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"What's new about emotional intelligence?" A review of selected theoretical models of emotional intelligence and research on its significance in human social functioning[1, 2]

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Abstract: It has been 35 years since the publication of the first paper by Salovey and Mayer on emotional intelligence in 1990. Over this period, thousands of theoretical papers and empirical studies have been dedicated to the construct, significantly contributing to the expansion of knowledge on the topic. Interest in emotional intelligence remains strong, as evidenced by the consistent increase in scholarly works on the subject. This article provides a review of selected publications from the past few years on emotional intelligence. The starting point is a discussion of the 2016 revision of Salovey and Mayer's ability model, carried out by researchers, and its implications for future research. The article then presents a new theoretical model – the concept of meta-emotional intelligence proposed by D'Amico. The final section of the article reviews selected studies on the significance of emotional intelligence in human social functioning, drawing from each of the two previously outlined research strands. The presented empirical data lead to the general conclusion that emotional intelligence is one of the dispositions that significantly contributes to improving human effectiveness in interpersonal relationships.
Keywords: emotional intelligence, ability model, meta-emotional intelligence, social functioning, interpersonal relationships

Introduction

Ever since the concept of emotional intelligence was introduced into psychology almost 35 years ago, it has been seen as a predictor of proper human functioning in various areas of life. It has been linked to, among other things, school success, professional success, mental well-being or physical health. Most often, however, its role in human social functioning was emphasised. Summarising several decades of research on emotional intelligence, it can be said that although it has not proved to be the most important predictor of life success, happiness and psycho-physical well-being in the broadest sense, it has not disappointed researchers. The data obtained in studies conducted in different countries and in different populations, quite consistently indicate that emotional intelligence contributes significantly to the effectiveness of human functioning, while its deficits are associated with a range of difficulties experienced.

Still, as at the beginning of reflections on emotional intelligence, a lot of attention is given to its relationship with various indicators of social functioning. The article describes examples of recent work on this topic.However, before describing the directions of research, the results obtained and the conclusions drawn from them, the current understanding of emotional intelligence will be discussed, as the construct has evolved over the years and new theoretical models have emerged.

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1. Revision of the ability model of emotional intelligence by P. Salovey and J. Mayer

Over the 35 years of reflections on emotional intelligence, two trends have emerged that define the construct differently. Representatives of the first trend define emotional intelligence very broadly, including within its scope personality traits, motivational properties, mood, coping styles, and similar properties that, while they may contribute to effective human functioning, go far beyond the traditional understanding of intelligence. Although this way of looking at the construct has now entered the canon of scientific consideration and has been well accepted both in the scientific community and in psychological practice, it is still somewhat controversial. The second line of reasoning conflicts less with traditional definitions of intelligence. In its framework, emotional intelligence is understood as a set of emotional abilities. The most important theoretical concept in this trend is Salovey and Mayer's ability model. It was described in their 1990 paper entitled: *Emotional intelligence.* In their model, Salovey and Mayer (1990) listed four main components of emotional intelligence: the ability to perceive and express emotions, the ability to emotionally support thinking, the ability to understand emotions and the ability to emotionally regulate. Each of these components is divided into a number of capabilities with a narrower scope. The original version of the ability model has already been described in detail in the Polish literature, so this characterisation is omitted here and the reader is invited to familiarise themselves with other publications (see e.g. Matczak, Knopp, 2013; Mayer, Salovey, 1997; Śmieja, 2018).

Over the decades of research into emotional intelligence, understanding of the topic has advanced significantly, and the extensive data led Mayer and Salovey to revise their ability model. In their 2016 paper, the researchers, joined by Caruso, among others, described their current understanding of emotional intelligence, revised their description of the abilities that make up its main components, and defined the place of emotional intelligence among what they call other "broad intelligences" (mainly social and personality intelligence). They also discussed the impact of the ability model on research and its implications for the future (Mayer, Caruso, Salovey, 2016).

Mayer, Caruso and Salovey (2016) make a strong case that emotional intelligence is a mental capacity or a system of mental abilities, which is in line with the traditional understanding of the term "intelligence" itself. This way of defining emotional intelligence implies the way it is measured.Central to the researchers' approach is the belief that, like other mental abilities, emotional intelligence is best measured by posing problems to be solved and analysing patterns of correct responses. The use of performance tests is a more correct way of operationalising emotional intelligence than measuring it using self-report tools, as people find it difficult to assess their own level of intelligence. This is because they lack knowledge of what effective problem solving means. Instead, they base their assessments on unreliable grounds, such as, for example, self-confidence, self-esteem, misinterpretation of successes in reasoning and wishful thinking. These non-intellectual characteristics introduce distortions in the assessment of one's own abilities, making self-report measures unreliable indicators of actual abilities (see e.g. Boyatzis, 2018; D'Amico, Geraci, 2023). In order to measure emotional intelligence well, tests need to include relevant material. According to researchers, the correct measurement of emotional abilities will be possible when the content of the test reflects the given area of emotional problem-solving (Mayer, Caruso, Salovey, 2016).

In their article Mayer, Caruso and Salovey (2016) point out another aspect – intelligent problem solving does not always translate into intelligent behaviour, as a person may have high emotional intelligence but not use it. This demonstrates the need to distinguish between emotional capacities and behaviour. However, although emotional intelligence is not a reliable predictor of a single behaviour because of the influence of other personality and social variables, in the long term and when aggregating different behaviours, more emotionally intelligent people achieve different outcomes in life than less emotionally intelligent people. This issue will be described more extensively

in the second part of this article, in the context of the importance of emotional intelligence in human social functioning.

Mayer, Caruso and Salovey (2016) perceive emotional intelligence as "broad" intelligence. The notion of "broad" intelligence derives from the hierarchical model of intelligence Cattell-Horna-Carroll (see e.g. McGrew, 2009). In this model, general intelligence (g) is at the top of the hierarchy and is subdivided into "broad" intelligences located at the second level, which in turn are subdivided into more specific mental abilities with a narrower scope, which are at the lowest, i.e. third, level of the model. According to the creators of the ability model, emotional intelligence fits into the characteristics of "broad" intelligence.

At the same time, Mayer, Caruso and Salovey believe that broad intelligences – especially those defined by their content – can be divided into "hot" and "cold" categories. "Cold" intelligences operate on impersonal knowledge. These include, for example, mathematical abilities or visual-spatial intelligence. "Hot" intelligences, on the other hand, involve reasoning with information that is relevant to the individual – matters that can elicit strong reactions. People use "hot" intelligences to manage what is most important to them, such as a sense of social acceptance, self-identity consistency and emotional well-being. Repeated failures to reason in these areas lead to psychological pain, which – at an intense level – is processed in the same areas of the brain as physical pain (Eisenberger, 2015, after: Mayer, Casuso, Salovey, 2016).

According to Mayer, Caruso and Salovey (2016), emotional intelligence fits into the category of "hot" intelligences, as emotions are organised responses involving physical changes, cognitive processes and action plans – all with strong evaluative elements. Other intelligences in this category are social intelligence and personality intelligence. Social intelligence is "the ability to understand social norms, customs and expectations, social situations and the social environment, as well as the ability to recognise manifestations of social influence and power in social hierarchies. It also includes an understanding of in-group and inter-group relationships" (Mayer, Caruso, Salovey, 2016, p. 10). The concept of personality intelligence is the most recent of the three. It encompasses the ability to reason about personality – both one's own and other people's – including motives, emotions, thinking and knowledge, plans, styles of action, as well as awareness and self-control (see e.g. Mayer, Skimmyhorn, 2017).

In their work, the researchers revise their understanding of the similarities and differences between these three types of intelligence. In their view, social intelligence is "hot" because it conditions social acceptance, and this is fundamental for people. Personality intelligence is also described as "hot" intelligence because a person's sense of self is the primary source of either inner satisfaction, contentment and pride (on the positive side) or pain, self-contempt and negative thoughts (on the negative side; Greenwald, 1980, after: Mayer, Casuso, Salovey, 2016) Mayer, Caruso and Salovey (2016) argue that the aforementioned intelligences can be "positioned" in relation to each other in different ways. On the one hand, they may be comparable in terms of complexity, as they all involve human cognitive reasoning of an equally sublime nature. On the other hand, however, the problems they involve (emotions, personality traits or social processes) involve systems at three different levels of complexity: emotions are relatively small psychological systems (the lowest level), personality exists at the level of the whole individual (the higher level), and social organisations involve whole social systems (the highest level). For this reason, it is sometimes argued in the scientific community that emotional intelligence may be a subset of social or personality intelligence, rather than a separate intelligence. Mayer, Caruso and Salovey (2016) partly share these doubts, but at the same time believe that, in the absence of conclusive empirical arguments, the aforementioned intelligences should nevertheless be treated – at least temporarily – as distinct from each other, since their subject areas are sufficiently different to make the ability to reason in each area independent of the other. The researchers acknowledge that most people will use these intelligences in a combined way (it is easier, for example, to understand other people's emotions if you understand their personality and the social systems in which they

function), hence the correlations revealed in the research between different intelligences. Nevertheless, there will also be individuals with strongly varying levels of these intelligences, e.g. they will have high social intelligence and at the same time low emotional intelligence. Evidence of the distinctiveness of the aforementioned intelligences is also provided by neuropsychological research. For example, the work of Heberlein and colleagues (Heberlein, Adolphs, Tranel, Damasio, 2004, after: Mayer, Caruso and Salovey, 2016; Heberlein, Saxe, 2005, after: Mayer, Caruso and Salovey, 2016) shows that the areas of the brain responsible for recognising emotions such as happiness, fear or anger are different from the areas responsible for recognising personality traits such as shyness, kindness and rudeness. Researchers do not deny that further research may find that emotional intelligence is nevertheless part of a broader personality or social intelligence (Mayer, Caruso, Salovey, 2016).

Drawing on the gathered empirical data, the creators of the ability model verified the specific abilities included in each of the four main components of emotional intelligence. They separated some of the previously mentioned abilities into several more specific ones, and also added abilities to the model that were not previously included in it. After the update, the "Emotions Perception" component includes, according to them, the following more specific abilities: identifying insincere or false emotional expressions, distinguishing between accurate and inaccurate emotional expressions, understanding emotional expressions according to context and culture, expressing emotions openly if desired, perceiving emotional content in the environment, visual arts and music, recognising emotions in others in their voice, facial expressions, language and behaviour, and identifying emotions in their physical states, feelings and thoughts. The following abilities are included in the component "Using emotions to support thinking": the ability to select problems according to an emotional state that can facilitate cognition, using mood changes to generate different cognitive perspectives, prioritising thinking by directing attention according to the emotions experienced, generating emotions in order to relate to another person's experience, generating emotions for the purpose of better evaluation and memory. The "Understanding Emotions" component includes: recognising cultural differences in the evaluation of emotions, understanding how a person is likely to feel in the future or under certain conditions, recognising likely changes in emotions (e.g. moving from anger to satisfaction), understanding complex and co-occurring emotions together, distinguishing between moods and emotions, assessing situations that are likely to trigger emotions, identifying the cause, meaning and consequences of emotions, and naming emotions and recognising relationships between them. As for the final component, "Managing emotions", the researchers included the following: managing other people's emotions effectively to achieve the desired outcome, managing one's own emotions effectively to achieve the desired outcome, evaluating strategies to maintain, reduce or intensify emotional reactions, monitoring emotional reactions to assess their validity, engaging with emotions if they are helpful or withdrawing when they are not, remaining open to pleasant and unpleasant emotions depending on the need and the information they convey (Mayer, Caruso and Salovey, 2016).

Mayer, Caruso and Salovey (2016) acknowledge that the structure of the four components of emotional intelligence outlined above is not reflected well in the factor structure found in studies by various authors. The most objectionable component is the second one, "Using emotions to support thinking". There have even been calls in the scientific community to omit these capabilities in the ability model. However, the creators of the concept believe that, despite the poor empirical evidence, it is still worth considering these abilities as an integral part of emotional intelligence. However, the researchers acknowledge that the problem is not sufficiently empirically verified and requires further exploration, whereby the postulated structure of intelligence may change.

Revising their model, Mayer, Caruso and Salovey (2016) concluded that, despite decades of research on emotional intelligence, many questions remain unclear and the ability model will probably still need further revision.

2. The concept of meta-emotional intelligence by A. D'Amico

In 2013, a Spanish-language article by D'Amico (2013, after: D'Amico, Geraci, 2023) was published in which the author describes a new construct – meta-emotional intelligence. The researcher's starting point was Salovey and Mayer's previously described ability model and Flavell's concept of metacognition (1979, after: D'Amico, Geraci, 2023). The latter defined metacognition as knowledge about cognitive phenomena, consisting of metacognitive knowledge as well as metacognitive experiences, tasks or goals and strategies. Since this first conceptualisation, a number of other models of metacognition and the sub-processes involved have emerged (see e.g. Drigas, Mitsea, 2021). However, as D'Amico (2013, after: D'Amico, Geraci, 2023) has rightly pointed out, in considering metacognition little attention is paid to emotions.

In developing the construct of meta-emotional intelligence, D'Amico focused on the abilities mentioned in Mayer and Salovey's model and on three specific metacognitive processes: metacognitive knowledge, metacognitive self-evaluation and metacognitive beliefs, relating them all to the emotional sphere. Thus, meta-emotional knowledge is, according to the researcher, self-awareness and knowledge of one's own emotional capacities in everyday functioning. Metacognitive self-evaluation is the ability to self-assess one's own performance and effectiveness in specific tasks. D'Amico argues that those who are able to correctly assess their performance will be able to correct their mistakes and practice what they have not yet mastered, thus improving their performance in similar tasks they will face in the future. The term meta-emotional beliefs refers to a person's beliefs (correct or incorrect) about the nature, controllability and usefulness of emotions. It should be added that these beliefs are mainly formed as a result of cultural and educational influences. D'Amico gives the example of emotional suppression promoted in many environments as a way of dealing with emotions. Such interactions may contribute to the individual's belief that this is the only way to regulate emotions, and this belief will motivate them to try to suppress their emotions. If successful, this reinforces the belief that one can control one's emotions in this way (D'Amico, 2018, after: D'Amico, Geraci, 2023; also see Brockman et al, 2017; Tsai, Lu, 2018). Deficits in meta-emotional intelligence can significantly affect a person's emotional functioning and behaviour. For example, low awareness of one's own emotional abilities combined with misconceptions about emotions can contribute to poor meta-emotional control. Such a person may choose situations in which he or she is unable to cope or, conversely, avoid situations that he or she could easily manage. A harmonious meta-emotional intelligence profile, on the other hand, allows people to choose situations that they can handle and avoid those that are beyond their control (D'Amico, Geraci, 2023).

Although D'Amico's conceptualisation mainly refers to the ability model, she does not reject the way of defining intelligence as a trait (trait emotional intelligence; see e.g. Bucich, Maccann, 2019; O'Connor et al., 2019). As mentioned earlier, emotional intelligence is measured differently in each of the two trends, and correlation coefficients between performance test scores and self-report tools are low or not statistically significant. The concept of meta-emotional intelligence is an excellent platform for reconciling the two positions. Performance tests measure actual emotional capacity, while self-report questionnaires measure the respondent's perceived emotional capacity. According to D'Amico (2018, after: D'Amico, Geraci, 2023), the latter, even if they do not correspond to actual abilities, can influence the individuals' behaviours and choices, and the discrepancy found in research between perceived and actual abilities can provide valuable information about a person's level of meta-emotional intelligence, i.e. their meta-cognition of emotional intelligence. For example, low knowledge and meta-emotional self-evaluation may be responsible for greater discrepancies between performance test results and self-report measures, as the self-report will then be less accurate (it may be distorted by a distorted perception of one's own abilities in everyday life or when dealing with specific emotional tasks).

3. Examples of research on the importance of emotional intelligence in human social functioning conducted in the trends of the ability model and meta-emotional intelligence

The following section will describe examples of research dedicated to the role of emotional intelligence in human social functioning, which is carried out within the two trends of consideration of the construct described earlier.

As mentioned earlier, both Mayer, Caruso and Salovey (2016) and other researchers (see e.g. Matczak, Knopp, 2013; Miao, Humphrey, Qian, 2017; O'Connor et al., 2019) point out that a high level of emotional intelligence, understood as a set of abilities and therefore as a certain instrumental disposition, does not always translate into a person's functioning in real-life, everyday situations, as not every person uses the emotional abilities they possess. The correlations found between emotional intelligence understood in this way and performance indicators of functioning are therefore generally lower than for emotional intelligence understood as a trait. However, in the long term and when aggregating many individual behaviours, a positive effect of emotional intelligence is observed. The greatest consensus among researchers is that high emotional intelligence contributes significantly to the effectiveness of a person's social functioning. Although we already have a fairly substantial body of empirical data on this issue, there are still many questions that remain unresolved. Furthermore, it should be noted that most research is conducted within mixed models or concepts that understand emotional intelligence as a trait (trait emotional intelligence). Significantly less research has been devoted to emotional intelligence, defined according to the ability model as a set of emotional abilities, and the least is known about the importance of meta-emotional intelligence. Therefore, it seems useful to present some illustrative reports on the role of emotional intelligence in human social functioning, in terms of the two models presented earlier.

It is worth starting the description of the studies with those conducted in Poland. Klinkosz, Iskra and Artymiak (2021) were interested in the relationship between young adults' emotional intelligence and their social competence and interpersonal relationships. They surveyed 173 psychology students from three Polish universities. The results showed the existence of positive associations of emotional intelligence with both social competence and positive interpersonal relationships. The ability to express emotions openly and the ability to empathise, i.e. to understand other people's emotions, proved to be most important here. The former was positively associated with relationship skills, negatively with assertiveness (which involves setting one's own boundaries and expressing one's own needs or objections) and providing social support In contrast, the ability to empathise with others fostered negative assertiveness and giving support, as well as conflict resolution skills. Interestingly, neither the ability to understand emotions nor the ability to control emotions were found to be significantly related to indicators of students' social functioning (Klinkosz, Iskra, Artymiak, 2021).

There is relatively little research on the importance of emotional intelligence in interpersonal relationships among seniors. This makes the results of the study by Petrican, Moscovitch and Grady (2014) all the more interesting. Researchers looked for a link between a spouse's ability to recognise positive and negative emotions and their partner's well-being. To this end, they conducted two studies involving neurologically healthy older couples and an age-matched clinical trial involving couples in which one spouse had received a diagnosis of Parkinson's disease, which impairs the expression of emotions. Respondents were asked to recognise positive and negative emotions based on body posture. Their subjective well-being was also measured. Among neurologically healthy spouses, greater proficiency in recognising positive (but not negative) emotions was associated with greater life satisfaction for their partner.In addition, we found that spouses of Parkinson's disease patients showed greater proficiency in recognising positive emotions compared to the control group, which the researchers believe may reflect compensatory mechanisms. At the same time, this group showed reduced proficiency in recognising negative emotions and a tendency to underestimate their intensity. Importantly, all of these effects diminished with the years following the onset

of Parkinson's disease. Finally, there was evidence to suggest that it was the partner's increased ability to recognise negative (rather than positive) emotional states that was a predictor of higher levels of life satisfaction for both Parkinson's disease patients and their spouses. This is an important finding because the results obtained by Petrican, Moscovitch and Grady (2014), on the one hand, show how important the ability to recognise a spouse's emotions is in a close relationship for his or her subjectively perceived well-being, and, on the other hand, suggest that positive and negative emotions may play different roles in the dynamics of close interpersonal relationships depending on the partner's neurological condition and disability trajectory.

Concerning the subject of marital relationships, it is worth devoting some time to the work of Jardine, Vannier, and Voyer (2022). The researchers conducted a systematic review of dozens of studies conducted in recent years on the relationship between the partners' emotional intelligence and various parameters of their satisfaction with the romantic relationship. The meta-analysis conducted showed a significant positive effect of emotional intelligence for each of the satisfaction indicators. There are several arguments in the literature that support these positive relationships. People with high emotional intelligence can cope with emotional problems that arise in their relationship better. For example, they can communicate better with their partner, collaborate with them and resolve conflicts more effectively (see e.g. Hajihasani, Sim, 2018). In addition, these people find it easier to empathise with and understand their partner's emotions. The aforementioned skills – communication, conflict resolution, understanding perspectives, collaboration – have been shown in research to increase relationship satisfaction (see e.g. Bannon et al., 2020).

There is ample evidence in the literature that high emotional intelligence prevents interpersonal conflicts or promotes their constructive resolution (see e.g. Winardi, Prentice, Weaven, 2022). This applies to different age groups and different environments, such as school or work. The negative relationship between emotional intelligence and violence and various types of aggressive behaviour is also well proven (see e.g. Schuberth et al., 2019). The ability to regulate emotions is of particular importance here (see e.g. Camodeca, Coppola, 2017; Godleski et al., 2015). Many researchers see emotional intelligence as a protective factor against destructive and anti-social behaviour. In this context, a growing number of reports on the effectiveness of psychological interventions aimed at developing emotional capacity seem promising. As an example, Wong and Power's (2024) study can be cited. The aim of these researchers was to test the impact of the *Peace Ambassador Project* educational programme, which stimulates the development in children of, among other things, emotional intelligence. The project was implemented in a dozen schools in Hong Kong, with groups of children aged between 4 and 5 years (N = 302). A quasi-experimental procedure was used to evaluate its results. In each school, the teachers of one class implemented the programme and the other class acted as a control group. Data were collected among children, their parents and teachers before the programme started and one week and three months after the programme ended. Preliminary analyses showed that, prior to the implementation of the programme, children in the experimental group showed lower emotional intelligence and, at the same time, less competent responses to peer aggression than children in the control group. However, these differences disappeared after the intervention ended. The emotional intelligence of children in the experimental group increased, as well as their ability to take action to stop bullying. There was also a decrease in avoidance of difficult situations and aggressive responses. These findings suggest that educational programmes that shape emotional intelligence and social skills, may be an effective method of dealing with aggressive behaviour. At the same time, they are coherent with other studies that confirm that emotional intelligence trainings are effective interventions (see e.g. Hodzic et al., 2018).

The positive correlations found in research between emotional intelligence and various indicators of social functioning are not surprising. Emotional intelligence, on the one hand, allows one to gain deeper and more relevant insights into one's own emotional experiences generated by interactions with

other people, to understand and cope with them, and on the other hand, enables one to understand the emotions and behaviour of social interaction partners. Researchers point out that such components of emotional intelligence as sensitivity and openness to one's own and other people's emotions, the capacity for adequate emotional expression, the ability to understand, recognise and identify other people's emotional states and the ability to regulate emotions, especially negative ones, form the basis for establishing and maintaining positive relationships with other people (see e.g. Klinkosz, Iskra, Dawidowicz, 2017; Matczak, Knopp, 2013). Thus, emotional intelligence facilitates functioning in social situations and conditions coping with conflict and interpersonal difficulties.

Although the construct of meta-emotional intelligence has only recently appeared in the literature, we already have the first empirical data on the importance of such intelligence in human functioning. D'Amico and Geraci's (2021) study of a sample of 105 secondary school students (55 girls and 50 boys) aged between 10 and 16 years showed that those with higher emotional ability (as captured by the ability model) have higher sociometric status, i.e. are more popular among peers. The relationships between group position and meta-emotional abilities are of particular interest. It was found that those with adequate meta-emotional knowledge are more accepted by their peers compared to classmates who tend to overestimate their emotional abilities. The latter are more likely to be rejected. Similarly, adolescents who presented adequate meta-emotional self-esteem enjoyed higher levels of acceptance and lower levels of peer rejection. On the margins of the reflections carried out here, it is worth mentioning that D'Amico and Geraci also found that respondents' correct beliefs about emotions were a significant predictor of their psychological well-being. These findings shed new light on the relationship between emotional ability and social success in adolescents. As the researchers conclude, having emotional capacity is not the only condition for adolescents to engage in correct social relationships. In addition, they must be aware of the aforementioned capacities and the self-assessment in this respect should be adequate. It should also be noted that those individuals who overestimate their emotional abilities are more likely to be rejected compared to those who underestimate their abilities. This is probably because the former tend to get involved in situations they cannot control. On the other hand, underestimating one's abilities also has some negative sides, as it can lead to avoiding situations that young people could easily master. So why are they less rejected by their peers? According to D'Amico and Geraci (2021), this is because, compared to overestimators, underestimators are less "visible" to other members of the peer group.

Of course, it is necessary to collect a broader set of empirical data on the importance of meta-emotional intelligence in human functioning. However, the first results we already have are extremely promising. All the more so because research shows that psychological intervention programmes are even more effective for components of meta-emotional intelligence than for emotional intelligence in terms of the ability model (D'Amico, Geraci, 2022).

Summary

Almost 35 years of research into emotional intelligence has produced a substantial body of data on it. One of the most important models of emotional intelligence, the ability model, has already seen its second revision, and its developers suggest that new empirical data will probably lead to further modifications. New concepts are also being developed on the basis of existing knowledge, such as the concept of meta-emotional intelligence. In general, it can be said that there has been a shift in the field of emotional intelligence research towards more integrated, possibly complementary approaches.

Subsequent work expands the knowledge of emotional intelligence, its place among other instrumental dispositions, and the ways in which it can be operationalised. The increasingly precise understanding of the nature of emotional intelligence is inspiring researchers to further explore its role in various aspects of life, such as education, working life, psycho-physical health and, above all, effective functioning in relationships with other people.

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