**The Evolution of Emotional Intelligence: History, Models and Measures**

**ABSTRACT**

Emotional Intelligence (EI) refers to the ability to recognize, understand, and manage emotions in oneself and others. This study finds the historical development of EI from the early 20th century through 2024, highlighting its growing relevance across disciplines. It explores key theoretical models, including the ability-based model by Salovey and Mayer, the trait-based model by Petrides and Furnham and the mixed model proposed by Daniel Goleman and Reuven Bar-On, to offer a comprehensive conceptual framework of emotional intelligence (EI). The study also categorizes and evaluates EI assessment tools into performance-based, self-report, and observer-rated measures, emphasizing their significance in both research and practical settings. Furthermore, the study examines the role of EI in education (enhancing classroom climate and student-teacher relationships), workplaces (improving leadership and teamwork), healthcare (supporting patient care and provider communication), and mental health (aiding emotional regulation and resilience). The findings underscore EI’s importance in promoting emotional well-being, effective decision-making, and interpersonal success.

***Keywords:*** *Emotional Intelligence, History, Measures, Models, Emotional Well-Being.*

**INTRODUCTION**

Emotional Intelligence refers to the ability to recognize and manage emotions in ourselves and others to make effective decisions (Goleman, 2001; Ciarrochi & Mayer, 2007). It plays a vital role in human behavior, influencing relationships, job performance, and academic success (Wasswa, 2024; Solang & Nurjaningsih, 2024; Brackett et al., 2011). The concept was first introduced in the early 20th century (Sharma, 2008). It has gained significant attention over the past few decades, particularly with the contributions of psychologists such as Peter Salovey, John Mayer, and Daniel Goleman (Samad, 2014; Kumar et al., 2022). In the early 20th century, Thorndike introduced the concept of social intelligence, describing it as the ability to interact effectively with others (Sharma, 2008). It includes understanding internal states, motives, and behaviors both in oneself and others (Sharma, 2008; Thorndike, 1920). This idea closely aligns with the contemporary understanding of emotional intelligence (Dhani & Sharma, 2016). Soon after, Wechsler developed the notion of non-cognitive intelligence, emphasizing its importance for success in life. He argued that intelligence remains incomplete without acknowledging its non-cognitive aspects (Wechsler, 1958). Later in the century, Gardner introduced the theory of multiple intelligences in his book "Frames of Mind," proposing that emotional intelligence shares similarities with two of the seven intelligences he identified: interpersonal and intrapersonal intelligence (Gardner, 1983; Webb, 2009). In 1990, psychologists Peter Salovey and John Mayer defined emotional intelligence as the ability to recognize, differentiate, and utilize emotional information to guide thoughts and actions (Salovey & Mayer, 1990). The concept gained widespread recognition following the publication of Daniel Goleman’s book "Emotional Intelligence: Why It Can Matter More Than IQ," which was inspired by the work of Salovey and Mayer. Goleman described emotional intelligence as encompassing self-control, enthusiasm, persistence, and the ability to self-motivate (Goleman, 1995; Feldman & Mulle, 2009; Joy, 2011). Another key figure in the field, Reuven Bar-On, introduced the term "emotional quotient" and defined emotional intelligence as the ability to understand oneself and others, build relationships, and effectively adapt to one’s surroundings to meet environmental challenges (Bar-On, 1988, 1997). Unlike traditional measures of intelligence (IQ), which focus primarily on cognitive abilities, EI encompasses the ability to perceive, understand, manage, and regulate emotions in oneself and others (Salovey & Mayer, 1990). The significance of EI extends beyond psychology into various fields, including education, leadership, and mental health (Chen, 2024; Baranidharan & Dhakshayini, 2024). Researchers argue that individuals with high emotional intelligence tend to exhibit better interpersonal skills, greater resilience, and more effective decision-making abilities (Baranidharan & Dhakshayini, 2024). As a result, EI is increasingly being integrated into educational curricula, workplace training programs, and leadership development initiatives. Given its growing importance, this study aims to provide a comprehensive overview of emotional intelligence by exploring its historical development, theoretical models, and measurement tools.

**Objectives of the Study**

1. To examine the historical development of Emotional Intelligence (EI).
2. To analyze the key theoretical models of EI.
3. To evaluate the various measurement tools used to assess EI.

**I. HISTORICAL DEVELOPMENT OF EMOTIONAL INTELLIGENCE**

The concept of Emotional Intelligence (EI) has evolved over time, drawing from various psychological, philosophical, and neuroscientific perspectives (Solang & Nurjaningsih, 2024). Although the formal term “Emotional Intelligence” was coined in the 1990s, its theoretical roots can be traced back to early discussions on the relationship between emotion and cognition. This section examines the historical evolution of EI, highlighting key milestones and contributions that have shaped its current understanding.

**1.1 Early Theories on Emotion and Intelligence**

The interplay between emotion and intelligence has been a subject of interest for centuries. Ancient philosophers, Aristotle and Plato, explored the role of emotions in human reasoning and decision-making (Campeggiani & Konstan, 2024; Knuuttila, 2013). Aristotle, in particular, emphasized the importance of managing emotions effectively to achieve personal and social harmony (Sanders & Johncock, 2016). The 20th century saw increasing interest in intelligence as a measurable construct. Traditional intelligence theories, such as those proposed by Alfred Binet and later expanded by Lewis Terman in the development of the IQ test, focused primarily on cognitive abilities (Binet, 1905; Terman, 1916; Euler et al., 2023). In 1920, Edward Thorndike introduced the concept of “social intelligence”, describing it as the ability to understand and manage people effectively. This idea laid the groundwork for later developments in emotional intelligence by emphasizing interpersonal skills as a form of intelligence (Thorndike, 1920).

**1.2 Emergence of Emotional Intelligence Concepts**

The 1940s and 1950s saw further exploration of emotional and social competencies. During the 1940s, psychologist David Wechsler argued that intelligence should include non-intellective factors, such as personality and emotional regulation. He noted that individuals with high intellectual intelligence (IQ) could still struggle in personal and professional settings due to a lack of emotional awareness and interpersonal skills (Wechsler, 1943). The rise of humanistic psychology in the mid-20th century further emphasized the role of emotions in personal development. Psychologists such as Abraham Maslow and Carl Rogers emphasized the importance of self-awareness, emotional expression, and empathy in achieving self-actualization (Maslow, 1954; Rogers, 1959; Guynn, 2021). These ideas contributed to the growing recognition of emotional competencies as essential aspects of intelligence. Howard Gardner introduced the theory of Multiple Intelligences, which expanded the traditional view of intelligence. He identified different types of intelligence, including interpersonal intelligence (the ability to understand others) and intrapersonal intelligence (self-awareness and self-regulation), both of which closely align with modern conceptions of EI (Gardner, 1983; Cavas & Cavas, 2020; Davis et al., 2011). The 1980s marked a turning point in the study of emotional intelligence (Nazari & Emami, 2013). Reuven Bar-On developed the Emotional Quotient (EQ) concept as a measure of emotional and social competence. His work contributed to developing EI assessment tools, which would later become widely used in psychological and organizational research (Bar-On, 1988).

**1.3 Formalization of Emotional Intelligence**

Peter Salovey and John Mayer first introduced the term "Emotional Intelligence" (EI) in 1990, defining it as the ability to monitor, differentiate, and utilize emotions to guide thought and behavior. Their model identified four key components: perceiving emotions (recognizing emotions in oneself and others), using emotions (applying emotions to enhance cognitive processes), understanding emotions (analyzing emotional cues and predicting changes), and managing emotions (regulating emotions for personal and social well-being) (Salovey & Mayer, 1990). This conceptualization laid the foundation for empirical research on EI and led to the development of performance-based assessment tools, such as the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) (Mayer et al., 2002).

**1.4 Popularization and Expansion of EI Research**

The concept of emotional intelligence gained mainstream attention when Daniel Goleman published his book "Emotional Intelligence: Why It Can Matter More Than IQ" (1995). Goleman expanded on Salovey and Mayer’s work, presenting EI as a key factor in personal and professional success. He introduced a Mixed Model of EI, incorporating self-awareness, self-regulation, motivation, empathy, and social skills as essential components. Goleman’s work led to the widespread adoption of EI in leadership training, workplace assessments, and educational programs (Goleman, 1995). During the early 2000s, researchers such as Petrides and Furnham introduced the Trait EI Model, which views EI as a personality trait rather than a cognitive ability. This model differs from Salovey and Mayer’s Ability Model and emphasizes individual differences in emotional perception and expression (Petrides & Furnham, 2001). In recent years, emotional intelligence has been widely studied across various fields, including education, healthcare, business, and psychology (Baranidharan & Dhakshayini, 2024; Solih et al., 2024).

**II. DEFINITIONS OF EMOTIONAL INTELLIGENCE**

Emotional Intelligence (EI) has been defined in various ways by different scholars over time. Salovey and Mayer first conceptualized EI as *"the subset of social intelligence that involves 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"* (Salovey & Mayer,1990). Later, Mayer and Salovey refined this definition, describing EI as *"a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions"* (Salovey & Mayer,1993). Daniel Goleman expanded the concept, defining EI as *"the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions effectively in ourselves and others" (*Goleman, 1995). Reuven Bar-On (1997) introduced a broader perspective, stating that *"emotional intelligence is an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures"* (Bar-On, 1997). Further refining the concept, Mayer, Salovey, and Caruso (2000) emphasized that *"emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships, and to reason and problem-solve on the basis of them" (*Mayer et al., 2000). Petrides and Furnham (2001) contributed by defining *"trait emotional intelligence as a constellation of emotional self-perceptions located at the lower levels of personality hierarchies."* Howard Gardner in his theory of multiple intelligences, suggested that *"the personal intelligences entail the capacity to understand oneself, to have an effective working model of oneself including one's own desires, fears, and capacities and to use such information effectively in regulating one's own life"* (Gardner, 1983). Finally, Van Rooy and Viswesvaran described EI as *"the ability to perceive, understand, and regulate emotions in the self and others" (*Rooy & Viswesvaran, 2004). These definitions reflect the evolving concept of emotional intelligence, moving from an ability-based model to broader frameworks that include personality traits and workplace competencies. The main difference among these definitions lies in their underlying assumptions about whether emotional intelligence is viewed as a cognitive ability (Salovey & Mayer), a combination of traits and skills (Goleman), or a stable personality trait (Petrides & Furnham). Each perspective offers valuable insights into emotional intelligence while presenting certain limitations in scope, measurement, and conceptual clarity.

**III. MAJOR MODELS OF EMOTIONAL INTELLIGENCE**

Emotional Intelligence (EI) has been conceptualized through various theoretical models that define its components, structure, and applications. These models attempt to explain how individuals recognize, manage, and utilize emotions to navigate social interactions and decision-making processes. The four major models of EI are: **(1) The Ability Model (Salovey & Mayer), (2) The Mixed Model of Goleman (1995) and Bar-On (1997), and (3) The Trait Model (Petrides & Furnham)**

**3.1 The Ability Model of Emotional Intelligence (Salovey & Mayer, 1990)**

Peter Salovey and John Mayer introduced the Ability Model of Emotional Intelligence, defining EI as the capacity to perceive, understand, manage, and regulate emotions in oneself and others. According to this model, EI is a form of intelligence similar to cognitive intelligence (IQ) and involves mental processes that contribute to emotional awareness and problem-solving (Salovey & Mayer, 1990).



**[Fig. 1:](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DeUTWeq_9OZ4&psig=AOvVaw2cgiOiCnWIl2wAApgr0wgf&ust=1743148472209000&source=images&cd=vfe&opi=89978449&ved=0CBcQjhxqFwoTCJCk6vSZqowDFQAAAAAdAAAAABAE" \t "_blank)** Salovey & Mayer's PUUM model

(Source: https://www.researchgate.net/figure/TheSalovey & Mayer's model-of-EI)

**Key Components of the Ability Model:**

Salovey and Mayer proposed a four-branch model that organizes EI into hierarchical skill sets:

1. **Perceiving Emotions** - The ability to recognize emotions in facial expressions, voice tones, and body language helps individuals understand their own emotions and those of others.
2. **Using Emotions** - The ability to harness emotions to facilitate cognitive tasks such as thinking and problem-solving.
3. **Understanding Emotions** - The ability to analyze emotions, interpret their meanings, and predict emotional outcomes.
4. **Managing Emotions** - The ability to regulate emotions effectively in oneself and others to promote emotional and intellectual growth.

The four branches operate hierarchically, with emotion perception as the foundational or lowest level, while emotional management represents the most advanced or highest level (Mayer et al., 2001). The Ability Model of Emotional Intelligence is supported by neuroscientific research and cognitive psychology, highlighting EI as a measurable cognitive skill (Killgore et al., 2013). One of its key strengths is the development of performance-based assessments, such as the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), which objectively evaluates EI abilities (Mayer et al., 2023; Brackett et al., 2011). However, critics argue that the model excessively emphasises emotional cognition, overlooking emotional intelligence's behavioural and personality-related aspects (Kewalramani et al., 2015).

**3.2 The Mixed Model of Emotional Intelligence (Goleman, 1995)**

Daniel Goleman expanded on Salovey and Mayer’s work by introducing the Mixed Model of EI, which integrates emotional skills with personality traits and competencies. Unlike the Ability Model, which views EI as a cognitive ability, Goleman’s model emphasizes emotional and social competencies that influence personal and professional success (Goleman, 1995;Mrisho & Mseti, 2024).



**Fig. 2:** Goleman Mixed Model ofEmotional Intelligence

(Source: https://www.researchgate.net/figure/The-mixed-model-of-EI)

**Key Components of the Mixed Model:**

Goleman categorized EI into five dimensions:

1. **Self-awareness**- Recognizing one’s emotions and their impact on thoughts and behavior.
2. **Self-regulation**- Controlling emotional impulses, adapting to changing circumstances, and maintaining composure.
3. **Motivation**- Using emotions to pursue goals, maintain optimism, and exhibit perseverance.
4. **Empathy**- Understanding and considering others’ emotions and perspectives.
5. **Social Skills**- Managing relationships, communicating effectively, and resolving conflicts (Mrisho & Mseti, 2024).

Goleman’s Mixed Model of Emotional Intelligence has gained significant recognition in leadership and organizational psychology, emphasizing the importance of EI in workplace performance, leadership effectiveness, and team collaboration (Trehan & Shrivastav, 2012; Shafik, 2024; Mrisho & Mseti, 2024). However, the model has been criticized for blending cognitive skills with personality traits, making it challenging to define EI as a distinct form of intelligence (Romanelli et al., 2006; Sfetcu, 2023). Additionally, concerns have been raised about the objectivity of self-report measures, such as the Emotional Competence Inventory (ECI), as personal biases may influence their results (Byrne et al., 2007).

**The Bar-On Model of Emotional Intelligence (Bar-On, 1997)**

Reuven Bar-On introduced one of the earliest and most comprehensive models of Emotional Intelligence, conceptualizing it as an array of non-cognitive abilities, competencies, and skills that influence an individual's capacity to cope effectively with environmental demands and pressures (Bar-On, 2002). He is also credited with coining the term “Emotional Quotient (EQ)” as an analogue to Intelligence Quotient (IQ) in his doctoral dissertation (Emmerling & Goleman, 2003). Unlike the Ability Model, which emphasizes cognitive processing, and Goleman’s Mixed Model, which blends personality and skills, the Bar-On model focuses on psychological adaptability and well-being as key indicators of EI.



**Fig. 3**: Bar-On’s Model of Emotional Intelligence

(Source: https://www.researchgate.net/figure/reuven-bar-on.html)

**Key Components of the Bar-On Model:**

Bar-On organizes emotional intelligence into five key domains, each encompassing specific sub-skills:

1. **Intrapersonal Skills –** These include self-awareness and self-regulation, which are crucial for personal development and emotional management (Emotional Self-Awareness, Assertiveness, Self-Regard, Self-Actualization, Independence).
2. **Interpersonal Skills –** The model highlights the importance of empathy and social skills, facilitating effective communication and relationship-building (Empathy, Social Responsibility, Interpersonal Relationships).
3. **Adaptability –** This aspect focuses on the ability to adjust to changing environments and challenges, which is vital in dynamic settings like healthcare and education (Reality Testing, Flexibility, Problem Solving).
4. **Stress Management –** The model addresses coping mechanisms and resilience, essential for maintaining well-being in high-pressure environments (Stress Tolerance, Impulse Control)
5. **General Mood –** A positive outlook is linked to better performance and satisfaction in both personal and professional contexts (Happiness, Optimism).

The Bar-On Model offers a comprehensive framework for understanding emotional intelligence in both personal and social contexts, and its multi-dimensional structure has made it widely applicable in education, healthcare, and organizational settings (Punia et al., 2015; Mrisho & Mseti, 2024; Vaida & Opre, 2014). However, critics argue that some components, such as optimism and happiness, may overlap with personality traits, raising questions about their distinction from general psychological well-being (Bar-On, 2006; Petrides & Furnham, 2001).

**3.3 The Trait Model of Emotional Intelligence (Petrides & Furnham, 2001)**

Konstantinos Petrides and Adrian Furnham (2001) proposed the Trait Model of EI, which differs from both the Ability and Mixed models by treating EI as a personality trait rather than a form of intelligence. According to this model, EI consists of behavioral dispositions and self-perceived emotional abilities that influence how individuals interact with their environment (Hansenne, 2012).

**Key Components of the Trait Model:**

The Trait Model is based on personality psychology and includes multiple self-perceived emotional competencies grouped into four broad factors:

1. **Well-Being** - Encompasses optimism, self-esteem, and emotional self-confidence.
2. **Self-Control** - Includes emotional regulation, stress management, and impulsivity control.
3. **Emotionality** - Covers emotional perception (awareness of one’s emotions), empathy, relationships and emotional expression.
4. **Sociability** - This relates to social skills, assertiveness, and the ability to manage emotions in interpersonal interactions.



**Fig. 4.** The trait model of EI.

(Source: https://www.researchgate.net/figure/The-trait-model-of-EI)

The Trait Model of Emotional Intelligence recognizes the role of personality in emotional functioning and is commonly assessed through self-report questionnaires, such as the Trait Emotional Intelligence Questionnaire (TEIQue) (Petrides et al., 2006). However, critics argue that this model lacks a strong theoretical foundation in cognitive intelligence and that self-reported EI scores may be subject to personal biases, affecting their reliability and objectivity (Petrides, 2010; Sharma & Pandey, 2024).

**3.4 Table 1: Comparative Analysis of EI Models**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspect** | **Ability Model (Salovey & Mayer)** | **Mixed Model (Goleman)** | **Bar-On Model (Bar-On)** | **Trait Model (Petrides & Furnham)** |
| **Nature of EI** | Cognitive ability-based | Combination of cognitive and personality traits | Non-cognitive emotional and social competencies for psychological adaptation | Personality-based |
| **Key Components** | Perception, understanding, use, and management of emotions | Self-awareness, self-regulation, motivation, empathy, social skills | Intrapersonal skills, interpersonal skills, adaptability, stress management, general mood | Well-Being, Self-Control, Emotionality, and Sociability |
| **Measurement** | Performance-based (MSCEIT) | Self-report (ECI, ESCI) | Self-report (Emotional Quotient Inventory - EQ-i, EQ-i 2.0, EQ-360) | Self-report (TEIQue) |
| **Applications** | Psychological research, cognitive science | Leadership, workplace performance | Mental health, education, social functioning, organizational psychology | Personality and individual differences |
| **Criticism** | Narrow focus on cognition, lacks personality elements | Mixes intelligence with traits, lacks clear boundaries | Overlap with personality traits (e.g., happiness, optimism); some theoretical ambiguity | Lacks empirical support as an intelligence |

The three major models of Emotional Intelligence - The Ability Model, the Mixed Model, and the Trait Model offer distinct perspectives on how emotions influence human behavior. While the Ability Model treats EI as a cognitive skill, the Mixed Model integrates competencies that enhance social and professional success. The Trait Model, in contrast, views emotional intelligence (EI) as a personality characteristic that influences individual differences in emotional behavior.

**IV. MEASUREMENT AND ASSESSMENT OF EMOTIONAL INTELLIGENCE**

Accurately measuring Emotional Intelligence (EI) is crucial for understanding its role in personal and professional development. Various models of EI have led to different assessment methods, broadly classified into three categories: **(1) Performance-Based Measures, (2) Self-Report Measures (3) Observer-Rated Measures**

Emotional Intelligence (EI) can be assessed using three primary measurement approaches. Performance-based measures evaluate EI as a cognitive ability, assessing how individuals perceive, understand, and manage emotions through objective tasks rather than self-perceptions. Self-report measures are the most widely used tools, relying on individuals’ subjective evaluations of their own emotional abilities and behaviors, assuming they can accurately assess their competencies. Observer-rated measures involve evaluations from peers, supervisors, or trained professionals, providing an external perspective on an individual's EI, making them particularly useful in workplace and leadership contexts.

**Table 2- Different assessment methods and their descriptions**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Categories** | **Tool Name** | **Author(s)** | **Number of Items** | **Description** |
| **Performance-Based (Ability) EI Tools** | **Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)** | John Mayer, Peter Salovey & David Caruso (2002) | 141 items | Assesses four branches of EI: perceiving, facilitating, understanding, and managing emotions through emotion-related tasks. |
| **Situational Test of Emotional Understanding (STEU)** | MacCann & Roberts (2008) | 42 items | Measures understanding of emotions in various social contexts through situational scenarios. |
| **Situational Test of Emotion Management (STEM)** | MacCann & Roberts (2008) | 44 items | Evaluates a person’s ability to manage emotions effectively in workplace scenarios. |
| **Geneva Emotional Competence Test (GECo)** | Schlegel & Mortillaro (2019) | 110 items | Assesses emotion recognition, understanding, regulation, and expression through performance-based tasks. |
| **Self-Report EI Tools** | **Emotional Quotient Inventory (EQ-i 2.0)** | Reuven Bar-On (1997, revised 2011) | 133 items | Measures five EI domains: self-perception, self-expression, interpersonal, decision-making, and stress management. |
| **Trait Emotional Intelligence Questionnaire (TEIQue)** | Konstantinos Petrides & Adrian Furnham (2001) | 153 items (full form) | Measures EI as a personality trait across four factors: well-being, self-control, emotionality, and sociability. |
| **Schutte Self-Report Emotional Intelligence Test (SSEIT) OR Self-Report Emotional Intelligence Test (SREIT)** | Schutte et al. (1998) | 33 items | Measures general EI based on Salovey and Mayer’s model using self-report responses. |
| **Wong and Law Emotional Intelligence Scale (WLEIS)** | Wong & Law (2002) | 16 items | Measures EI across four dimensions: self-emotion appraisal, others' emotion appraisal, regulation of emotion, and use of emotion. |
| **The Profile of Emotional Competence (PEC)** | Mikolajczak et al. (2014) | 50 items | Assesses intrapersonal and interpersonal EI skills. |
| **The Rotterdam Emotional Intelligence Scale (REIS)** | Pekaar et al. (2018) | 28 items | Measures self-focused and other-focused EI skills in workplace settings. |
| **Observer/Multisource EI Tools** | **Emotional Competence Inventory (ECI)** | Daniel Goleman & Richard Boyatzis (1999) | 110 items | Uses a 360-degree feedback system to assess EI competencies. |
| **Workplace Emotional Intelligence Profile (WEIP)** | Jordan et al. (2002) | 30 items | Measures emotional awareness and management in workplace settings using self and observer ratings. |
| **Emotional Intelligence Appraisal (EIA)** | Travis Bradberry & Jean Greaves (2009) | 28 items | Based on Goleman’s four EI domains, used in workplace and leadership settings, includes self and peer ratings. |

**Emotional Quotient Inventory (EQ-i 2.0):** The Emotional Quotient Inventory (EQ-i) is the primary assessment tool for the Bar-On mixed model. It is a self-report instrument comprising 133 items, normed for individuals aged 17 and above. Respondents rate themselves on a 5-point Likert scale. The tool provides insights into overall emotional and social functioning, where high scores suggest effectiveness, while low scores may indicate emotional or behavioral difficulties. It is practical and well-researched but faces criticism for self-report bias, conceptual overlap with personality traits, and limited predictive validity. It also lacks assessment of real-life emotional behavior (Bar-On, 1997). Updated versions include EQ-i 2.0 (2011) and EQ-360, a multi-rater instrument collecting evaluations from peers, supervisors, or family members. The EQ-i: YV also assesses EI in children and adolescents aged 7–17 (Bar-On, 2011).

**V. APPLICATIONS AND IMPLICATIONS OF EMOTIONAL INTELLIGENCE**

Emotional Intelligence (EI) significantly influences various areas of life, including education, the workplace, healthcare, and mental health (Shafik, 2024; Azad & Kumar, 2023; Jihan et al., 2024). In education, EI supports students in managing stress, improving academic performance, and building positive peer relationships. For example, schools that implement Social-Emotional Learning (SEL) programs such as the CASEL framework report improved classroom behavior and academic achievement (Qazi et al., 2024; Sele & Mukundi, 2023). Teachers with high EI also foster inclusive and emotionally supportive classrooms, which are linked to better student engagement and motivation (Chen, 2024). In the workplace, EI contributes to effective leadership, teamwork, and communication. Leaders who demonstrate empathy and emotional regulation are better equipped to handle organizational change and employee challenges. For instance, emotionally intelligent managers often lead teams with higher job satisfaction and lower turnover rates (Blendea et al., 2024). EI also helps employees manage conflict, adapt to feedback, and maintain productivity under pressure (Panait, 2017). In healthcare, EI plays a crucial role in fostering strong doctor-patient relationships, mitigating burnout among healthcare professionals, and enhancing patient care outcomes. Medical practitioners with high emotional intelligence (EI) demonstrate empathy, active listening, and emotional regulation, improving healthcare experiences and enhancing professional well-being (Silva, 2024; Cascio et al., 2017). Additionally, EI is closely linked to mental health, as it helps individuals regulate emotions, cope with stress, and build resilience against anxiety and depression. Emotionally intelligent individuals tend to have healthier relationships, greater self-awareness, and more effective coping strategies, enhancing their overall psychological well-being (Zhylin et al., 2024; Rao et al., 2024). Beyond personal and professional applications, EI has broader societal implications, fostering social harmony, cultural adaptability, and ethical decision-making. It promotes prosocial behavior, strengthens communities, and supports ethical leadership, ultimately contributing to a more cohesive and empathetic society (Mesmer-Magnus et al., 2008; Culham & Bai, 2011). Thus, the development of EI has meaningful implications not only for individuals but also for communities and institutions aiming to build empathetic and ethical environments.

**CONCLUSION**

Emotional Intelligence (EI) is an important concept that helps us understand how people experience emotions, interact with others, and make decisions. This study discusses the historical development and evolution of EI over time. Several theoretical models have been introduced, including the ability-based, trait-based, and mixed models, each offering different perspectives on EI. Along with these models, various standardized tools, such as the MSCEIT, TEIQue, EQ-i, SSEIT, ECI, etc., have been identified to measure emotional abilities in different settings. The importance of EI has been recognized in many fields, especially in education, the workplace, healthcare, and mental health. In education, EI helps improve student-teacher relationships and supports students’ emotional well-being. In the workplace, it promotes effective leadership, teamwork, and decision-making. In healthcare, emotionally intelligent professionals manage stress better and provide more empathetic care. And in mental health, EI plays a key role in emotional regulation, resilience, and overall psychological well-being. Despite its growing relevance, there are still some challenges in the study of EI. One major issue is the difficulty in clearly separating EI from related concepts like personality traits and general intelligence. This overlap creates confusion and raises questions about whether EI is truly a distinct form of intelligence. Future research should aim to define EI more precisely and establish clearer boundaries between EI and other psychological traits. Another important area for investigation is the evaluation of existing EI models and tools. Although instruments like the MSCEIT, SSEIT (Schutte Self-Report Emotional Intelligence Test), TEIQue, ECI (Emotional Competence Inventory), and EQ-i are widely used, they differ in their approaches, reliability, and practical usefulness. Comparative studies of these tools can help identify their strengths and weaknesses, enabling researchers and practitioners to select the most appropriate tools for different purposes. In conclusion, Emotional Intelligence holds great potential for enhancing personal growth, improving professional outcomes, and promoting social well-being. To advance this field, researchers should address current limitations, refine assessment methods, and consider cultural and ethical factors. Future research can deepen our understanding of EI and increase its real-world value by adopting critical, comparative, and practical approaches.

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