Models of Emotional Intelligence: Implications for Higher Educational Institutions

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Abstract

Emotional intelligence is found to be an essential part of personal and institutional success, and it has been examined through many models and studies Nicolae (2023). However, there is a dearth of knowledge about precise and appropriate models that should be used to develop emotional intelligence capabilities in higher education students. To respond effectively to the dynamic environment of this century, the competitive environment of today has always pushed for the hiring of personnel in institutions that possess both academic and emotional intelligence skills. It is proposed that by integrating different approaches and strategies into their curriculum, universities might contribute significantly to the growth of EI. A review on the development of emotional intelligence is consistent with opportunities for development in the setting of university students. The findings shows that ability model is the best EI model for academic settings and the Goleman EI Model is best for measuring the performance of employees (teachers) in given areas. Bar-On model is a "superior predictor of human performance" in both workplace and academia. Today's students are tomorrow's employees so higher education should take steps to prepare students according to market needs. Recommendations for implementing EI in higher education are discussed.

Keywords: Emotional Intelligence, Ability, Social, Personality Trait.

Introduction

People are living in an advanced world and are smarter and more accomplished than they were in the past. Young people now face new problems in every area of contemporary science because of the changing globe. Emotional issues are serious and require attention to find research-based remedies. As a result, emotional regulation has become crucial for escaping the unpleasant aspects of becoming a successful individual in academia and the workplace. In addition to their thinking capacity, students' creativity, emotional intelligence, and interpersonal abilities are are being evaluated. EI has been found to have a major impact on pupils' success. Pakistan's educational system does not encourage institutions to use emotional intelligence techniques. Emotional problems have always plagued the people of Pakistan. People with strong EI are successful and creative. Pakistanis must receive emotional training to become resilient enough to face life's obstacles (Muteeb, 2020).

Universities are too busy with completing the curriculum to find time to support their students' emotional needs and help them improve their emotional intelligence. Consequently, the students' performance, achievements, and adaptability all declined. Students were therefore under stress. Students are more likely to acquire emotional problems when parents and instructors are more competitive and have higher expectations. Thus, teaching EI at the tertiary

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level is very crucial. Most people believe that strong interpersonal and intrapersonal ties are as important to academic success as having a high EI.

Stress can have an impact on motivation and academic achievement. Regarding EI, we need to consider how we might motivate others. Are we upbeat, amiable and supportive? Or do we employ tactics like repression and bribery? We may be powerful motivators if we are united, upbeat, and share our accomplishments with others. When we encourage ourselves by telling ourselves, "I have got this, I can do it!" we frequently witness incredible outcomes. Sharing that positive energy with others is a fantastic source of encouragement. We can also bring back memories of those incredibly exciting days and happy moments when they were motivated. Regarding inspiring others, the saying "Actions speak louder than words" holds particular sig nificance. Emotional intelligence is one of the most important abilities. That means EI people are more likely to get hired and promoted than others. EI is not merely a trait but an ability with four essential functions (Whltbourne, 2021).

Literature Review

Emotional intelligence is the ability to reconginzed, comprehend, and utilize feelings, moods, and emotions in a way that is adaptive, whereas emotions are formed in our surroundings because of events and information (Faltas, 2017). Since then, numerous research has shown that EI can predict and explain a wide range of human behaviors, such as academic success, work performance, self-reported life satisfaction and well-being, physical and mental health, and enjoyable social interactions (Raz & Zysberg, 2014). According to certain experts, people who possess vital EI perform better in these circumstances and their success is not solely due to their IQ.

However, the fact that intelligence is ever-changing has given rise to various classifications. "The ability to learn from experience, obtain knowledge, think conceptually, perform purposefully, or acclimate to various environmental conditions" (Tavris et al., 2005). Wechsler (1958) opined that intelligence is "the individual's whole or worldwide power to execute purposefully, think wisely, and deal effectively with working settings."

Gardner (1983) defined intelligence as the amalgamation of intrapersonal development of an individual's inner parts and interpersonal intelligence, also referred to as human interaction intelligence, in his model of seven multiple intelligences. Interpersonal intelligence is demonstrated by the ability to comprehend one's own emotions as well as those of others. A key element of intrapersonal intelligence is the capacity to control, identify, and utilize one's emotions to guide one's ideas, actions, and behaviors. (Mayer & Salovey, 1990; Gardner, 1990). The multiple intelligences theory proposed by Gardner was supported by Mayer & Salovey (1990). They developed the EI model, which emphasizes recognizing and controlling emotions.

Those who are open to both positive and negative situations and who are in good mental health are said to have emotional intelligence (EI) capabilities (Mayer & Salovey). Empathic and amiable people are those who are sensitive to both their own and other people's feelings. A ray of hope has emerged in the shape of EI, which is improving lives because it holds prospective chances for the far future with successful efforts (Alhamami, 2016).

Harvard psychologist Daniel Goleman developed and embraced the work of Mayer, Gardner, and Salovey in the 1990s by emphasizing the significance of EI at work place. The idea of emotional intelligence (EI) has acquired popularity in both the scientific (Mayer & Salovey, 1997) and lay (Goleman, 1995) sectors (Mayer & Salovey, 1990). It has therefore drawn a lot of attention, mostly due to its value in organizations, where it evaluates individuals' general emotions and sentiments. Accordingly, businesses plan and evaluate daily human performance using emotional intelligence (Caruso & Salovey, 2004; Barrett & Salovey, 2002). EI has been oversimplified due to its extensive use, especially in corporations. According to Roberts,

Matthews, and Zeidner (2004), the idea's intended results have therefore transcended scientific discoveries to be lively and, crucially, data available.

Models of Emotional Intelligence

EI has attracted a lot of interest from the general public and academic groups since the release of a Goleman's book. According to the original notion of EI put forth by Salovey & Mayer (1990), EI is a part of Gardner's perspective on social intelligence. Even though EI theories were developed in the 1990s, a tremendous amount of writing has been produced on the subject. EI was claimed to encompass both self- and other awareness, much like Gardner's suggested "personal" intelligence (Salovey and Mayer, 1990). There are sections on "feelings" in both Gardner's personal intelligence (PI) and Salovey and Mayer's emotional intelligence (EI) ideas. Personal intelligence (PI) is the study of self awareness and social cognition. Due to ongoing research and interest in the subject, the idea has been split into two schools: the Goleman and Bar-"mixed" On models and the Mayer and Salovey "ability" model. Unlike Bar-is On's approach, which is now recognized as a trait model, Goleman's model is now recognized as a competency model. Other models of emotional intelligence include Cooper's Model, Bantam's Model, Genos Model, and trait model.

Mayer and Salovey Ability Model

In the ear;u 1990s, EI became a prominent psychological concept. It was conceived as a collection of skills that were essentially similar to general intelligence. Salovey & Mayer (1990) carried out the first significant research on emotional intelligence (EI), defining it 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 actions". They believe that people with high emotional intelligence (EI) possess specific emotional competencies and skills linked to evaluating and controlling both their own and other people's emotions. As a result, it was indicated that those with high EI were able to accurately recognize certain emotions in others and themselves, including grief and rage, and control those feelings to produce a range of emotional states or adaptive outcomes, like motivation and creative thinking.

"Emotional intelligence" is a theoretical concept that was first proposed by Salovey and Mayer (1990). The most well-recognized theoretical representation of emotional intelligence (EI) as a skill is the four-branch model (Mayer & Salovey, 1997; Mayer et al., 2016). The original theory was that certain people are more adept at using emotions to support logic and make ideas more understandable. According to Matthews, Zeidner, and Roberts (2002), EI has grown into a small publishing, testing, educational, and consulting firm since 1990. In the beginning, emotional intelligence (EI) was described as a collection of interrelated skills (Mayer and Salovey, 1997; 1990). From a relatively low level, executing simple, discrete psychological processes, to more developmentally complex emotional talents that support individual self-management and goals, emotional capacities can vary widely. One of the most important core skills at the lower levels is the ability to recognize emotions appropriately. One example of a higher-level skill is the capacity to successfully manage emotions. There are four parts to the hierarchy of these skills. A tree-like diagram is reached by these branches (Mayer and Salovey, 1997). These abilities include the following: (a) being able to recognize emotions in others and oneself with accuracy; (b) using emotions to influence one's own and others' thoughts; (c) understanding emotions, language, and the signals that emotions communicate; and (d) controlling emotions to accomplish certain goals.

Mayer and Salovey (1993), emotional intelligence (EI) is a special mechanism that may highlight how affective information is processed. In doing so, they also argue that EI is a type of intelligence that improves the processing of specific kinds of information rather than a set of socially desirable personality qualities and skills. Since it highlights the pure form of

emotional intelligence devoid of personality qualities, the ability model which was put forth by the originator of emotional intelligence is the most effective model for explaining the phenomenon of emotional intelligence (O'Boyle et al., 2011) and fits well with the common definition of "managing emotion in oneself and others" (Cherniss, 2010). According to Miao et al. (2017), ability-based assessments are valid, if not very good, indicators of a variety of outcomes, including attitudes about one's employment, such as job satisfaction.

Lastly, EI has a big impact on pupils' overall wellbeing and academic achievement. Being educators, we know that education involves more than just academics; it also involves helping students become more socially and emotionally intelligent. Thus, for academic contexts, the ability model is the most effective EI model.

Competency Model of Goleman

Goleman immediately popularized the concept to the extent that it made the Times cover page, which was an incredible contribution to the science of emotional intelligence. Momeni (2009) asserts that Goleman's method placed a great emphasis on interpersonal relationships. According to Goleman (1998), the following skills determine how one manages oneself; self awareness, or the capacity to identify and understand feelings, emotional self regulation, motivation, or the drive for success and self-motivation, and the final two traits that determine how to treat others are empathy, or the comprehension of others' feelings and emotions; and social skills, which involve controlling others' emotions (Goleman, 1998).

According to Dulewicz and Higgs (2000), Goleman thought that people who had a healthy mix of emotional and intellectual intelligence fared well in life. Brackett (2021) found that there is disagreement in the fields of education and business, some scholars think that Goleman's association of Emotional Intelligence with success in the workplace contributed to its development and acceptance. Faltas (2017) cites Goleman's definition of EI as a collection of abilities focused on four capabilities: social awareness, relationship management, and self-awareness. Workers with high EI levels are less likely to experience burnout when completing tasks, according to Sanchez-Gomez and Breso (2020).

The Goleman EI Model is performance-based and is best for measuring the EI of Employees in given areas.

Bar-On's model

Emotional intelligence is not solely referred to as intelligence in mixed models, in contrast to Mayer and Salovey's abilities definition (Bar-On, 1997; Goleman, 1995, 1998; Cooper and Sawaf, 1997; Weisinger, 1998). Rather, they claim that EI is the general term for a variety of personality traits that predict success in both ordinary and professional contexts. Bar-On (1997) defines emotional intelligence (EI) as "an array of non-cognitive capacities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures," whereas Salovey and Mayer believed that EI is ability based.

Bar-On introduced the relational paradigm, often known as the emotional intelligence paradigm, in 2002. People's emotional, social, and cognitive abilities affect their ability to react to pressures from the outside world. One theory of emotional intelligence, the Bar-model, places more focus on the process than the result, highlighting the "potential" for success rather than success itself (Bar-On 2002). He argues that treatment, programming, and training can help people progressively increase their emotional intelligence. Unlike Goleman's approach, the Bar-On model incorporates general mood elements like optimism and contentment as well as stress management techniques. He also employs reality testing to assess a person's awareness of the distinction between his imagined interpretation of a situation and its actual meaning, as well as impulse control the capacity to restrain oneself from responding rashly to a

circumstance. Each of the five primary components is further subdivided into fifteen minor branches in the model (Bar, 2006).

- Self-actualization, independence, assertiveness, emotional self-awareness, and self-respect are examples of intrapersonal traits.
- Social responsibility, empathy, and interpersonal interactions are examples of interpersonal notions.
- Adaptability encompasses flexibility, problem-solving, and reality testing.
- Impulse control and stress tolerance are two components of stress management.
- Happiness and optimism are examples of general mood components.

The idea of Bar-On is known as "Emotional Social Intelligence" rather than "emotional intelligence" or "social intelligence" since it includes both emotional and social competencies. "Emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills, and facilitators that influence how successfully we comprehend and express ourselves, understand others and relate to them, and manage daily pressures," According to Bar-On's paradigm, EI is associated with positive psychology, which dramatically increases psychological well-being and happiness (Bar-On, 2006; 2010).

Therefore, the Emotional Quotient Inventory, a self-report measure of the ESI, evaluates an individual's ability to manage environmental demands and stressors rather than focusing on personality traits or cognitive abilities (Bar-On, 2002). This methodology is a "superior predictor of human performance" in both the academic and business worlds.

Trait Personality Model of EI by Petrides

At the base of personality hierarchies, trait EI comprises affective components of personality and is a collection of emotional self-perceptions (Petrides, 2007). Ferrando et al. (2010) claim that rather than relying on human intellect, the construct conforms to recognized notions of personality. Because of its emphasis on emotions, trait EI provides predictive and explanatory advantages despite its weak to significant correlations with higher-order personality characteristics (Petrides & Furnham, 2001). Researchers are concerned with the connections between the construct and higher-order elements, especially those found in the five factor model. Questionnaires and rating scales are used to measure trait emotional intelligence (trait EI), which is a collection of emotional perceptions. Vernon, Villani, Schermer, and Petrides (2008) claim that the subjectivity of emotional experience is only considered by the operational definition of trait EI in the field. According to certain research, the genes linked to the development of individual variances in the Big Five personality traits are also linked to the production of individual variances. Further proof that its constituents are personality traits rather than aptitudes, cognitive processes, or enablers can be seen in the trait EI.

According to Dong (2022), cultivating emotional intelligence would enable pupils to effectively handle the challenges of today's rigorous academic setting. With virtual experience and emotional stability, students may learn faster and adapt to the new digital world more easily. Students' artistic and emotional intelligence skills can be displayed through a variety of teaching strategies, evaluation protocols, expectations for students, and interpersonal interactions with students. Well-being, self-control, emotionality, and sociability are the four attributes of EI elements.

Measures of EI

The ideal approach to assess EI is a topic of much discussion. Many tools have been developed in tandem with different EI conceptualizations over the last 20 years. The content and evaluation methods of these EI tools vary widely, and different instruments can be used in different situations (Goleman 1995; Bar-On, 1997). It was crucial to select a psychometrically

valid tool for this investigation that could accurately and effectively measure EI. Encyclopedia applied Psychology (2004), research projects most commonly use four assessment techniques. These include the Mayer, Salovey, and Caruso EI Test, the Bar-On EQ-i (EQ-i), Schutte Self-report Inventory, the Research Tool on Trait Model, and the ECI (Emotional Competence Inventory). All of these technologies have been thoroughly investigated and statistically validated. The content, measurable dimension, and evaluation technique of each instrument are explained in more detail below. To evaluate emotional intelligence, a variety of tools and assessments are available. O'Connor et al. (2019) provide a useful summary and analysis of the subject for academics and medical professionals who wish to employ these scales in their work.

Table 1: Merits and demerits of scale

Scale	Advantages	Disadvantages
Tests of EI were created by Mayer-Salovey-Caruso (Mayer et al., 2002).	Used (more than 3000 studies)	Costly and time consuming.
EI Self Report Test (Schutte et al., 1998)	Widely used (more than 1500 studies) Free	Some researchers wonder whether this test accurately evaluates EI as a whole.
The Trait EI Questionnaire assesses EI (Petrides & Furnham, 2001).	Useful and used (more than 2000 studies). Has strong reliability & validity scores.	Costly; because it relies on self-report metrics, it is easily faked.
EQ-i by Bar-On (Bar-On, 1997)	A few solid psychometric characteristics.	Social desirability may skew perceptions.
Emotional Management Situational Test (Mac Cann & Roberts, 2008)	Powerful psychometric characteristics.	Not as often used as other metrics.

More than 3,000 scholarly studies have cited it. More than 1500 different research investigations have used the SREIT (Schutte et al., 1998). According to O'Connor et al. (2019), SREIT is the greatest free tool that is also accessible to the public. Previous studies have determined that the SREIT's total scores have adequate internal consistency (e.g.,.90; Schutte et al., 1998).

Conclusion

There are now several conceptual methods to describe emotional intelligence that may be broadly categorized as either trait/mixed model or ability. However, EI conceptions and models appear to be rather self-contained in that their growth is mostly psychometrically driven (strongly tied to the instruments developed to test them), except for Petrides and Furnham's (2001) integrated approach. This method cannot be seen as incorrect in and of itself because cognitive intelligence research began similarly. Similarly, the study of EI might have been seen as an effort to revive the related but historically unsatisfactory idea of social intelligence. All efforts should focus on creating accurate and dependable performance measures of emotional intelligence (EI) when the relationship between these two ideas has been made clear and integrative attempts have defined the parameters of EI and its subcomponents. The idea of Emotional Intelligence (EI) will have fulfilled its function if these can be demonstrated and have incremental validity beyond recognized constructs from both the ability and trait domains. Being educators, we know that education involves more than just academics; it also involves helping students become more socially and emotionally intelligent. So, the ability model is the best EI model for academic settings. The Goleman EI Model is best for measuring the

performance of employees (teachers) in given areas. Our capacity to manage and lead teams, cope with stress in our daily lives, and perform well at work are all impacted by EI (Faltas, 2017). The term "Emotional Social Intelligence" is used by Bar-On (2006) which encompasses both social and emotional competencies and it is a "superior predictor of human performance" in both workplace and academia. Further proof that its constituents are personality traits rather than aptitudes, cognitive processes, or enablers can be seen in the trait emotional intelligence. Students have a significant role in the development of society so they should be emotionally stable. The current paper indicated that when students exhibit full emotional intelligence, their behaviour and attitude result in great achievement and satisfaction.

Recommendations

University curriculum may also determine whether Emotional Intelligence (EI) skills can be taught and assessed properly. Likewise, it is possible to investigate how teaching social skills affects students' personalities. To determine whether the EI ratings have changed over time, it is also advised that this study be repeated with a more varied student body. Students will be able to build successful and fruitful interactions with their teachers, fellow students, and an interprofessional team of employers and educationists if their EI skills are assessed and then strengthened. By using this data, university programs can make sure that students are admitted and that graduates are prepared to react correctly to students' emotional cues.

University students should be assisted in managing, controlling, utilizing, and improving their emotions through the implementation of various policies. Study spaces that are supportive of students' negative emotions are crucial since they have a big influence on students' stress levels. A conducive learning environment for each student's emotional well-being is essential to accomplishing relevant institutional objectives. Emotional intelligence ought to be regarded as a crucial element for efficiently managing institutions. Students should participate in various awareness workshops to raise their degree of emotional intelligence. For students to be able to handle stress, both public and private universities must implement emotional intelligence methods. It is advised that both public and private universities offer socialization techniques to students from large families because these techniques can change behavior. It is recommended that universities host a variety of workshops and seminars to support students' emotional growth.

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