

CORRELATION OF EMOTIONAL INTELLIGENCE AND POSITIVE PSYCHOLOGY

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ABSTRACT

Emotional intelligence is defined as ability of individuals to recognize and understand their own and other's people emotions, and use that knowledge to manage their thinking and behavior (Mayer and Salovey, 1997). The one thing that is unavoidable to consider in terms of emotional intelligence is importance of its development in person's life. With that in mind, the awareness of development of emotional intelligence since the earliest age had raised. Emotional intelligence is a term that has been in the last fifteen years are often mentioned and popular in the psychology as well as in the wider general public. The first research of emotional intelligences is closely connecte two authors, John Mayer and Peter Salovey, which are inherently scientifically methodological, but systematically, developed models and instruments for evaluating emotional intelligence. In the field of measurement Individual differences in emotional intelligence are most common recall two approaches: a) self-assessment of one's own abilities and b) examining emotional intelligence with the test of the test. These cognitions served as a basis for many programs for the development of emotional skills and skills for different groups of people (children and adults) who are creating around the world. Because of the effort to discover and highlight the positive characteristics of individuals through emotional intelligence is represented in a positive psychology.

Key words: emotional intelligence, positive psychology, EI test.

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INTRODUCTION

It has been more than a decade and a half since the emergence of the term emotional intelligence in psychological literature, which is sufficient a long period in order to make some kind of retrospective or a historical review of the development of this construct. It could be divided into two parts: before and after the Goleman. During that period, it was published only ten articles in the scientific psychological literature referring to the construction of itself (Davis, 1980; Mayer et al., 1990; Salovey and Mayer, 1990). Still, they helped in defining the theoretical framework of the construct. Until 1995 on Only 5-6 addresses could be found on the Internet by something that was mentioned the notion of emotional intelligence. “Big Bang” caused is the book “Emotional Intelligence” (Goleman, 1995; 1997) by scientists and journalists Daniel Goleman, is effective (“Why is more important than IQ”), but also with full examples of real life for two years the best-selling book in the United States. After that, there was a flood of popular books and articles on the same subject, and especially was the area of human resource management. So now the main search engines on the internet are at the key word emotional intelligence that draws millions of addresses on which you can get recipes to improve your emotional intelligence, buy different emotional intelligent props or test your EQ. Exposure to scientific is intensified and Bar-On and Parker (2000) were edited and published the first comprehensive book on emotional intelligence with 22 annexes on theory, development, measurement and its application in the family, school and workplace, as well as about her relationship with the relevant constructs (social and practical intelligence, creativity, emotional competence, emotional level consciousness, a five-factor model of personality). And in the new one the publication of the Sternberg Book of Intelligence (Sternberg, 2000) the chapter on models of emotional intelligence has been published (Mayer et al., 2000). In addition, in the literature on emotions (Lewis and Haviland-Jones, 2000), articles about emotional appear intelligence (Salovey et al., 2000).

It is important to mention the book (Emotional intelligence: Science & Myth) of three authors (Matthews, Zeidner and Roberts, 2002) who are following from the beginning the development of the construct and are generally known for their very own

critical attitude towards emotional intelligence. It carries a very comprehensive analysis of the EI construct from conceptualization and measurement, determination of individual differences in emotions and adaptation, to application in the clinical, school and work environment. The most important articles on EI can be found in *Personality and Individual Differences*, in which the first self-assessment scale was published (Schutte et al., 1998). Because of its similarity and connection with scales of personality traits, are also called scales emotional intelligence as a personality trait (trait emotional intelligence).

THEORY FRAMEWORK AND MODELS OF EMOTIONAL INTELLIGENCE

The literature is most often mentioned as the basis for the appearance of a construct emotional intelligence, it was in the division of social intelligence to interpersonal and intrapersonal intelligence (Gardner, 1983). Interpersonal intelligence Gardner defines as: "... knowledge of the internal aspects of a person: approach their feelings, the range of emotions, the possibility of differentiation feelings and, eventually, the appointment of feelings in them seeking the meaning and understanding of the causes of their own behavior " (pages 24-25). In the most primitive form, personal intelligence is barely possible can distinguish the sense of comfort from pain, while in its most complex The level of interpersonal knowledge enables a person to discover, symbolizing and well-differentiated complex sets feelings. But it does not only include a general sense of assessment themselves and others, but also the ability to observe and follow their own and other moods and temperaments, and the formation of knowledge about them, what a person will use to predict future behavior. And emotional

intelligence is defined as a process that recognizes their own and the emotional state which could more effectively solve possible problems and adequately regulate behavior.

The emergence of the emotional intelligence construct is one of the attempts to find the mental processes involved in processing emotional information, which would further enable it their systematic research. The first definition of emotional intelligence it was “the ability to follow their and others. “feelings and emotions, and the use of this information in thinking and behavior. “(Salovey and Mayer, 1990), and a model of the structure of such. The process involves: a) estimating and expressing emotions in ourselves and others, b) regulating emotions with oneself and others, and c) using emotions for adaptive purposes.

The authors themselves say that this definition is emphasized only the perception and regulation of emotions, and the thinking is missed above the feelings. So, later, they propose a revised a definition, according to which “emotional intelligence involves abilities of rapid assessment of emotions and expressions; the ability to learn and generate feelings that facilitate thinking; the ability to understand emotions and knowledge of emotions; and the ability to regulate emotions for the purpose of promoting the emotional and intellectual development “(Mayer and Salovey, 1997). These abilities are ranked according to the complexity of the psychic processes that involve simple (observation and expressing emotions) to complex (awareness, reflexivity and regulation emotions). The EI tests are the greatest methodological problem.

DETERMINING THE CORRECT ANSWER IN TESTS OF EMOCIONAL INTELLIGENCE

Since there is no absolute algorithm for emotional information according to which the correct answer can be determined, people in everyday life they often determine the correct answer on the basis matching with the rest of the group. In a similar way, it can be determined and the exact answer to the emotional intelligence test, because according to the model Mayer and Salovey (1996, 1997), emotional knowledge embedded in the general, social context of communication and interactions. Along with the

rest of the group, or the so-called. Consensus the method of determining the exact answer, there are also so-called target method by which the author of the test determines the correct answer, and the method of experts, in which the expert determines the correct answer to test. Both of these methods have certain problems, e.g. There are no clearly defined criteria that can be determined who is an expert in emotional intelligence. On the other side, the person who is the author of the test or test particle may not be alone they can express their own emotions, that is, they can only express positive and social emotions (McCann i sur., 2004.).

In spite of certain problems, tests of emotional intelligence are most often evaluated on the basis of a consensus criterion. The basic problem is this type of determination of the exact answer distribution of results obtained. Since on everyone we expect the majority of respondents to choose the right answer, results can not be normally distributed. Distribution the results in this case will have a high index of asymmetries ~and the generality of the distribution of results is important. It is because it is a prerequisite for many statistics analysis, but also because of the differentiation between the average and the high abilities on EI tests.

There are five consensus methods for determining the exact answer(McCann et al., 2004), called proportions, mode, “expanded” mode, distance and standardized distance.

- a) The proportion of each response in the task gets points dependent about the proportion of respondents who chose that answer (example if 50% of the sampled chooses response A, 28% of response B, 22% answer C, then when scoring the answer A get 0,50 points, B will get 0,28, while C will get 0,22 points).
- b) The one-point method gets the one that he chose the largest percentage of respondents, while all other responses are evaluated inaccurate and do not get points (example if we had the same situation as in the previous example then it

would be an alternative and who got 1 point and was rated as correct, while the others answered would not get points).

- c) The extended mode is similar in the way it is evaluated; only points get mode (selected from the highest percentage of respondents) and values on each side of the scale. If it is 3 modal response (because it was chosen by most respondents), then with that answer one point gets answers both 2 and 4. This method of determining the exact answer is suitable only for scales Likert's type.
- d) The distance method is also suitable only for the Lickert type rocks. In this method points are counted as the difference between the respondent's response and the optimal one answers (average selection of all respondents at all frequencies), while at a standardized distance the results are transformed in z-values, and then distance is also calculated respondent's response and optimal response.

DEVELOPMENT AND INTRODUCTION OF EMOTIONAL INTELLIGENCE

One of the specifics of emotional intelligence which certainly contributes to the interest in this construct is the assumption that is similar to IQ, emotional intelligence can develop. Therefore, many authors resort to use other terms when they speak about the very same set of skills and abilities, and so in literature, concepts such as emotional ones are encountered quotient (eg Goleman, 1995), emotional literacy (eg Goleman, 1995, Dulewic and Higgs, 2000), emotional competences (eg Dulewic and Higgs, 2000, Takšić, 1998).

Emmerling and Goleman (2003) say that without a targeted investment efforts individuals can not achieve an increase in their own emotional intelligence. The authors believe that the development of social and emo-

tional competencies require commitment and investing effort over time, citing examples from psychotherapy and organizational education, where precisely the systematic programs give evidence of people's ability to increase their socio-emotional competence. The results of Slaski and Cartwright (2003) go in support of the claims about the effectiveness of EI training in the manager. The results show that the EI development training program in experimental group leads to a significant increase on two EI measures, while there is no difference in the control group. In addition, the learned skills have proved useful reducing stress and improving managerial abilities.

The concept of emotional intelligence is after the era of popularization and uncritical ideas about the possibilities the prognosis of everything and everything (panacea) finally came in phase of scientific testing. To the great joy of the creators EI, less and less literature can encounter a claim as "EI explains 75% of success in education and life in general, respectively all that does not succeed in explaining classical intelligence tests", which for the most part caused serious criticism on the account of the construction itself.

The most serious objections to the emotional construct intelligence are: a) the poor reliability of some scales, especially the more complex features (emotional management), b) lack of a single the exact answer, especially with the consensus criterion, where the question is raised with those who are exceptional and give "specific" responses (Roberts et al., 2001).

Those who defend the susceptibility of emotional intelligence most often state that they tried to correct this construct some objections to tasks in classical intelligence tests that: a) they pay no attention to real life situations, b) that provide all relevant information to find the solution and c) only one correct solution is acknowledged (Sternberg, 2000). In addition, expert and consensus criteria which are used to determine the exact or correct responses in the tests EI, and most criticized by the authors, disagree

with the concept EI, they have long been used in creativity research (Kaufman and Kaufman, 2001).

Positive psychology emphasizes optimism and positive side of human functioning rather than focusing on psychopathology and difficulties in functioning. Looking for understanding positive human experience, are positive connections of EI with constructs such as happiness, self-esteem, self-efficacy, optimism, hope, satisfaction with life, locus of control and many others (Furr, 2005). Emphasizing the importance of emotional intelligence for customized functioning an individual certainly belongs to that pursuit of a positive one in human functioning. In the future, even better theoretical design is expected and also developing new objective emotional tests intelligence, but also the evaluation of existing ones.

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