

*Research Article***Emotional Intelligence: What do we know and what is new?
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Abstract

Historical Background: Since the beginning of the 18th century, Emotional Intelligence (EI) was a part of the general activity of the brain of human beings, until it became an independent subject in later years. The family is first place where children learn how to deal with each other, through observing parents and siblings, and adults as models, during meetings and exchange of gifts and the expression of love and understanding; children experience and learn emotions (Bhatia, 2012, cited in Katanani & Mas'oud, 2017). Research shows the importance of EI in children by showing the strongest links to conventional cognitive abilities of the four EI components and branches, with meta-analytic estimates ranging from 39 to 42 (Olderbak, Semmler, & Doebler, 2019). Historically, the concept of emotional intelligence as part of human cognition or cognitive activity dates back to the 18th century, where scientists have divided human cognition into three different sections presented by Rizk as follows: 1- Knowledge: this includes brain functions such as memory, thinking, problem solving and decision making. It also includes intelligence. 2- Emotion; including feelings, and moods. 3- Urges; including instinctive, biological and acquired or learned (Rizk, 2003). In the twenties of the last century Thorndike presented the concept of Social Intelligence, defining it as the ability to understand and manage others to act wisely in human interactions (Goleman, 2000). Significant development after that took place in the research and studies which examined the concept of emotional intelligence, its nature and scale, one of the most important subjects of applied psychology which have occupied researchers and scientists in the

academic and educational circles. That was part of the active scientific movement which appeared in the early fifties of the twentieth century and aimed to re-examine the traditional understanding of intelligence or the theory of Intelligence Quotient (IQ) upon which known intelligence tests, both for individuals and groups were based. This theory has had many critics, and has led to the development of new theories and schools of thought which played a big part in the psychological and educational heritage such as the theory of Cognitive Construction (Guilford, 1967), and the theory of Multiple Intelligences by Gardner, which appeared in the early eighties of the last century. In this theory Gardner identified seven different types of intelligence including what he called Interpersonal Intelligence and Intrapersonal intelligence, both linked to the concept of Emotional Intelligence (Gardner, 1983), and also the most recent of these theories which is the theory of Emotional intelligence (Salovey & Mayer, 1990 and Goulman, 1995), and the theory of Successful Intelligence by Sternberg 1996.

In actual fact the term "Emotional Intelligence" appeared for the first time in 1985 in the title of an unpublished PhD thesis presented by a post graduate student in the Union Institute in the city of Cincinnati in the American State of Ohio, his name was Wayne and the research title was: A study of Emotion, Developing Emotional Intelligence; self Integration; relating to fear, pain and desire (Theory, Structure of Reality, Problem Solving, Contradicting, Expansion, Tuning in, come out, letting go). In his research, Wayne presented a philosophical framework to highlight the nature of Emotional Intelli-

gence, and how to develop this in ourselves and in others through education. Ironically, he highlighted the collective suppression of emotions to adapt to the civilised world at the risk of hindering our emotional growth, which causes emotional ignorance leading to significant problems in today's world such as depression, addiction, disease, religious conflicts, violence and wars. The researcher noted that we do this regardless of our motives as a result of having entrenched mistaken beliefs about the nature of emotion and the important role it plays in our life (Elkhader, 2002). In 1990, a comprehensive scientific research titled "Emotional Intelligence" by researchers Mayer and Salovey was published in a well-known periodical. This research introduced Emotional Intelligence as a group of skills which help to accurately evaluate and express emotions, and to manage the emotions of the individual and others, and to use emotions in motivation, planning and achievement; the research also included a discussion of many issues including: historic concepts which talk about intelligence as opposed to emotion, the components of Emotional Intelligence, definitions of Emotion and Mood and how they differ, a review of the educational literature on the traditional understanding of intelligence and Emotional Intelligence in modern psychology. They pointed out that babies and toddlers learn to identify emotions in themselves and in others and distinguish between these emotions through their parents' facial expressions and respond to these at an early age. They also pointed out that emotions serve principal functions including:

- Work as an alarm system since birth, whereby babies scream when they need something such as feeding or a change of clothes and laugh in response to other people's smiles.
- It indicates to others that significant change is taking place within the individual and his environment.
- They formulate and improve thinking as the individual matures through indicating the significant changes in himself or his environment.

- Help the individual to predict future events and make the relevant decisions (Salovey, and Mayer, 1990).

The two researchers continued to publish articles on "Emotional Intelligence", and developed two scales to measure it, though their work remained within the academic circles and was not widely known elsewhere (Mayer and Salovey, 1993, 1997, 1999).

The main credit for making the concept of Emotional Intelligence and its culture widely known, actually belongs to the researcher Daniel Goleman who published his first book in 1995 titled: "Emotional Intelligence" Why could it be more important than IQ? The book gained wide popularity and fame in the academic circles and elsewhere, and five million copies of the book were published. This book opened new horizons and caused something of a revolution in the American culture especially in education and business. He also wrote articles in the New York Times and the Popular Psychology magazine, and then he published his second book titled "Working with Emotional Intelligence" in 1998, which was directed towards the business market and expanded his identification of emotional intelligence to include 25 skills and abilities (Elkhader 2002).

The key role of emotional intelligence is, understanding and managing emotion in which to consider in terms of EI counselling programs. Three recent meta-analyses on the effectiveness of EI training have reported significant increases in EI, with effect sizes of 45, 46, 51, and 61 (Mattingly & Kraiger, 2019).

In 2019, a research by Udemy on 400 L&D leaders classified Emotional Intelligence as one of the rapidest growing soft skills in the workplace (Udemy, 2019).

The concept of Emotional Intelligence and its definitions

For many researchers and the public, the concept of Intelligence, over the years, was limited to intelligence quotient (IQ) which they considered to be an especially impor-

tant part of the individual's adaptability to different life situations. This type of intelligence manifests in educational achievements, situations which need skill such as comprehension, understanding, attention, receiving information, analysing, evidencing, learning, judging, memory and abstract thinking. Within organisations this manifests in the ability to plan, strategic thinking, balancing of choices, making decisions, learning from experiences and so on.

Some scientists noticed that IQ, despite its importance in educational achievement, is not enough to succeed in the professional and various social environments, and this is where the need had arisen to look for a new concept of Intelligence which materialised in the shape of "Emotional Intelligence" (Elkhader, 2006). Scientists have addressed this through various definitions such as:

(i) The definition of Mayer and Salovey

Mayer and Salovey defined Emotional Intelligence as "Organised responses inter-linked with many peripheral psychological systems, including physiological, knowledge, motivation and trial systems" (Mayer and Salovey, 1990).

In 1993, the two researchers expanded their definition of Emotional Intelligence and considered it "A form of social intelligence which includes the ability to perceive the emotions of the individual and others, to distinguish between them, and to use the emotional information to direct the thinking and actions of the individual" (Mayer and Salovey, 1993).

In 1997, Mayer, Caruso and Salovey proposed a definition that "Emotional Intelligence indicates the ability to recognise the meanings of the emotional patterns, and cognitive analysis of this based on which problems are then solved". They also pointed out that Emotional Intelligence is a system of cognitive abilities which has four components:

- The ability to comprehend emotions accurately after evaluating and expressing them.
- The ability to generate emotions and to reach them, to facilitate thinking.

- The ability to understand emotions and emotional knowledge.
- The ability to regulate emotions to facilitate cognitive and emotional development (Mayer, Caruso, & Salovey, 1999).

(i) Goleman's definition

Goleman defined emotional intelligence as a group of skills and competencies which enable the individual from identifying theirs and other's feelings, and to motivate themselves, manage their emotions and their relationships with others effectively. These competences and skills include five areas: self awareness, management of emotions, self motivation, empathy, and dealing with others or social skills. He provided an explanation for each of these five areas and considered self-awareness to be the key to emotional intelligence, as it is linked to understanding of feelings (Goleman, 1995).

(i) Allothman's definition

Allothman defined Emotional Intelligence as "The ability to be aware and note emotions and own feelings, to understand and be able to clearly articulate these feelings, and to regulate these feelings based on observation and good awareness of the emotions and feelings of others, to be able to engage with them in positive social and emotional relationships which would enhance individual's capacity for mental, emotional and professional development, and to acquire an increasing amount of positive life skills" (Allothman, 2017).

(ii) Allothman and Rizk's definition

After extensive reviewing of the available literature on the subject, Allothman and Rizk concluded that Emotional Intelligence has four main components:

- Awareness of emotions
- The management of emotions
- The regulation of emotions
- Empathy (Allothman & Rizk, 2001).

They also sorted the various definitions of Emotional Intelligence into two categories: The first is the definitions that consider Emotional Intelligence to be the ability to understand own emotions and to control

and regulate them according to an awareness of the emotions of others and to behave in life situations accordingly.

Second is the definitions that consider Emotional Intelligence to be a group of emotional and social skills such as self awareness and the ability to control emotions, persistence and enthusiasm, self motivation empathy and social skills which the individual possesses and need in order to succeed in their life and career (Allothman & Rizk 2001).

(iii) Semadoni's definition:

Semadoni states that Emotional Intelligence is one of the forms of Social intelligence, which is the ability to understand inner emotions and feelings or the emotional states of others (El Semadoni, 2007).

(iv) Nasif's proposition

Nasif presented a thesis titled "Towards establishing a theoretical basis of Emotional Intelligence", the meaning of Emotional Intelligence, the main theory based scales and the main scales used to measure it, the support and opposition to the notion of Emotional Intelligence. The researcher addressed each of these subjects by presenting and commenting upon them within three frameworks within which most of the Emotional Intelligence theories are classified, and so are the scales and practical applications related to them. These three frameworks are:

- The contemporary framework which regards emotional intelligence as a cultural movement or a cultural direction which reflects the integration between the Stoicism Movement or the old philosophical school of thought which advocates the liberation from emotions and the deployment of rationality and common sense, and the Western Romantic movement which appeared in the 18th century and advocated the role of instinctive thinking and empathy to tackle some of the issues that could not be addressed by logic alone. This direction solved the problem of the conflict between brain and emotion.
- The framework which regards emotional intelligence as a collective

personal attribute which are considered to be an important factor in the success of the individual in his career. This school is regarded as a re-classification of the personality traits which were specified by some researchers within personal abilities, social abilities, adaptability, stress management and general mood.

- The third framework which regards emotional intelligence as the brain ability or a collective of capabilities which help the individual to comprehend and manage their emotional information. These abilities and capacities differ from those that fall within the traditional understanding of intelligence (Nasif, 2003).

After reviewing the afore mentioned definitions of emotional intelligence, we propose the definition that Emotional Intelligence is a group of personal and social abilities and skills which reflect the individual's ability to be aware of their own personal emotions and express these positively and also be aware of the emotions of others and deal with these skilfully and to empathise with them, in addition to the ability to motivate one's self to achieve one's goals.

The theories of Emotional Intelligence

The research in the subject of Emotional Intelligence and the formulation of theories that explain it have continued to progressively increase on a daily basis over the history of psychology, and the different proposals and theories would have to be scrutinised to prove their merit, as a scientific theory should have the ability to explain the phenomenon that other theories cannot explain. Therefore, any new theory should lead to assumptions that can be investigated and compared to other theories to establish whether the theory could lead to a development in science, and, remain subject to research which aims to examine its own specific propositions (El Semadoni, 2007).

The Emotional Intelligence scales

Despite the researchers' interest in measuring Intelligence Quotient (IQ) over a

long period of time, they have not shown a similar interest in measuring Emotional Intelligence which was only becoming a known quality in the nineties of the last century. A few scales represent the various theoretical bases on which the EI scales for various age groups were built.

(i) Sullivan's Emotional Intelligence Scale for children

Sullivan constructed and developed a scale which has integrity and accuracy to measure the Emotional Intelligence of children between pre-school and primary school age which was called Emotional Intelligence Scale for Children (EISC). In constructing this scale, two primary sources were used. The first is the Multifactor Emotional Intelligence Scale, which was developed by Mayer, Caruso and Salovey to measure the intelligence of adults and adolescents. The second is the Mayer and Salovey's theory of Emotional Intelligence, and their developed definition which states that EI is a group of abilities including the ability to be aware of, and comprehend emotions and manage them, on a personal level, and in relationships with others (Sullivan, 1999).

(ii) Mayer, Caruso and Salovey scale

The three researchers developed a Multifactor Emotional Intelligence Scale based on the concept of EI which was developed by themselves and others over a period of ten years of researching the subject leading to the theoretical framework of EI as a new type of intelligence which differs from normal intelligence or the traditional understanding of intelligence. Moreover, the fact that EI could be defined as a group of abilities that could be measured and studied using certain scales which are used to measure mental ability. That way they have differentiated between the concept of EI and other concepts linked to personality attributes and instincts which were usually measured by self evaluation scales. The researchers have called their scale the Multifactor Emotional Intelligence Scale (MEIS). The researchers have examined whether EI was a single ability or a number of

abilities, and how it relates to other basic variables including intelligence in relation to articulation and 15 scales of measuring other qualities of the personality (Mayer, Caruso and Salovey, 1999).

(iii) The Alothman and Rizk Scale (2001)

The two researchers conducted a study aimed at designing a scientific tool which measures Emotional Intelligence and reveals its components. The study also aimed to specify the psychometric measures of the scale to be able to examine how it relates to other dynamics of the personality, and how to predict Emotional Intelligence through real and reliable variables.

The main question the study attempted to answer was: Could Emotional Intelligence be measured by a methodical way and decide its limits and components?

The study was conducted on a sample group from the College of Education from the University of Elmansourah during 1998 – 1999. The researchers formulated the tool of the study based upon the available foreign scales and the methodical definition that they have adopted. The development of the scale has been through the following stages:

- The preparation of 64 questions to be answered with a five levels scale, and the filtering of these questions according to its wording and adherence to the methodical definition.
- The preparation of instructions and the application of the scale on the test group to discard unsuitable questions.
- To conduct a structural analysis to separate the components of Emotional Intelligence and the sub-sections (divisions) of each of these. It was found that 6 questions do not have enough subsections to be linked to any of the five components. The final questions therefore became 58 questions.
- They ascertain the stability of the scale by calculating the stability variables using the Kronbach Alfa method, whereby the stability variables were statistically indicated at level 0.01 (Alothman & Rizk, 2001).

(iv) Bar-On Scale

Bar-On developed a comprehensive example of Emotional Intelligence over a period of ten years of research and study and used this example as a base to develop several scales to illicit what he called Emotional Quotient.

One of the scales which adopted this example Bar-On Emotional Quotient Inventory, youth version (EQ-1:yv). The inventory in its complete and final version comprises of (60) paragraphs and is suitable for the ages between 7 years and up to 18 years. The concise version comprised 30 questions (Bar-On & Parker, 2000).

(v) Mahmood Scale

The researcher here conducted a research aimed at identifying the link between the Emotional Intelligence of university students and some of their knowledge and mood variables. He constructed a scale for his research using some of the research and theory framework in addition to some of the foreign and Arabic scales at his disposal. He then formulated the components of the scale which were 92 components based on Goldman's example of 1999, which included personal abilities (empathy, social skills). To achieve the psychometric conditions of the scale he used factual analysis, and the scales veracity based on the overall result of the scale, in addition to the inherent veracity, he applied this on a group of 70 male and female fourth year Faculty of Education students at the University of Qina in Egypt. To check the stability, he used the method of re-testing, and the internal stability. The scale in its final version comprised of 88 sub-sections (Mahmood, 2002).

(vi) Rizk Scale

In his research Rizk aimed to prepare a programme for increasing awareness of emotions and to test how effective it is in increasing the Emotional Intelligence of university students; therefore, he prepared his scale for this purpose. The scale in its final version comprises of 70 paragraphs each depicting a hypothetical situation the

students could find themselves in during their everyday activities. Each of these paragraphs has multiple choice answers for people to select their answers, and the individual is scored on the scale according to the score of the chosen answer. The scale scores Emotional Intelligence as an overall score and five sub scores. The scale has been designed and prepared in its initial version (92 paragraphs) from many foreign and Arabic sources and then applied on 45 Arabic Language students at Eltaef College of Om-Elqura University in the Kingdom of Saudi Arabia with the intention of ascertaining the clarity of the instructions and the wording of the questions of the test. This test resulted in 15 vague paragraphs being discarded. To ascertain the psychometric conditions of the test, the researcher veracity the scale content. As for the stability, Rizk used re-testing on a sample of 67 students from the same Faculty (Rizk, 2003).

Nasif's classification of Emotional Intelligence scales

The researcher classified the theoretical framework used in measuring Emotional Intelligence into three groups:

- The group of scales that rely on self evaluation which the individual answers its questions.
- The group of scales which relies on gathering information by observers.
- The scales for measuring performance and ability, which is less prone to be affected by what is called social acceptance, or the preparedness to give untruthful answers. It is regarded as the best ways of measuring Emotional Intelligence. The researcher also notes some of the scales which have been developed to measure Emotional Intelligence including: the Multifactor Emotional Intelligence Scale (MEIS), the Emotional Intelligence Inventory by Bar-On and the Emotional Capacity Inventory by Boyatzis and others (Nasif, 2003).

Conclusion and Recommendation

Emotional intelligence is the ability of recognizing the personnel behavior and others' behaviors, the administration of the

personal behavior in dealing with others, empathy and the ability to induce self-intelligence. Psychological disorders in school children may cause many behavioral problems if they are not diagnosed early and can be resolved if given the appropriate attention and care to them. It is possible to cure these children and they can get an excellent achievement of intelligence and academic progress.

The review of the theoretical and practical implications of EI, including scales, shed the light that emotions are among the most powerful forces in human interactions. The ability to perceive, understand and manage emotions is necessary for creating optimal relationships. Applications of such theoretical information will help in improving emotional intelligence.

The importance of the research is presented from the application of the study on children. Including EI programs from the tender age at schools can be used to develop their life skills, and how they function as adults in terms of their social interactions and future career aspirations. This is an essential applied goal. This will be beneficial if approved its effective results that can be used in possibility of achievement and execution of different plans and policies to include several emotional intelligence skills in educational school curriculum and activities for school children across society.

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