

DEVELOPING EMOTIONAL INTELLIGENCE: CONTRIBUTIONS OF GOLEMAN MIXED MODEL (1996), ATTACHMENT THEORY BY BOWLBY (1983), AND SOCIAL INFORMATION PROCESSING THEORY (1994) BY CRICK AND DODGE USING STRUCTURAL EQUATION MODELING (SEM)

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Abstract: Nowadays the issue of emotional intelligence is catching most of the attention in both academic and non-academic fields. Emotional qualification are not hereditary, but rather learned abilities that if worked on and developed could gain excellent proficiency. Therefore, investigators and caregivers are looking for a method to improve adolescents' emotional intelligence as a pathway to upsurge mental health and wellbeing. The combination of the Mixed Model Emotional Intelligence proposed by Goleman (1996), Attachment Theory by Bowlby (1983), and the Social Information Process theory introduced by Crick and Dodge (1994) is used to guide the present study. The model introduced by Daniel Goleman focuses on emotional intelligence as a usually subsumed under trait and ability. The element of attachment is the second component that is supposed to influence emotional wellbeing among adolescents. Bowlby (1983) theorized the maturation of the attachment is influenced by the environment. According to social information process theory, there are two general forms of information processing, including an emotional model based on motivation and a cognitional model explained based on knowledge (Crick & Dodge, 1994). Accordingly, the facial expressions of unnamed people will match with memories of past experiences, which leads to the socialization of emotion. The significant aim of this study is to develop emotional intelligence via Goleman mixed model, social information process, and attachment theory.

Keywords: Emotional Intelligence, Goleman Mixed Model, Attachment, Social Information Process

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INTRODUCTION

The combination of Mixed Model of Emotional Intelligence proposed by Goleman (1995), Attachment Theory by Bowlby (1983), and the Social Information Process theory introduced by Crick and Dodge (1994) is used to guide the present study.

The model introduced by Daniel Goleman focuses on emotional intelligence as a usually subsumed under trait and ability. In case of the ability to address the ways in which facilitate thought and understanding. For example, emotions may interact with thinking and allow people to be better decision-makers. A person who is more responsive emotionally to crucial issues will attend to the more crucial aspects of his or her life. This is also related to emotional reasoning and understanding in response to the people, environment, and circumstances one encounters in his or her day-to-day life. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance (Mousavi and Juhari, 2019).

Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. Goleman (1995) defined emotional intelligence as a universal ability that every normal person has and a quantifiable dimension that embodies individual differences and those individuals can be sorted by emotional measurements within a certain range. In 1998, Goleman improved his model and proposed the concept of emotional competence, which he defined as “an ability to recognize, understand and use emotional information about oneself or others that leads to or causes effective or superior performance.

Goleman’s Mixed Model (1995) indicated that the establishment of emotional intelligence during adolescents should take place within the situation of close and supportive relationships between adolescents and parents and peers direct and indirectly. The quality of the relationship is important to the adolescent individuation process, especially during a crisis situation, and may experience greater emotional intelligence.

Bowlby’s attachment theory (1983) clears the significance of examining adolescent communication and emotional information. Accordingly, this study views adolescents as embedded in a social context such as family members, parents, school, and neighbors. Additionally, the present study found that

adolescents who reported strong relationships with parents had better emotional intelligence outcomes, while adolescents who reported a weak relationship with their parents and peers tended to report poor outcomes.

Moreover, online information processing that affects the application of emotional structures during interactions with peers and others could enhance children's behavioral and social knowledge by affecting the reasoning and socialization of emotion (Crick & Dodge, 1994).

The findings of the study fill the existing gap in the research and have contributed to the existing literature on understanding the psychosocial developmental stage, as an important factor for adolescent development via the theories.

FINDINGS AND DISCUSSIONS

Goleman Mixed Model of Emotional Intelligence (1995)

The mixed model of Goleman (1995) is an ability to perceive and regulate emotions in one and others to facilitate, establish, and maintain emotions during social relationships. Consequently, the Goleman mix model framework is composed of emotions, behaviors, and performance in two aspects of intrapersonal and interpersonal, (self-awareness, self-management, self-performance) and social factors (social awareness, social management, and people performance).

Self-Awareness is a clear perception about strengths, weaknesses, thoughts, beliefs, motivations, and emotions that lead the individual to understand other people. Self-awareness contributes to emotional intelligence by enhancing the ability to interpret emotions through a focus on attention, emotions, reactions, personality, and behavior. Emotional awareness is related to accurate self-assessment, which finally leads to self-confidence. Self-management is a skill for the conceptualization of the ability of self-regulation, both of which both are essential aspects of self-control(Mousavi,2021). Adaptability, achievement drive, and initiative come after self-controlling happens. Social awareness or empathy is the ability to consider other people's feelings and perceiving or experiencing people's life situations, especially when making decisions. Totally, social awareness, empathy, organizational awareness, and service orientation are components of social management. Social management includes the ability to manage relationships to get along

with other people, manage conflicts, build bonds, and work in a team (referee to the figure 1).

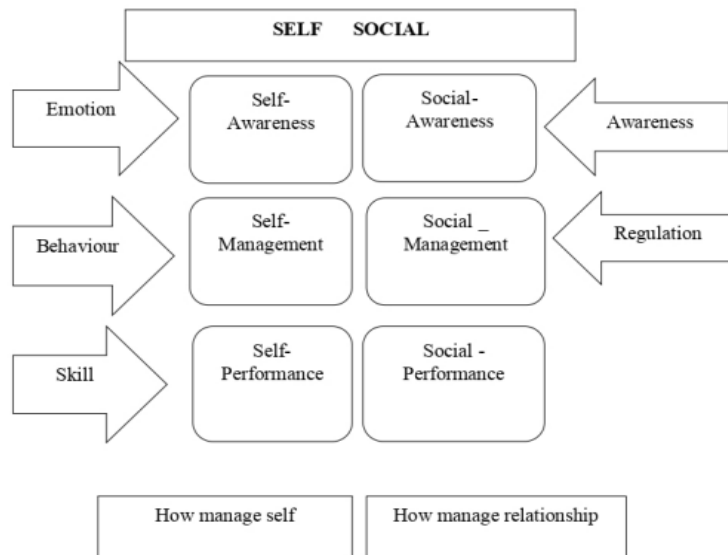


Figure **Error! No text of specified style in document.** : The Mixed Model of Emotional Intelligence of Goleman (1995) (Adapted from Bonesso et al.2020)

The Theory of Attachment by Bowlby (1983)

The element of attachment is the second component that is supposed to influence emotional wellbeing among adolescents. Attachment theory is a psychological model about the dynamics of long and short-term interpersonal relationships and the way to respond during lifespan. It means that although individuals are different in the quality of the relationships, they all become attached. Therefore, the secure feeling of the infant to primary caregivers will bear on functioning in other relationships as well. According to Bowlby (1983), attachment becomes the result of evolution, which forces the infant to seek the parent, with the expectation of physical protection and emotional support to survive from dangerous factors of the environment. As Bowlby (1983) theorized, the maturation of the attachment is influenced by the environment. In the following, the classification of attachment is presented according to Bowlby (1983) (Figure 2).

Attachment Classifications:

Secure Attachment

This can be seen as the most adaptive attachment style in which the individual relies on caregivers for emotional support and protection as the most advantageous aspects of attachment.

Anxious-Ambivalent Attachment:

Feeling anxious when separated from the caregiver with no assurance of when the caregiver will return is known as Anxious-ambivalent attachment. Ambivalently attached children are most probably exposed to the experience of difficulties in maintaining close relationships during adolescence and higher ages (refer to figure 2).

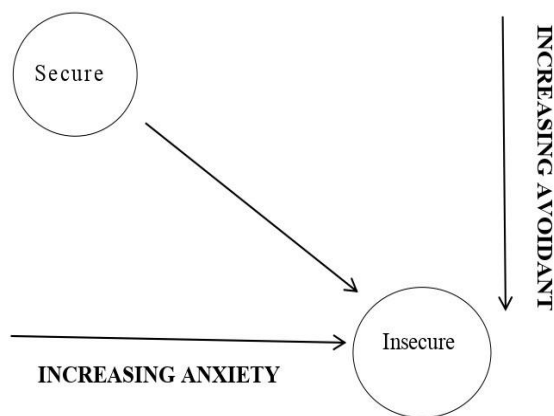


Figure 1 : The Theory of Attachment by Bowlby (1983)

Social Information Process Theory by Crick and Dodge (1994)

Additionally, body language plays a vital function in figuring out to behave in a social situation ([Young, Daniel C. Kolubinski, 2020](#)). Hence, a series of mental processes happen before responding to a social situation. First, the relevant ideas and situations are perceived and comprehended, followed by attributing the information to every participant. Then, answers are generated, and finally, a response is selected to act out the behavior. In brief, online processing accompanied by different experiences and knowledge stored in the

latent mental structures (long-term memory) could affect people's emotional socialization (Crick & Dodge, 1994) (refer to Figure 3).

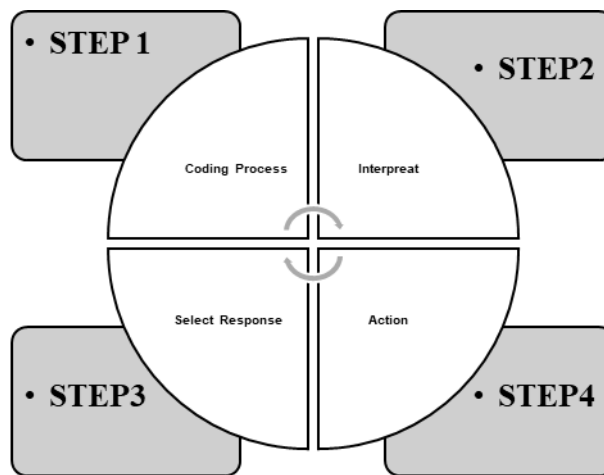


Figure 2 : Social Information Processing Theory by Crick and Dodge (Adapted from Bowen et al., 2016)

Results and Discussion

According to the Attachment Theory by Bowlby (1983), early relationships with caregivers shape individuals' emotional bonds and behaviours throughout their lives. Bowlby identified three main attachment styles: secure, anxious-ambivalent, and anxious-avoidant. The styles influence how individuals approach relationships and regulate emotions and social attachment, which refers to the bonds individuals form with others, particularly in interpersonal relationships. The attachments can influence emotional well-being and social behaviors. Information Processing Theory by Crick and Dodge (1994) explores how individuals process social information, particularly how adolescents interpret and respond to social cues. Crick and Dodge emphasize the role of memory, experiences, and cognitive processes in social interactions.

Also, this theory emphasizes encoding and interpreting communication (direct or indirect) in long-term memory. The concept refers to how individuals store and interpret social communication in their long-term memory. It involves

encoding social cues and experiences, which can influence future interactions and emotional responses, which causes the emotional process.

Emotional processing involves how individuals perceive, understand, and manage emotions. It includes recognizing one's feelings and those of others, as well as regulating emotional responses, and all of these factors cause people to enhance emotional intelligence.

In the end, the above-mentioned could enhance emotional intelligence, which refers to the ability to effectively recognize, understand, and manage one's emotions and those of others. It encompasses self-awareness, self-regulation, empathy, and social skills.

In summary, the concepts collectively explore how individuals form emotional bonds, process social information, and regulate emotions, which are fundamental aspects of emotional intelligence and interpersonal relationships (refer to Figure 4).

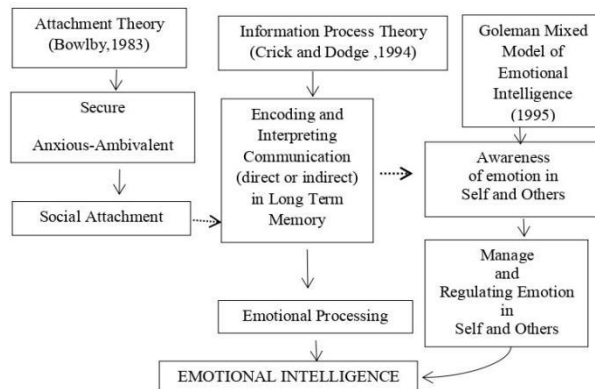


Figure 3 : Theoretical Framework of the Study

Conceptual Framework of the Study

The conceptual framework of the study aimed to understand adolescents' emotional intelligence through an integrated view of psychosocial (COVID-19 impact, parent and peer attachment, gender) and environmental factor (parents' income, online networking) analyzed based on established theories. The study interpreted COVID-19 impact, emotional intelligence, and gender through the Mixed Model of Emotional Intelligence by Goleman (1995), parent and peer attachment via Attachment Theory by Bowlby (1983), and online networking via Social Information Processing Theory by Crick and Dodge (1994), respectively.

According to the Mixed Model of Emotional Intelligence proposed by Goleman (1995), the ability to be aware and manage emotion in self and others is emotional intelligence. COVID-19 has an emotional impact that can affect emotional regulation and awareness and regulating the emotion is a way to enhance emotional well-being. Males and females are different in the ability to regulate emotion. As such, boys are better in regulating emotion and girls are better in awareness of emotion, which are in line with Mixed Model of Emotional Intelligence proposed by Goleman (1995).

Attachment to parents and peers, as explained by Bowlby's Attachment Theory (1983), involves communication and trust, which are crucial for enhancing emotional intelligence. Secure attachment, characterized by high trust and communication with parents, fosters emotional intelligence. Insecure attachment, marked by low trust and communication, can negatively impact emotional intelligence. Adolescents with strong relationships and open communication with parents and peers tend to have enhanced emotional intelligence. Insecure attachment may resort to indirect communication with peers through online networking.

Online networking, as per Crick and Dodge's Social Information Processing Theory (1994), suggests that in the absence of direct communication opportunities, individuals rely on the emotional database from long-term memory to code, respond, and act. Adolescents with insecure attachment tendencies, as observed during the pandemic and lockdown when online communication became the primary mode of interaction, are prone to engage in indirect communication (Sandstrom et al., 2022) (refer to Figure 5).

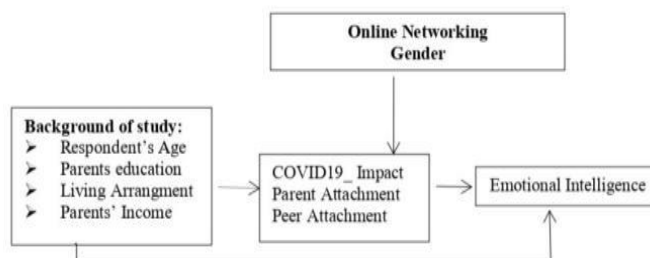


Figure 4 : Conceptual Framework of the Study

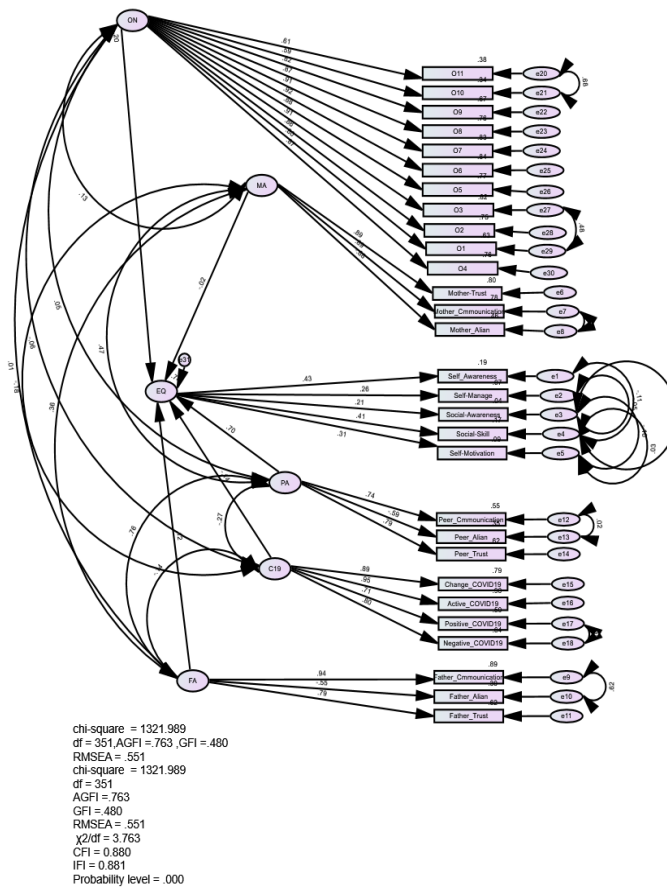


Figure 6 : Path Diagram Constructs

The attainment of the minimum with a chi-square value of 1314.297 and 351 degrees of freedom underscores a significant milestone in the statistical analysis. This outcome indicates that the model has reached an optimal fit, as the minimum chi-square statistic reflects. With a probability level of .000, the likelihood of obtaining such a result by chance is exceedingly low, affirming the robustness of the model's fit to the data. The chi-square test assesses the discrepancy between observed and expected values, with smaller values indicating better fit. In this study, the achieved minimum suggests that the observed data align closely with the model's expectations, signifying a solid agreement between the theoretical framework and the empirical observations. (refer to Figure 6).

CONCLUSION AND RECOMMENDATION

According to the mixed model of emotional intelligence by Goleman (1998), an individual's ability to be aware of and manage emotion in the self and the surrounding environment is beneficial for both society and themselves. As Goleman (1998) proposed, emotional intelligence consists of self-awareness, interpersonal relationships, and sociability. In this situation, emotional intelligence is like a protector against a crisis. Meanwhile, parents have an important role in developing emotional intelligence by creating a sense of trust and healthy communication with their children, while peers are also one of the supports of creating dependence. Online networking in the passive and active future plays an effective role in facilitating communication during the lockdown. Hence, adolescents learn to express, recognize, understand, and adjust emotions within the circle of relatives environment through imitation of their feelings with parents and coevals. Since the massive individual and social global variations make differences in the emotional abilities of adolescents, the disability to interpret feelings within the international context is evident in some cases (Heffner et al., 2021). Social context such as parents, peers, and online networking is the most important factor that may improve emotional regulation among adolescents, leading to emotional adjustment to the social setting (Heffner et al., 2021). Accordingly, interactions with parents and peers enable adolescents to learn, apprehend, manifest, and modify their feelings. In general, emotional performance is known as part of family functioning (Heffner et al., 2021). Thus, the conceptual framework illustrates the social connection between the circle of relatives and teens as emotional coaches.

Parents play a key role in the development of emotional intelligence by nourishing the needs for warmth and autonomy, giving adolescents vital abilities such as self-regulation and emotional competency (Stöven et al., 2021). Consequently, warm parental behavior can produce internalized patterns that result in self-efficiency, emotional awareness, and emotional regulation as a

pathway to compatibility and higher emotional intelligence among adolescents (Heffner et al., 2021). Therefore, warm relationships with parents make a secure attachment to parents and peers, providing a pathway to enhance emotional intelligence. In this regard, peers also play a central role in enhancing the ability of emotional regulation and awareness of self and others.

But how can adolescents receive assistance to enhance their emotional intelligence when they do not have warm relationships with parents, and there is no way to have direct communication with peers? The answer is that people can create, share, and exchange emotional information in a virtual community and connect to others via online networking from a far distance (Burgoon et al., 2021). Hence, online networking provides a place to develop social relationships even for the most insecurely attached individuals, resulting in more peer support and increased well-being (Burgoon et al., 2021). Individuals with anxious and avoidant attachment styles use online networking to communicate positively and increase their levels of emotional health by maintaining relationships and experiencing a perceived sense of belonging and popularity without intimacy and closeness (Burgoon et al., 2021). On the other hand, online networking is a way to regulate emotions through inactive (online communication by posting on Facebook, Instagram, TikTok, WhatsApp, Telegram) and passive (by reading what other users post and looking at others pictures and what other people share from their real-life without engaging in the communication) ways. Therefore, when there is no intimacy between parents and adolescents, passive networking is a good way to enhance emotional regulation (Hlongwane et al., 2021).

Therefore, online social networking is a safe way for emotional regulation and enhancement of mental health among adolescents, particularly if there is a lack of good relationships between parents and adolescents.

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