

Emotional Intelligence- A Review of Literature

Lubna Javed Rizvi¹, Dr Rima Bin Saeed²

¹ King Saud University, Riyadh, Saudi Arabia. Email: Ljaved@ksu.edu.sa

² King Saud University, Riyadh, Saudi Arabia. Email: rbinsaeed@ksu.edu.sa

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Abstract

The current study focuses on the progress of emotional intelligence (EI) as a model. It traces and discusses different notions and beliefs relating to emotion and cognition and how it embedded in the EI theory. It also reveals different models along with their contribution in this field of study that finally ends with a brief discussion on future improvement of the theory.

Keywords: Bars on model, Emotional intelligence, Goleman model Peter Salovey.

I. INTRODUCTION

Emotional intelligence (EI) is considered to be a psychological paradigm that is being studied since decades for now. However, no concrete definition of EI has been stated in any of these literatures.

Goleman (2001) [1] has defined emotional competence as the ability to recognize one's feelings as well as others feelings in order to inspire self and effectively manage the inner emotions. Schwenk (1995) [2] and Harrison & Pelletier (1998) [3] stated that dearth of emotional intelligence is connected to uninterrupted patterns in the strategic decision making catastrophes. Therefore it can be easily stated that emotional intelligence plays a significant role but what is emotional intelligence? In order to understand that lets split this word into 2 parts emotions and intelligence.

A. What are Emotions?

The western history and psychology has stated emotions and reasoning to be opposite in nature [4-7]. In today's term, emotions are linked with relationships between the people, among families, friends, in a public place, and so on. For instance, happiness might specify one's identification with a friend's achievement; unhappiness

might specify dissatisfaction with one's self. Based on the roots from which the emotions generate or are linked lets us see through the differences, whether it is short term or long term [8-10]. For example, anger and astonishment. Some of the long-term emotions are self-confidence and disbelief, as these kinds of emotions can stay for a longer period of time [9]. The demonstration of emotions is noticeable to interpersonal communication and collaboration [10-12] for example board micro-processes, where they institute emotional practices. Collins (1981) [9] stated that activeness of social interaction can be attributed to emotions of the people involved in it. Goffman (1967) [13] also gave similar statements saying that emotional feelings are the outcomes in form of emotional energy, which are often known as positive emotions like that of self-assurance, gratification, and eagerness. Such positive energy produces high energy and nurtures a feeling of oneness among the people experiencing it. On the other hand, low emotional energy is linked with negative emotions like that of despair, lack of creativity, and low cohesion that gives the feeling of disaffection.

B. Defining Intelligence

The mental model of ability was defined by Terman (1921) [14] as "An individual is intelligent in proportion as he is

able to carry on abstract thinking.” In fact, as per the conventions on intelligence the first symbol of intellect measures the effectiveness of carrying out abstract thinking [15]. Intelligence is often quoted as abstract philosophy. It often forecasts certain type of achievement, especially academic ones. The issue linked to significance of intelligence refers to an old one which should not disappoint us. Spearman (1927) [16] stated that even the most fervent supporters of intelligence at times becomes confused. From having stated about its characteristics that immediately gets transferred by its name, they are set in order to define its nature. At last, the fact shows the actual name has no certain meaning rather just a hypostatized word that can denote anything. Wechsler (1940) [17] stated “Individuals with identical IQs may differ very markedly in regard to their effective ability to cope with the environment.” One of the ways to see this constraint is by sighting human life as naturally complicated and as subject both to chance events and to complex interactions. A second method is to hunt for better ways to evaluate intelligence [15]. A third method is to feature the alteration to a blend of non-intellective elements, such as personality traits. These methods are all corresponding and have all been used with diverse degrees of success in augmenting psychological expectations of positive results. Note, yet, that there is a fourth substitute to dealing with limitations of IQ’s predictive ability. That is to redefine intelligence itself as a blend of mental capability and personality characters. This method seems very unacceptable because it supersedes a century of theoretical usage of the term intelligence.

Classification nonintellectual features intelligence theoretically confuses their meaning [15]. Scarr (1989) [18] stated that goodness in human relations, physical ability (i.e., kinesthetic ability), and certain aptitudes in music, dance, and painting have all been characterized intelligence at one time or another. She restraints, though, that “to call them intelligence does not do justice either to theories of intelligence or to the personality traits and special talents that lie beyond the consensual definition of intelligence” (p. 78). Nevertheless, some theorists in the field of emotional intelligence have suggested this method – termed as mixed models.

Emotional intelligence refers in part to a capability to identify the meanings of such emotional designs and to aim and problem solve on the foundation of them [19]. In order

to have a bird eye view over the history of emotional intelligence history the below mentioned table 1 defines as:

Table I: The history of emotional intelligent can be understood by reviewing the table above

Time	Theorist	Definition
1930s	Edward Thorndike	He defined emotional intelligence as “Social Intelligence” which means the capability to get along with other members of the society
1940s	David Wechsler	Proposes that emotional constituents of intelligence might be vital to success in life.
1950s	Abraham Maslow	Explained how people can construct emotional strength.
1975	Howard Gardner	Publishes <i>The Shattered Mind</i> , introducing the idea of multiple intellects.
1985	Wayne Payne	Familiarizes the term emotional intelligence in his doctoral dissertation titled "A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire (theory, structure of reality, problem-solving, contraction/expansion, and tuning in/coming out/letting go)."
1987	Keith Beasley	In an article published in <i>Mensa Magazine</i> , Keith Beasley utilizes the notion "emotional quotient." It has been recommended that this is the first published use of the notion
1990	Peter Salovey and John Mayer	Psychologists Peter Salovey and John Mayer publish their landmark article, "Emotional Intelligence," in the journal <i>Imagination, Cognition, and Personality</i> .
1995	Daniel Goleman's	The theory of emotional intelligence is disseminated after publication of psychologist and New York Times science writer Daniel Goleman's book <i>Emotional Intelligence: Why It Can Matter More Than IQ</i>

C. Emotional Intelligence

Emotions and reasoning have been viewed in opposition to one another by both western history and psychology [4-7]. The modern view that emotions deliver information about relations, however, proposes that emotions and intellect can in togetherness. Emotions reveal relations among a person and a friend, a family, the condition, a public, or more within, between an individual and an image or remembrance.

For instance, happiness might specify one’s identification with a friend’s achievement; unhappiness might specify dissatisfaction with one’s self. Emotional intelligence refers

in part to an capability to identify the meanings of such emotional designs and to aim and problem solve On the foundation of them [19].

II. EMOTIONAL INTELLIGENCE (E.I.) MODELS

Early theoreticians like Thorndike and Gardner surfaced the way for the current professionals in the emotional intelligence field. Each theoretic model theorizes emotional intelligence from one of two viewpoints: ability or mixed model.

Ability models look emotional intelligence as pure form of emotional capability and thus as original intellect. In contrast, mixed models of emotional intelligence conglomerate mental ability with personality features such as positivity and well-being [20].

Presently, the only capability model of emotional intelligence is that recommended by John Mayer and Peter Salovey [19]. Two mixed models of emotional intelligence have been recommended, each within a slightly altered outset. Reuven Bar-On has put forth a model established within the situation of theory of personality, highlighting the co-dependence of the capability features of emotional intelligence with personality characters and their application to individual well-being. In contrast, Daniel Goleman suggested a mixed model in relation of productivity, incorporating a person's capabilities and personality and relating their conforming effects on productivity in the organization [1]. Salovey and Mayer: An Ability Model of Emotional Intelligence Peter Salovey and John Mayer primary created the term "emotional intelligence" in 1990 and have subsequently sustained to conduct investigation on the importance of the construct. Their pure theory of emotional intelligence incorporates main ideas from the fields of intelligence and emotion. From the theory of intelligence originates the idea that intelligence comprises the ability to carry out abstract thinking. From emotion investigation comes the view that emotions are indications that deliver regular and apparent meanings about relations and that at a number of basic emotions are universal [21]. They suggest that individuals differ in their capability to process information of an emotional nature and in their capability to transmit emotional handling to a broader perception. They then posit that this capability is seen to mark itself in certain adaptive behavior [22]. Mayer and Salovey's idea of emotional intelligence is grounded within a model of intelligence, that

is, it attempts to describe emotional intelligence inside the boundaries of the regular benchmark for a new intelligence [21].

It suggests that emotional intelligence is encompassed of two areas: experimental (ability to observe, react, and manipulate emotional data without essentially understanding it) and strategic (capability to comprehend and achieve emotions without essentially observing emotional state well or fully experiencing them). Each area is additionally distributed into two divisions that range from basic emotional processes to more multifarious processes incorporating emotion and cognition. Emotional perception is the first branch, is the capability to be aware of one own feelings and to show emotions and emotional requirements precisely to others. Emotional perception also comprises the capability to differentiate among honest and dishonest expressions of emotion. The second branch, emotional assimilation, is the capability to differentiate among the different emotions one is feeling and to identify those that are influencing their thinking processes. The third branch, emotional understanding, is the capability to comprehend difficult emotions (such as feeling two emotions at once) and the capability to identify changes from one to the other. Fourth branch, emotion management, is the capability to link or detach from an emotion dependent on its helpfulness in a given context [19].

A representation of this four-branch model is illustrated in Figure 1, which sketches the four branches and the parallel stages in emotion processing related with each branch:

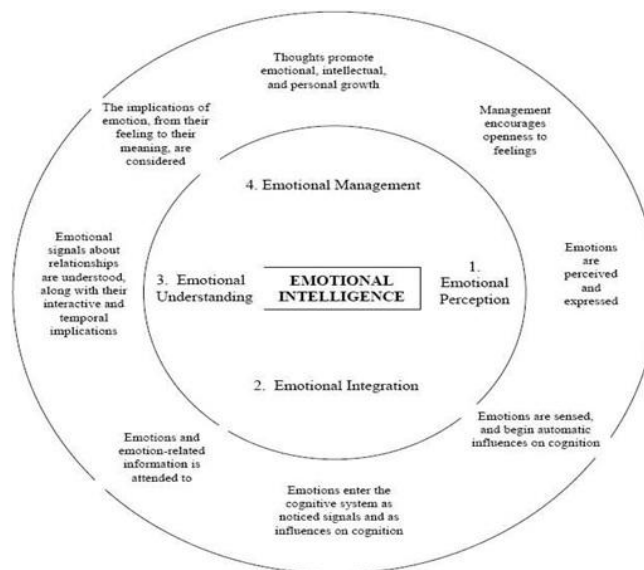


Fig 1: Adapted from Stys, Brown 2004 “A Review of the Emotional Intelligence Literature and Implications for Corrections”

A. Bar-On: A Mixed Model of Emotional Intelligence

One of the first measures of EI (emotional intelligence) was developed by Reuven Bar-On known as "Emotion Quotient". He was the director of the Institute of Applied Intelligences in Denmark and consultant for a variety of institutions and organizations in Israel. This model relates to the potential for productivity and success, rather than productivity or success itself, and is deliberated process-oriented rather than outcome-oriented. It emphasizes on an range of emotional and social capabilities, comprising the capability to be conscious of, comprehend, and express oneself, the capability to be conscious of, understand, and relate to others, the capability to deal with strong emotions, and the capability to adjust to change and resolve problems of a societal or individual nature [23].

In his model, Bar-On frameworks 5 constituents of emotional intelligence: intrapersonal, interpersonal, adaptability, stress management, and general mood. Inside these constituents are sub-parts, as mentioned in the diagram

The model posits that emotional intelligence progresses over time and that it can be developed via training, programming, and treatment.

Bar-On theorizes that those persons with greater than average Emotional .Quotient are in general more effective in meeting contextual demands and burdens. Moreover it was also noted that a lack in emotional intelligence can be a dearth of achievement and the presence of emotional complications. issues in handling with one’s situation is supposed, by Bar-On, to be particularly mutual among those persons missing in the subscales of certainty testing, resolving a problem, patience with stress handling, and impulse control. Overall Bar-On studies emotional intelligence and cognitive intelligence to give in the same way to a person’s general intelligence, which then deals an indication of one’s potential to succeed in life.

Table II: Adapted from Stys, Brown 2004 “A Review of the Emotional Intelligence Literature and Implications for Corrections

Bar-On's Model of Emotional Intelligence Components	Sub-Components
• Intrapersonal	<ul style="list-style-type: none"> o Self Regard o Emotional Self-Awareness o Assertiveness o Independence o Self-Actualization
• Interpersonal	<ul style="list-style-type: none"> o Empathy o Social Responsibility o Interpersonal Relationship
• Adaptability	<ul style="list-style-type: none"> o Reality Testing o Flexibility o Problem Solving
• Stress Management	<ul style="list-style-type: none"> o Stress Tolerance o Impulse Control
• General Mood Components	<ul style="list-style-type: none"> o Optimism o Happiness

B. Goleman: A Mixed Model of Emotional Intelligence

Daniel Goleman, a psychologist and science author who has formerly published many writings on brain and conduct investigation for the New York Times, learned the work of Salovey and Mayer in the 1990's. Goleman was so inspired by the work of salovey and Mayer that he started to do his own investigation in the same area and finally came up with the commendable book named Emotional Intelligence (1995), which acquainted both the public and private segments with the idea of emotional intelligence.

Goleman's model frameworks four chief emotional intelligence concepts. Self-awareness, self-management, social awareness and relationship management.

SELF AWARENESS: capability to read one's emotions and identify their influence while using gut feelings to guide decisions.

SELF MANAGEMENT: includes directing one's emotions and urges and adjusting to varying situations. **SOCIAL AWARENESS:** capability to feel, comprehend, and respond to other's emotions while understanding social systems.

RELATIONHSIP MANAGEMENT: involves the capability to encourage, impact, and improve others while handling conflict [1]. Goleman comprises a set of emotional capabilities within each concept of emotional intelligence. Emotional capabilities are not inborn talents, but somewhat learned competences that must be controlled on and established to attain exceptional productivity. Goleman suggests that people are born with a common emotional intelligence that controls their prospective for learning emotional capabilities. The group of the aptitudes under the numerous paradigms is not haphazard; they appear in synergistic groups that aid and help each other [24]. Goleman’s model is illustrated in table 4 below. The

constructs and competencies fall under one of four categories: the recognition of emotions in oneself or others and the regulation of emotion in oneself or others.

Table III: Adapted from Stys, Brown 2004 "A Review of the Emotional Intelligence Literature and Implications for Corrections

Goleman's (2001)	OTHER	
Emotional Intelligence Competencies	Social Competence	
SELF Personal Competence		
RECOGNITION	<u>Self-Awareness</u> Emotional Self-Awareness Accurate Self-Assessment Self-Confidence	<u>Social Awareness</u> Empathy Service Orientation Organizational Awareness
REGULATION	<u>Self-Regulation</u> Self-Control Trustworthiness Conscientiousness Adaptability Achievement Drive Initiative	<u>Relationship Management/Social Skills</u> Developing Others Influence Communication Conflict Management Leadership Change Catalyst Building Bonds Teamwork and Collaboration

Goleman suggests that people are born with a common emotional intelligence that controls their prospective for learning emotional capabilities. The group of the aptitudes under the numerous paradigms is not haphazard; they appear in synergistic groups that aid and help each other [24].

Goleman's model is illustrated in the figure above. The constructs and competencies fall under one of four categories: the recognition of emotions in oneself or others and the regulation of emotion in oneself or others. Goleman established a theory of emotional intelligence that defining it using five elements 1998.

Self-awareness: The first component is self-awareness. These individuals understand and control their emotions. They are well aware of their strengths and weaknesses, and they believe their intuition [1].

Self-Regulation: Self-regulation is the capability not act hastily. Individuals who are capable to control themselves don't get aggressive, frustrated, worked up, strained, envious or impulsive. They mostly think beforehand they do, and are capable to say "no" to circumstances they don't sense easy with [1].

Self-Motivation: Individuals with high motivation stay determined on a long-term job in pursue of getting outcomes. They are highly dynamic and are challenge seekers [1].

Social Awareness: social awareness, comprises the ability to sense, comprehend, and respond to other's emotions while understanding social setups [1].

Social skills: These individuals are easy to talk to and generally come across as "team players". They will help other team mates to succeed and put their own interest behind. These individuals are good at building and maintaining relations, can resolves differences, conflict and are assured communicators. It also entails the ability to inspire, influence, and develop others while managing conflict [1].

III. CONCLUSION

There is no doubt that the research on emotional intelligence is scarce and still at the developmental stage. Emotional intelligence proponents believe that comprehending, exploring and managing emotions in other and oneself, lies the key to a better-quality life. As the operationalization of the theory is the critical element which endorses their claim, the first and primary challenge that faces the theoreticians is to design a mechanism or develop upon existing procedures which will precisely gauge and measure the emotional skills of an individual. This will also establish to rest the other important question whether emotional intelligence is a separate form of intelligence or just old wine in new bottle. One more challenge is that there are many definitions and methods which is though important and a healthy symbol for any new concept, many a time it leads to misperception among investigators as to which definition or method has to be taken. This has also lead individuals to allege the theory as simple hype and overlooking and trashing the theory as non-existent. To arbitrate or criticize the concept of emotional intelligence to a different standard definitely needs rethinking.

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