

Emotional Intelligence: Requiring Attention

Monica Tudor
Bucharest University of Economic Studies
monica.tudor89@gmail.com

Abstract

This article aims to highlight the need for emotional intelligence. Two methods of measurement are presented in this research, in order to better understand the necessity of a correct result. The results of research can lead to recommendations for improving levels of emotional intelligence and are useful for obtaining data to better compare past and present result. The papers presented in this research are significant for future study of this subject. The first paper presents the evolution of emotional intelligence in the past two years, more specifically its decrease concerning certain characteristics. The second one presents a research on the differences between generations. The third one shows a difference in emotional intelligence levels of children from rural versus urban environments and the obstacles that they encounter in their own development.

Key words: Emotional intelligence, research methods, improvement

J.E.L. classification: M20, M50

1. Introduction

Since the concept first appeared, emotional intelligence has been defined in many ways. EI gained the reputation of being the ability which allows an individual to master his own emotions, understand and control the emotions of others. The actual beginning of emotional intelligence is even older than it was initially thought. The idea that there are different types of intelligence, with direct connections, was part of the field of study since the beginning. Social Intelligence was first mentioned in 1920 by Thorndike, wanting to set it apart from other forms of intelligence. His statement was that "Social intelligence is the ability to understand men and women, boys and girls - to act wisely in human relations" (Thorndike, 1920). The first time when emotional intelligence was used as a term, was in 1985 when Wayne Payne presented his thesis "A study of emotion: developing emotional intelligence" (W, 1985). After this paper, many researchers and authors brought their own contribution to a better understanding of emotional intelligence. Mayer and Salovey (Mayer J, 1990) defined emotional intelligence through four different skills: the way emotions are perceived, how information is understood, how information is used and the way emotions are managed. Petrides defined emotional intelligence from his perspective, as each person's ability to understand their own emotions (Petrides, 2003), (Petrides, 2004) (Petrides, 2009) Nevertheless, the author with the most popular works is Daniel Goleman. He admitted on his website that his work was inspired by an article written by Mayer and Salovey at a time when emotional intelligence wasn't truly defined and it was uncertain if it's an ingredient of life success. (Goleman, n.d.). Nowadays, when his work is one of the best regarded in this field, Goleman admitted that he's very thankful for the way his work has spread and for the fact that emotional intelligence was embraced by educators and a new area of social and emotional learning (SEL) has been developed. The mixed model of emotional intelligence, as presented by Daniel Goleman, brings into discussion four main characteristics as observed and drawn in the table below from his book "The emotionally intelligent workplace".

Figure no. 1 A framework of emotional competencies

	Self Personal Competence	Other Social competence
Recognition	Self-Awareness - Emotional self-awareness - Accurate self-assessment - Self-confidence	Social Awareness - Empathy - Service orientation - Organizational awareness
Regulation	Self-Management - Self-control - Trustworthiness - Conscientiousness - Adaptability - Achievement drive - Initiative	Relationship Management - Developing others - Influence - Communication - Conflict management - Leadership - Change catalyst - Building bonds - Teamwork & collaboration

(Goleman, 1998)

After this period of defining the concept of emotional intelligence, exposing different opinions and reports that proved its utility, researchers started to wonder about the best way to measure emotional intelligence. One of the researchers who brought into attention a model of measurement is Reuven Bar-On. The most recent version of the Bar-On model appeared in 2006 and describes the measurement of emotional-social intelligence. It provides a basis for the emotional quotient inventory which was initially developed to evaluate different aspects of this construct as well as to examine its conceptualization. (Bar-On, 1997b). This model supports the idea that emotional-social intelligence is a mix of emotional and social competencies and abilities that defines how clearly we understand and express ourselves, understand others and relate with them, and handle daily tasks. (Bar-On, 2006) The Bar-On model measures EQ-I by 15 factors and 133 items written as short sentences with a 5-point response scale. (Bar-On, 2006).

During recent research, a new model of social-emotional intelligence measure has been found. It was created by Six Seconds, “the first largest and only non-profit organization dedicated to the development of emotional intelligence” as they introduce themselves. (Freedman, et al., 2016). This type of measurement is a combination of tools that can determine emotional intelligence and help people obtain a framework in order to activate EI abilities. The Six Seconds model is made up of two questionnaires, an assessment of current “success factors” (e.g., effectiveness and relationships) and the EQ measure. This model has already been used for a serious number of articles and reports and it is development focused, statistically reliable, internationally developed and validated and convenient (online administration). (Seconds, n.d.) .

It is well known that there are many other models for measurement, but for this specific research the description of these two is enough in order to emphasize on the development of emotional intelligence on specific criteria.

2. The necessity of emotional intelligence improvement

In the past years, the attention gained by this subject raised the standards of emotional intelligence abilities. Numerous classes, courses, trainings and coaching appeared as a consequence. The tests described above, as Bar-On or the one provided by Six Seconds, are the kind of tests that can offer the detailed level of EI in a person and compare it from one to another. Also, after these tests are applied, some recommendations can help that person improve where there is a lack of ability.

As mentioned earlier, the Six Seconds organization started to assess emotional intelligence all over the world. They released a report that presents the results of 100,000 people assessed in 126 countries and the trends observed during these tests. (Seconds, 2016). According to this report, since their last evaluation in 2014, the level of emotional intelligence declined and important losses have been remarked in the way people maintain their emotional balance (a decrease of 3.3%), intrinsic motivation (self-motivation) (a decrease of 2.9%) and empathy (a decrease of 2.4%). One positive aspect is that people started to think more before acting, and from this point of view there was observed an increase of 0.6%. (Seconds, 2016). The same report illustrates the characteristics that differentiate people in their jobs. These are considered talents and it is stated that each job shall be performed by following these three talents in employee's capabilities. For example, for education the three requested talents are imagination, risk tolerance and entrepreneurship; for healthcare prioritizing, collaboration, imagination etc. (Seconds, 2016).

In a gender comparison, the report published by Six Seconds, shows that there are differences between men and women according to their top 5 talents. Women's talents are reflection, data mining, emotional insight, prioritizing and design, while men's talents are problem solving, risk tolerance, critical thinking, commitment and vision. This report concluded on this topic that women are stronger than men in some emotional intelligence competencies, completing each other in this regard. (Seconds, 2016).

In another research published by Anisa Gul Bhatti, the differences between men and women, on a general level, have been compared. The test of this research was conducted on 100 respondents answering 33 questions with yes or no regarding perception of emotions, emotions used in order to manage thoughts, understanding emotions and managing emotions. The result of this study was that there is no difference between men and women on a general level of emotional intelligence. (Bhatti, 2013).

Emotional intelligence capabilities were measured on three generations in order to understand the differences between them, in a research published in the International Journal of Advanced Multidisciplinary Research and Review. The three authors of this research used the interview as a research method and obtained 216 answers ranging on a scale from 1 to 5. People participating in their research had to define their generation depending on their birth dates. (Akduman, et al., 2015). Their conclusion was that emotional intelligence isn't different from one generation to another, but each generation has its own values which is why some differences of perspective or emotions management can be observed. The authors also mentioned that the research is limited in respondents to people of Istanbul. (Akduman, et al., 2015).

Another study investigated Socio-Emotional Intelligence (SEI) in Colombia for primary education children delimiting the setting (rural vs. urban). The authors involved 1451 students, in fourth and fifth grade. (Lucía Herrera, 2015). The method and instrument chosen by the authors was the Emotional Quotient Inventory: Youth Version. (Bar-On, 2000). A clear difference between the students has been found. The tested abilities were general mood (positive attitude), intrapersonal dimensions (understanding of your own emotions and sharing them with others) and stress management (the ability to recognize one's emotions and control them). (Lucía Herrera, 2015) The authors of this research support the idea that there are differences in emotional intelligence levels between children from rural and children from urban environments due to life conditions. The ones from rural environments are not well trained, their educational materials are not of a high quality and their need for infrastructure, activities with educational purpose, food, medicines and teacher incentives are the factors that influence their emotional intelligence development. (Lucía Herrera, 2015).

3. Conclusions

As observed from the literature review above and from the case studies analyzed, a conclusion can be drawn regarding important elements of emotional intelligence development. There is a continuous need for development and research in this field, adding or removing elements that can relate emotional intelligence with all the domains in which it is applied. Improving research methods or using the methods already available, the research reflects the validity of the proposed question.

The case studies presented used different correlations between emotional intelligence and gender, generation or rural versus urban environments in order to better understand the need for emotional intelligence development. A new research opportunity has been identified through the presented perspectives, namely a comparison between generations in Romania, as well as including results from the rural and urban environments, that can make a difference in emotional intelligence.

4. References

1. Akduman, G., Hatipoğlu, Z. & Yüksekbilgili, Z., 2015. A Research about Emotional Intelligence on Generations. *International Journal of Advanced Multidisciplinary Research and Review*.
2. Bar-On, R., 1997b. *The Emotional Quotient Inventory (EQ-i): Technical manual*.. Toronto: Multi-Health Systems Inc.
3. Bar-On, R., 2006. The Bar-On model of emotional-social intelligence (ESI). *Psicothema 18 supl*, pp. 13-25.
4. Bar-On, R. J., 2000. *Bar On Emotional Quotient Inventory: Youth Version (BarOn EQi:YV), Technical Manual*. s.l.:s.n.
5. Bhatti, A. G., 2013. An Analysis of the General and Gender Difference Regarding Emotional Intelligence among Employees: Evidence from Government and Non-Government Organizations of Hyderabad. *KASBIT Business Journal*, pp. 106-113.
6. Freedman, J., Ghini, M., Fariselli, L. & Jensen, A., 2016. *State of the Heart 2016*. [Online] Available at: <http://www.6seconds.org/2016/04/04/state-heart-2016/>
7. Goleman, D., 1998. An EI-Based Theory of Performance. In: D. G. Cary Cherniss, ed. *The Emotionally Intelligent Workplace*. s.l.:s.n., p. Chapter three.
8. Goleman, D., n.d. <http://www.danielgoleman.info/topics/emotional-intelligence/>. [Online] Available at: <http://www.danielgoleman.info/topics/emotional-intelligence/>
9. Lucía Herrera, R. E. B. O. L. M. B., 2015. Socio-Emotional Intelligence in Colombian Children of Primary Education. An Analysis in Rural and Urban Settings. *International Conference EDUCATION AND PSYCHOLOGY CHALLENGES -TEACHERS FOR THE KNOWLEDGE SOCIETY 3RD EDITION, EPC-TKS 2015*.
10. Mayer J, S. P., 1990. Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence. *Journal of Personality Assessment*, 54, pp. 772-781.
11. Petrides, K. V. & F. A., 2003. Trait emotional intelligence: Behavioral validation in two studies of emotion recognition and reactivity to mood induction. *European Journal of Personality*17, p. 39 – 57.
12. Petrides, K. V., 2009. *Technical manual for the Trait Emotional Intelligence Questionnaires (TEIQue)*., London: London Psychometric Laboratory..
13. Petrides, K. V. F. N. F. A., 2004. The role of trait emotional intelligence in academic performance and deviant behavior at school. *Personality and Individual Difference*. pp. 277-293.
14. Seconds, S., 2016. *State of the Heart 2016*. [Online] Available at: <http://www.6seconds.org/2016/04/04/state-heart-2016/>
15. Seconds, S., n.d. *SEI Emotional Intelligence Tests*. [Online] Available at: <http://www.6seconds.org/tools/sei/>
16. Thorndike, E. L., 1920. Intelligence and Its Uses. *Harper's Magazine*., pp. 227-235.
17. W, P., 1985. *A study of emotion: developing emotional intelligence*. s.l.:s.n.