., 2018; Vaughan & Laborde, 2017).

Next, in six studies, they used the theoretical foundation of three skills (Salovey & Mayer, 1990; Bueno et al., 2021; Gonzales et al., 2020; Teruel et al., 2019; Yan et al., 2019; Omar et al., 2013; Arruza et al., 2013); however, only in the work of Gonzáles et al. (2020) was congruence found between the theory and the internal structure of the scale, and the others presented an underlying structure different from the theoretical model, i.e., a two-factor and five-factor interrelated solution (Bueno et al., 2021; Omar et al., 2013; Arruza et al., 2013).

Also, the strategic EI model (Yan et al., 2019) was developed on the basis of the skills model but focused only on the top two branches (Mayer et al., 2002), thus developing two new perspectives with a unidimensional internal structure: 1) Emotional understanding, whose content derives from Roseman's theory (2001) and 2) Regulation, which is based on the situational judgment paradigm. Also, Teruel et al. (2019) designed a model that only captures two dimensions of the skills model, which are emotional appraisal and regulation; likewise, they opted for the factorial adjustment of four dimensions.

On the other hand, two studies respond to the conception of mixed EI. Thus, the research by Salavera and Supervía (2019) uses the theoretical model that mixes personality characteristics and emotional skills (Salovey & Mayer, 1990). However, they propose an underlying structure of six related factors, which differs from the original unidimensional model (Schutte et al., 1998). Additionally, only the study by Sánchez-Ruiz et al. (2021) presented coherence between the theoretical model (Petrides, 2009) and the factor structure of four related factors.

Finally, Pérez-Escoda et al. (2021) developed a theoretical framework based on the pentagonal model of emotional competencies (Bisquerra & Pérez, 2007) using an integrative approach. That is, they incorporated other conceptions such as multiple intelligences, studies on well-being, self-esteem, neuroscience, and others. Indeed, the internal structure responds to the five dimensions of the original model.

Regarding the internal structure, most studies reported Exploratory Factor Analysis (EFA; Gonzales et al., 2020; Sanchez-Ruiz et al., 2021; Mikulic et al., 2018; Vaughan & Laborde, 2017) despite having a clear and defined theoretical framework as the EI skills model. On the other hand, Merino-Soto et al. (2016) reported a semi-confirmatory factor analysis. Years later, they performed Confirmatory Factor Analysis (CFA), noting the following analyses: item correlation matrix, communality, corrected item-test correlation, and differential functioning (Merino-Soto et al., 2019). Similarly, most studies showed acceptable fit indices in the AFC (Bueno et al., 2021; Extremera et al., 2019; Salavera & Supervia, 2019; Teruel et al., 2019; Yan et al., 2019; Acosta-Prado & Zarate-Torres, 2019; Vaughan & Laborde, 2017; Perez-Escoda et al., 2021; Omar et al., 2013; Arruza et al., 2013; Lopez-Zafra et al., 2012).

Regarding the input of matrices employed, five were Polychoric correlations matrix (Sánchez-Ruiz et al., 2021; Teruel et al., 2019; Acosta-Prado & Zárate-Torres, 2019; Vaughan & Laborde, 2017; Lopez-Zafra et al., 2012) and five Pearson correlations matrix (Extremera et al., 2019; Salavera & Supervía, 2019; Merino et al., 2016; Pérez-Escoda et al., 2021; Arruza et al., 2013), employing in the latter the Maximum Likelihood (ML) estimation method because the sample is large and the scale has more than five response options (Holgado-Tello et al, 2018). In addition, this method assumes that ordinal variables are treated as continuous and follow a multivariate normal distribution, an aspect that is not assumed by the polychoric correlation matrix (Dominguez, 2014). In general, studies evaluated the quality of the internal structure with different estimators, such as unweighted least squares estimates (ULS, Arruza et al., 2013), robust maximum likelihood (MLR et al., 2017), and robust weighted least squares (WLSMV, Bueno et al., 2021).

Subsequently, most studies reported evidence of validity in relation to other variables, inversely with anxiety (F1=-.238, F2=-.128, F3=-.199, F4=-.253), depression (F1=-.308, F2=-.265, F3=-.422, F4=-.224; Merino et al., 2016) and perceived stress (r=-.40; Extremera et al., 2019) and directly with self-esteem (F1=.180, F2=.256, F3=.230, F4=.164; Merino et al., 2019), life satisfaction (r=.38; Gonzáles et al., 2020) and social skills (r=.574, p<.001; Pérez-Escoda et al., 2021).

Regarding the evidence of reliability, these were analyzed through the internal consistency method, and most articles reported the alpha coefficient; however, in two investigations, the Omega coefficient was used (McDonald, 1999). These report adequate results for the total scale (Extremera et al., 2019) and each of its dimensions (Merino et al., 2019). Therefore, it is

not very suitable to report the alpha coefficient since it does not comply with the tau-equivalence principle (Ventura-León, 2017).

In relation to evidence of equity, only two articles reported it. The first one found differences at the configural level with respect to gender (ΔCFI=.011), and the women's model was the one that did not adjust (Extremera et al., 2019). On the contrary, the second study found psychometric equivalence between the groups examined (Merino et al., 2019). Consequently, the most suitable method is to perform measurement invariance at the configural, metric, strict, and scalar levels (Chen, 2007).

Finally, the studies did not provide normative data. As such, it is valuable and necessary to report them, as they provide an interpretive framework for each individual's scores. Moreover, the relevance of the cut-off points lies in the differences presented by each normative group and much more so when dealing with different cultures (Naqvi et al., 2016; Seena et al., 2017).

On the other hand, several variables related to EI were found. Thus, most research inversely relates EI to depression (Obeid et al., 2021; Salguero-Alcañiz et al., 2021; Ardiles, 2020; Barraza-López et al., 2017; Rodríguez & Suárez, 2012), stress (Obeid et al., 2021; Yadav et al, 2020; Ardiles, 2020; Barraza-López et al., 2017) and anxiety, respectively (Obeid et al., 2021; Ardiles, 2020; Barraza-López et al., 2017; Liu & Ren, 2018). These results are concordant with the model of Salovey and Mayer (1990), in which EI reduces the occurrence and duration of negative emotions that arise as a consequence of stressful events (Sánchez-Álvarez et al., 2015). Therefore, a person who does not understand and manage emotions will experience higher levels of depression, stress, and anxiety (Sánchez-Alvarez et al., 2015).

In general, no significant association was found between EI and sociodemographic factors (Adhikari, 2021). However, an association was found between women and emotional attention; likewise, between men and emotional clarity and repair. Also, a direct relationship was found between EI and academic performance (Del Rosal et al., 2018; Idrogo & Asenjo-Alarcón, 2021; Ranasinghe et al., 2017; Páez & Castaño, 2015). The latter is concordant with the study by Fernández-Berrocal and Extremera (2002), who showed that EI plays a vital role in professional and personal development.

Finally, most studies directly associate EI with resilience (Chikobvu & Harunavamwe, 2022; Neyra-Elguera et al., 2020; Salvador-Ferrer et al., 2019) and academic performance (Idrogo & Asenjo-Alarcón, 2021; Del Rosal et al., 2018; Ranasinghe et al., 2017). This coincides with the underlying theoretical framework due to the fact that EI facilitates understanding, self-motivation, and control of stressful events to face diverse situations with satisfaction and favor the development of the individual (Fernández-Berrocal et al., 2006).

CONCLUSIONS

Thirteen instruments were found with adequate evidence of validity and reliability; likewise, only two studies showed evidence of fairness (Extremera et al., 2019; Merino Soto et al., 2016), and none reported normative data. However, it was identified that the EI measurement instruments most commonly applied in the adult population are the TMMS (Salovey et al., 1995), the WLEIS (Wong & Law, 2002), and EQ-i (Bar-On, 1997). On the other hand, 49 variables related to EI were found; of these, the most frequently repeated variables were directly related to resilience and academic performance, inversely to depression, stress, and anxiety. Finally, the studies that indicated an association between EI and sex could contain bias, given the homogeneity of the samples, since they mostly shared the same sex.

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MG M-R: conception of the design, writing of the manuscript, analysis and interpretation of results.

LO O-U: advice and revision of the manuscript

COMPETING INTERESTS

The authors declare under oath that they have no conflict of interest.

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