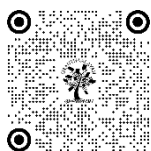


"TRACING THE ROOTS OF EMOTIONAL INTELLIGENCE: A CRITICAL REVIEW OF FOUNDATIONAL THEORIES AND MODELS"

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ABSTRACT

Emotional intelligence (EI) has appeared as a critical domain in understanding human behavior, interpersonal dynamics, and cognitive-affective functioning. Emotional intelligence is the ability to achieve self-defined goals by combining intrapersonal and interpersonal skills. Analyzing and controlling own and other people's sentiments while effectively using them to achieve objectives is part of emotional intelligence (EI). Individuals possess a high EI may sustain strong interpersonal relationships and are capable of understanding the emotive requirements of others. Accomplishment in life is largely dependent on one's Emotional Intelligence. The ability model, mixed model, and Bar-On model are a few of the Emotional Intelligence theoretical frameworks that are examined in this work along with their historical context. Various dimensions and elements are discussed of each model. Descriptive research design is being employed in this study. By integrating theoretical perspectives on developmental pathways, the goal of the research is to give a thorough grasp of how emotional intelligence develops and can be developed.

Keywords: Emotional Intelligence, Feelings, Emotions, Cognition, Interpersonal Skills, Intrapersonal Skills, Stress, Awareness, Adaptability, Job Performance

1. INTRODUCTION

Historically, the thought of Emotional Intelligence (EI) has received little focus due to the false belief that all emotions lead to issues at work (Robbins & Judge, 2009). Goleman (1996) asserts that IQ & EI skills provide two distinct methods for assessing a person's personality. According to Goleman (1996), IQ is not as significant as EI, A high IQ raises the likelihood of having a successful and satisfied existence, excelling in all communications, & managing relations with friends and family, but it doesn't ensure accomplishment in other parts of life, such as reaching goals, maintaining relationships, and performing well at work. Emotional intelligence has an important role in a person's life, profession, & society. Using various training resources can improve it. Emotional intelligence (EI) is necessary for everyone to function and do everything. The processes involved in identifying, utilizing, understanding, & handling one's own & other

individuals' sentiments to address emotionally charged problems and control behavior are referred to as emotional intelligence (Salovey et al., 2004).

EMOTIONS

Emotions are experienced by all. Emotions provide important insights into all facets and domains of the human environment. The term from Latin "emovio," meaning "to move from," is where the term emotion originates. There are many different emotions, including fear, surprise, happiness, and sadness, each of which has a distinct meaning.

Rosaldo (1984) asserts that emotions are "thoughts that are somehow felt in our livers, minds, hearts, stomachs, and skins through flushes, pulses, and movements." They are thoughts that are embodied. One's needs, desires, and the situation all affect their emotions. According to Brown et al. (2003), emotions are important in the workplace because they can drive an individual to complete tasks, regulate behaviour, and play a big part in professional advancement.

Emotions also have an effect on an individual's decision-making. Goleman's (1995) neurological studies demonstrated Emotions' function in the process of determining decisions. "Emotions are internal events that coordinate many psychological subsystems including physiological responses, cognition, and conscious awareness," according to Salovey, Mayer, and Caruso (1999).

INTELLIGENCE

The idea of Intelligence has been described differently by numerous well-known theorists. It seeks to organize and make sense of a variety of events. Neisser et al. (1996) claim that, It is "the capacity to comprehend complicated concepts in order to effectively adapt to environments, learn from experience, engage in various forms of reasoning, and overcome obstacles by using imagination."

Wechster (1958) stated intelligence as the "global or aggregate capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment." "The ability to profit from experience, acquire knowledge, think abstractly, act purposefully, or adapt to changes in the environment" is how Wade & Tavris (2006) define Intelligence.

EMOTIONAL INTELLIGENCE (EI)

Various philosophers and academics have varied definitions for the phrase Emotional Intelligence. They created the phrase Emotional Intelligence (EI) considering their own conceptual framework and viewpoints. Due to its cognitive and physiological connections, Opengart (2005) claimed that psychological theories have an influence on EI. To enlighten the idea of Emotional Intelligence, the current study has mostly concentrated on prominent EI scholars' work, including Peter Salovey, John Mayer, Daniel Goleman, and Reuven Bar-On.

Salovey and Mayer was one who initially proposed the impression of emotional intelligence (EI), who stated it as "a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (Salovey and Mayer, 1990, 1994). There were 4 dimensions in the Emotional Intelligence ability model. Salovey & Mayer (1990) described these as: the capability to recognize, evaluate, & manifestation of sentiment, capacity to create emotions when they make it easier to think, comprehension of emotion, and emotional regulation. EI was later defined simply by Mayer & Salovey (1997) as "the ability to perceive and absorb emotion to facilitate thinking, understand and regulate emotion to promote personal growth."

Bar-On (1997) describes EI as "a range of social, emotional, and personal skills and abilities that impact an individual's capacity to effectively manage his or her specific environmental demands and pressures." Since he satisfies job requirements by applying both his heart and his mind, a person who is able to evaluate his personality's EI level is better able to perform his work than others, claims Bar-On (2004).

2. OBJECTIVE OF THE STUDY

To study the conceptual framework of Emotional Intelligence.

3. RESEARCH METHODOLOGY

- **Research Design:** For this study, a descriptive research design is being employed.
- **Data Collection Method:** Extensive literature review is used in this study. (Google Scholar, ResearchGate, Emerald, JSTOR, etc.)

4. ORIGIN OF EMOTIONAL INTELLIGENCE

The phrase "Emotional Intelligence" was initially adopted early on 1900s. Although Thorndike (1921) was the first psychologist to publish his research on social intelligence, it was not well received at the time. According to him, social intelligence is the capacity to comprehend, control, and behave sensibly towards others. Thorndike also made a distinction between mechanical and abstract intelligence and social intelligence. In the 1940s, Wechster mentioned the intellectual, non-cognitive aspect of broad intelligence.

In addition to continuing to refine his IQ test, he believed that non-intellectual skills were crucial for achieving success in life. "We cannot expect to measure total intelligence until our tests also included some measures of the non-intellectual factors," according to Wechster (1943).

Researchers began examining how emotions affect cognition in the 1970s rather than addressing the two concepts as distinct things (Mayer, 1986). The idea began to acquire traction when Gardner (1983, 1993, and 1999) presented a hypothesis of multiple intelligences that encompassed the kinaesthetic, practical, musical, and personal intelligences in addition to the cognitive intelligences. As stated by Gardner (1983), emotional intelligence (EI) is a collection of interpersonal & intrapersonal intelligences. Gardner defines interpersonal intelligence as the capacity to recognise & respond to the needs, wants, and moods of others. Conversely, intrapersonal intelligence is the capability to comprehend oneself, which includes being conscious of own emotions & perceptions of the world, comprehending own emotions, & being conscious of what one is doing.

Salovey and Mayer first proposed the ability-based EI hypothesis in the 1990s. They were the first to present and create an EI assessment instrument. Goleman's theory centres on emotional intelligence (EI) in connection with work performance & the work environment. According to his thesis, exceptional job performance requires social and emotional competencies (Goleman & Emmerling, 2003).

Many models of emotional intelligence (EI) have developed since Mayer and Salovey's approach, particularly Goleman's best-selling book. Numerous studies have inspected the function of emotions in the workplace and assessed the conceptual connection between feelings & cognition in the workplace. Individual performance is seen to be influenced by interpersonal relationships, cooperation, flexibility, and tolerance in the workplace. According to Goleman, (1998), these crucial interpersonal behaviors are built on emotional intelligence (EI).

Bar-On (1997) maintained that personal intelligences are the antecedents of emotional intelligence (EI) and that general intelligence is made up of both cognitive and emotional intelligence. Some academics believe that emotional intelligence is more significant for day-to-day functioning than the well-known components of cognitive intelligence. Emotional intelligence refers to the social, personal, emotional, & survival aspects of intelligence. According to Bar-On, Strategic thinking is more common in cognitive intelligence and has long-term capacity, whereas emotional intelligence is tactical and concentrated on current functioning. EI measures a person's capability to efficiently manage & comprehend the current situation while taking into account the information at hand. Therefore, emotional intelligence (EI) gauges a person's capacity for adaptation and response to external demands. Numerous models and tests of EI have been created & proposed in light of the construct's current prominence, offering the field new approaches to measuring and conceptualising it.

5. MODELS OF EMOTIONAL INTELLIGENCE

Analyzing the emotional intelligence literature reveals that 3 models are the primary sources of study in this field, and they are highly favoured by academics and other well-known organisations. To illustrate emotional intelligence (EI) as a cognitive ability, Peter Salovey and John Mayer (1990, 1997) developed the first model.

Reuven Bar-On (1997) presented the 2nd model, which defines EI as mixed intelligence made up of personality traits & intellectual abilities. Daniel Goleman (1995) introduced the third model, which characterised EI as a mixed intelligence that encompasses personality and cognitive facets. It proved emotional intelligence in a manner similar to that of the Bar-On model. Goleman has focused more on how personality and cognitive factors affect professional achievement. The constructs and meanings of these models differ. These are covered in the following:

- **MAYER, SALOVEY & CARUSO MODEL OF EMOTIONAL INTELLIGENCE: AN ABILITY MODEL**

The term Emotional Intelligence was initially employed by Salovey and Mayer (1990) & their paradigm is called the Ability Model. Initially, emotional intelligence was described by Salovey & Mayer as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (Salovey & Mayer, 1990). Salovey & Mayer's (1990) first framework suggests that the brain functions that comprise emotional info include personality traits, emotion control, emotion usage, and emotion assessment and expression. In their 1997 amendment of the model, Mayer & Salovey separated the idea of EI based on personal characteristics & limited it to a mental capacity. EI is conceptualised in terms of the capacity for emotional development in the updated model (Mayer & Salovey, 1997), which emphasises the cognitive aspect of EI. Revised definition stated by Mayer & Salovey (1997) stated that EI encompasses "the ability to perceive accurately, appraise and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to regulate emotions to promote emotional and intellectual growth". This model provided mental ability dimensions that ranged from basic to more complicated psychological processes. These branches are:

- 1) **Perception of emotions:** It entails having the capacity to identify feelings as well as the ability to communicate them.
- 2) **Facilitating thoughts:** It is the capacity of an individual to differentiate between various personal emotions and to identify the corresponding outcomes of various emotional reactions. People can utilise this information to complete tasks.
- 3) **Understanding and analysing emotions:** It is concerned with each person's capacity for understanding & acknowledge sentiments & to establish the relationship b/w different emotions & to utilize this emotional information.
- 4) **Reflective regulation of emotions:** It comprises the capacity to control & administer the emotions. It entails being attentive to all emotions. It is the ability of an individual to continue and stop feeling a certain emotion according on how useful it is in a situation (Mayer & Salovey, 1997).

Compared to the Goleman (1995, 1998) & Bar-On (2006) models, the Mayer & Salovey (1997) model offered a distinct & distinctive viewpoint on EI. Salovey & Mayer (1990), emotive knowledge is the extent to which an individual perceives and assesses their own feelings. The Emotional Intelligence Test by Mayer-Salovey-Caruso (Mayer et al., 2002) can be used to operationalize this approach.

- **THE "BAR-ON" MODEL OF EMOTIONAL INTELLIGENCE**

Reuven Bar-On created this EI model in 1997. It is one of the most well-known models of EI that combines personality aspects and cognitive abilities. Personality theory serves as the foundation for the Bar-On (1997) model of EI. Because of the social component of this concept, he described his model as Emotional-Social Intelligence (ESI). Bar-On (1998) introduced the term Emotional Quotient (EQ). Bar-On (1997) asserts that EI is "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures". Bar-On proposed 5 broad areas of emotional intelligence.

The five areas include:

- 1) **Intrapersonal skills:** self-awareness and comprehension, the capacity to communicate emotions and thoughts;
- 2) **Interpersonal skills:** Having awareness and being sensitive to the emotional state of others & an aptitude to create and preserve sound relationship;
- 3) **Stress management:** The capacity of a person to control their emotions and handle stress;
- 4) **Adaptability:** An aptitude to adapt to change effectively; and
- 5) **General mood:** An aptitude to be optimistic and feel happy.

Each of these five areas comprises sub-dimensions comprising moderating variables and essential elements.

The components include:

- a) **Self-regard:** The capability to see & comprehend one-self.
- b) **Emotional self-awareness:** capacity to identify & comprehend one's emotional state.

c) **Assertiveness:** capacity to successfully communicate one's emotions.

The moderating variables include:

a) **Independence:** the capacity to not rely on other people's emotions.

b) **Self- actualization:** Being able to reach one's greatest potential (Bar-On, 2006)

According to Bar-On the interpersonal scale includes following components and moderating variables:

a) Empathy: capability to understand other people's feelings.

b) Interpersonal relationship: The capacity to maintain good relationship with others.

The moderating variable includes:

Social responsibility: having the capability to collaborate with others and engage with one's social group.

Bar-On (2006) further stated that stress management comprised of two key components:

a) Stress tolerance: Capacity to control feelings under pressure, &

b) Impulse control: the capacity to regulate feelings under pressure.

Adaptability scale includes three key components (Bar-On, 2006)

a) Reality testing: Verifying a person's feelings with the outside environment.

b) Flexibility: Having the ability to modify feelings & thoughts in response to evolving circumstances.

c) Problem solving: the capacity to resolve societal and personal issues.

Bar-On stated that the final scale general mood includes two elements:

a) Optimism: Maintaining an optimistic outlook on life, &

b) Joy: sense of fulfilment with oneself & one's overall circumstances.

EI evolves throughout time & can be improved by education and training initiatives, (Bar-On). Cognitive and emotional intelligence are equally significant elements of a individual's overall intellect, according to Bar-On (2006). One tool for implementing the Bar-On concept of EI is the emotional quotient inventory (Bar-On, 1997).

• **GOLEMAN'S MODEL OF EMOTIONAL INTELLIGENCE: MIXED MODEL**

Daniel Goleman initiated his studies on EI after getting influenced with the contribution of Mayer & Salovey in 1990s. Goleman's book "Emotional Intelligence: Why It Can Matter More Than IQ" was the major contribution in the 1995 that received wide popularity among the various organization of public and private sector. According to Daniel Goleman, EI is "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship" (Goleman, 1998). Theory emphasized on social and sentimental competency. Goleman (1998) stated that it is possible to acquire and cultivate emotional abilities to perform exceptionally well in many stages of life., it is not inborn talent. According to Goleman, a person's general emotional intelligence (EI) assesses their learning potential and the development of emotional competences which are required for successful job performance. The theory of EI initially developed by Goleman underwent a number of revisions.

This model emphasized on discussing both personal competence & social competence.

1) Personal competencies: These competencies determine how people manage themselves. These comprised of two clusters: self-awareness & self-management.

A. Self-awareness: capability to recognize about one's inner states, intuitions, & likings. According to Wolff (2005) it consists of three competencies that involves:

a) Emotional awareness: It speaks about having the capacity of an individual to identify feelings & its effects on performance.

b) Accurate self-assessment: capacity to see one's own advantages & disadvantages.

c) Self- confidence: It speaks to the understanding of one's own value & potential.

B. Self-management: One's interior states, resources, and impulses can be controlled and managed. There were six competencies in this cluster.

- a) Emotional self-control: capability to restrain & regulate erratic emotional state and impulses.
- b) Transparency: It makes it easier to behave in a manner that is consistent with one's ideals.
- c) Adaptability: It is the capacity to adapt to change and to do so with flexibility.
- d) Achievement: making an effort to get better and reaching a high standard.
- e) Initiative: Being proactive.
- f) Optimism: It is the capacity of a person to persistently pursue objectives in the face of difficulties and setbacks (Wolff, 2005).

2) Social competencies

These competencies determine how individual manage relationships. These clusters include relationship mgt. & social awareness.

A. Social awareness: Aptitude to be conscious of other's feelings and relationship management. This cluster comprised of 3 competencies.

- a) Empathy: It is a person's capability to grasp & show interest in the opinions & sentiments of others.
- b) Organizational awareness: having ability to read & identify the power dynamics and emotional flow within an entire group,
- c) Service orientation: recognizing, anticipating, & fulfilling the requirements of a client (Wolff, 2005).

B. Relationship management: It is one's degree of skill at creating favourable reactions in others. (Wolff, 2005). It consists of six competencies.

- a) Developing others: Evaluating the skills of others and development needs.
- b) Inspirational leadership: It is the capability to encourage and motivate other individual and group.
- c) Change catalyst: It is the capability to initiate or manage change.
- d) Influence: It is the capacity to use persuasion methods and strategies effectively.
- e) Conflict management: having the ability to resolve conflicts via discussion and compromise.
- f) Teamwork and collaboration: It is the capacity to collaborate with others in order to accomplish shared objectives and foster a sense of teamwork.

Goleman's social and personal competencies may be seen in alike perspectives as Bar-On interpersonal & intrapersonal capabilities. Goleman (1998) "IQ takes second position to emotional intelligence in determining outstanding job performance". There are various similarities among the above three EI models. These models highlight important aspects of emotional intelligence, & there is some agreement about what these aspects are (management of emotions considered as the key component in each model). Mayer & Salovey (1997) stated that conceptualization of EI is only beneficial when kept apart from personality aspects and limited to one's mental capacity, the mixed model does not meet this necessity. According to Spector (2005), the Mayer and Salovey approach is thought to be more scientific since it is more closely aligned with actual intelligence tests rather than self-assessments. Each of the three models has strengths and weaknesses. Although there is some overlap with personality tests, Bar-On's model has been the most extensively used tool for EI researchers. His approach is seen as distinct from the others in evaluating abilities rather than groups, even if it shares similarities with personality traits. It seems likely that further research will be needed prior to a thorough evaluation of emotional intelligence's usefulness can be made.

6. CONCLUSION

In conclusion, the idea of Emotional Intelligence was initially presented by Salovey & Mayer, defining it as "a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (Salovey & Mayer, 1990, 1994). EI's ability model consisted of 4 elements, according to Salovey & Mayer (1990): the capability to recognize, evaluate, & communicate emotion; aptitude to produce emotional state when they support thought; the ability to recognize feeling; & ability to regulate sentiments. Three models are the primary sources of study in this field, and they are highly favoured by academics and other well-known organisations. John Mayer and Peter Salovey (1990, 1997) created the first model, which shows EI as a intellectual capacity. The second model, put forth by Reuven Bar-On in 1997, describes EI as mixed

intelligence, which is composed of both cognitive and personality attributes. The third model, first presented by Daniel Goleman in 1995, defined Emotional Intelligence as a mixed intelligence that comprises both intellectual & behavior traits. It demonstrated emotional intelligence similarly to the Bar-On model. Goleman has concentrated more on the relationship b/w professional success and cognitive & personality traits.

CONFLICT OF INTERESTS

None.

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