

Joanna M. Michalak, University of Łódź
Renata Góralaska, University of Łódź
Monika Chmielecka, University of Łódź

EXISTING RESEARCH ON EMOTIONAL LITERACY AND VET TEACHING THROUGH LITERATURE REVIEW – POLAND

INTRODUCTION – EMOTION RESEARCH IN FULL BLOOM

Over the last ten years we could observe increasing interest of both researchers and practitioners in emotions. A current of psychology of emotions, sociology of emotions and history of emotions is developing. There have been numerous scientific publications devoted to, most generally, the issue of emotions and conducting research on them. On the other hand, the bestsellers by Daniel Goleman published in Polish in 1990s increased the public interest in emotional and social skills of children and grown-ups as well as in their development and training, which coincided in the Polish society with changes and challenges it has been facing.

In the modern Polish society there are growing trends to increase the individual's autonomy; there are also new possibilities related to consumer capitalism. The social reality of post-modernist capitalism of 1990s and the beginning of 21st century was dominated by production and consumption of specialised services and "individualised products". One of key experiences for young adults is emphasis on individualism which alters the known balance between freedom and restrictions, self-accomplishment and social responsibility. At the same time we face the escalation of risks in social and professional life, on the job market or at schools, including higher schools. Different areas of life become dominated by competition which leads to weakening of social commitment. The slow disintegration of the Polish society that we witness, the growing egoism of individuals that make it up, the increasing feeling of social alienation, increasing symptoms of a growing emotional crisis of young and old people (young people in Poland see a black future before them, since market economy brought high unemployment rates; elderly people are afraid of getting retired and having no chances to take additional jobs in order to supplement their income) require more complete cooperation and concern over mutual social relations (see Rutkowiak, Potulicka, 2010).

The new trends increase interest in publications related to being successful at work and in life due to awareness of one's own emotions, the ability to manage one's emotions.

POPULARISATION OF THE ISSUE OF EMOTIONS

The attempt to popularise the issue of emotions amongst Polish readers is visible in different ways, but especially in such publication activities as translation from English and German of well-known and distinguished works, both scientific and for the general public. Such translations were already made at the beginning of 1990s. The major role here was played by such publishing houses as Polskie Wydawnictwo Naukowe, Gdańskie Wydawnictwo Naukowe, Media Rodzina of Poznań, Dom Wydawniczy „Rebis”, Wydawnictwo Jacek Santorski & CO, Wydawnictwo „Ravi”.

One of the first translations from English into Polish related to emotions and showing how to manage one's feelings in order to achieve professional and personal success was a work by Maxie C. Maultsby and Allie Hendricks'a, *You and Your Emotions* (Polish edition: *ABC twoich emocji*, Fundacja Alterna Żnin: “Wulkan”, Poznań 1992) and a work by Geal Lindenfield entitled: *Managing Anger: Simple Steps to Dealing with Frustration and Threat* (Polish edition: *Okiełznać gniew: strategie opanowywania trudnych emocji*), published by “Ravi” Publishing House in 1995. Soon, other books appeared on the market, published by Wydawnictwo Media Rodzina, including books by Daniel Goleman: *Emotional Intelligence* (Polish: „Inteligencja emocjonalna, 1997) and *Working with Emotional Intelligence* (Polish: „Inteligencja emocjonalna w praktyce”, 1999) as well as a work by Regal Jeane: *Bringing Your Life Into Balance: Overcome Stress, Improve Your Relationships & Manage Your Moods* (Polish edition: *Jak pogłębić inteligencję emocjonalną: program treningu ujawniającego potęgę uczuć i intuicji*, 1997, Warszawa: Jacek Santorski & CO), presenting a training programme revealing the causative power of the feelings and intuition, containing practical tips for those wishing to develop their emotional intelligence.

In 1998 a renowned work *The Nature of Emotions: Fundamental Questions* edited by Paul Ekman and Richard J. Davidson was published by Gdańskie Wydawnictwo Psychologiczne. The book was the first comprehensive, precise and thorough manual of psychology of emotions. Most information provided in the work had not been available in the Polish language literature before. The book refers to the most important problems related to psychology of emotions, presenting in its 12 chapters also the results of the latest scientific research.

Year 1999 proved exceptional for Polish publishing houses since, except from a translated book by Daniel Goleman, *Working with Emotional Intelligence*, there were also such works published as:

- *Emotional development and emotional intelligence educational implications*, Peter Salovey, David J. Sluyter (eds.) (Polish edition: *Rozwój emocjonalny a inteligencja emocjonalna: problemy edukacyjne*, Dom Wydawniczy „Rebis”, Poznań 1999);
- Frances Wilks, *Intelligent Emotion* (Polish edition: *Inteligentne emocje*, Jacek Santorski & Co, Warszawa 1999);
- *Emotions and Motivation*, Brian Parkinson, Andrew M. Colman (eds.) (Polish edition: *Emocje i motywacja*, Zysk i S-ka, Poznań 1999);
- Damasio A. R., *Descartes' Error: Emotion, Reason, and the Human Brain* (Polish edition: *Błąd Kartezjusza. Emocje, rozum i ludzki mózg*, Dom Wydawniczy Rebis, Poznań 1999).

Other publications followed (in years 2000-2010), amongst them:

- Haviland-Jones Jeannette M., Lewis Michael, *Handbook of Emotions* (Polish edition: *Psychologia emocji*, GWP, Gdańsk 2000);
- Greenspan Stanley I., Benderly Beryl Lieff, *The Growth of the Mind* (Polish edition: *Rozwój umysłu: emocjonalne podstawy inteligencji*, Dom Wydawniczy „Rebis”, Poznań 2000);
- Stefan Konrad, Claudia Hendl, *Stark durch Gefühle* (Polish edition: *Inteligencja emocjonalna: podręcznik z zestawem ćwiczeń*, „Videograf II”, Katowice 2000);
- Christian Weisbach, Ursula Dachs, *Emotionale Intelligenz* (Polish edition: *Inteligencja emocjonalna: uczucia, intuicja, sukces*, Wydawnictwo „bis”, Warszawa 2000);
- Wolf Doris, Merkle Rolf, *Gefühle verstehen - Probleme bewältigen* (Polish edition: *Zrozumiesz uczucia – pokonasz problemy*, Wydawnictwo: Klub dla Ciebie, Warszawa 2000);
- Joseph LeDoux, *The Emotional Brain* (Polish edition: *Mózg emocjonalny*, Media Rodzina, Poznań 2000);
- Evans Dylan, *Emotion* (Polish edition: *Emocje. Naukowo o uczuciach*, Wydawnictwo „Rebis”, Poznań 2002);
- Keith Oatley, Jennifer M. Jenkins, *Understanding Emotions* (Polish edition: *Zrozumieć emocje*, Wydawnictwo Naukowe PWN, Warszawa 2005);
- Charmaine Liebertz, *Das Schatzbuch der Herzensbildung* (Polish edition: *Skarbnica edukacji dobrego serca. Inteligencja emocjonalna: podstawy, metody i zabawy*, Wydawnictwo „Jedność”, Kielce 2007).
- Merlevede Patrick E., Bridoux Denis, Vandamme Rudy, *7 Steps to Emotional Intelligence* (Polish edition: *Rozwój inteligencji emocjonalnej. 7 kroków do wewnętrznej przemiany*, Wydawnictwo ONE Press, Warszawa 2008);
- Day Christopher, *Passionate Teacher*, (Polish edition: *Nauczyciel z pasją. Jak zachować entuzjazm i zaangażowanie w pracy*, GWP, Gdańsk 2008);
- Turner Jonathan H., Stets Jan E., *The Sociology of Emotions* (Polish edition: *Socjologia emocji*, Wydawnictwo Naukowe PWN, Warszawa 2009);
- Arlie Russell Hochschild, *The managed heart: commercialization of human feeling* (Polish edition: *Zarządzanie emocjami. Komercjalizacja ludzkich uczuć*, Wydawnictwo Naukowe PWN, Warszawa 2009).

PSYCHOLOGICAL AND SOCIOLOGICAL RESEARCH INTO EMOTIONS

There are also many comprehensive works by Polish researchers published on the market, both scientific and for the general public. One of the first was a psychological study by Tomasz Maruszewski and Elżbieta Ścigała, *Emocje – aleksytymia – poznanie* [eng. *Emotions – Alexithymia – Recognition*], Wydawnictwo Fundacji Humaniora, Poznań 1998. According to the research conducted by the authors, alexithymia is a complex personality trait syndrome. It includes disorders of identifying one's own emotional life, while at the same time correctly identifying the emotional life of other people. Such disorders are mainly related to complex secondary emotions, while identification of primary emotions is usually correct or only slightly poorer. Many studies concluded that alcoholics and recovering alcoholics have much higher alexithymia level.

Over the last decade we witnessed a large increase of interest in the subject of emotions. In 2000-2010 following comprehensive works were published, amongst others:

- *Podpatrywanie myśli i uczuć* [eng. Prying Thoughts and Feelings] Fajkowska Małgorzata, Marszał-Wiśniewska Magdalena, Sędek Grzegorz (eds.), GWP, Gdańsk 2006;
- Knopp Katarzyna, *Inteligencja emocjonalna oraz możliwości jej rozwijania u dzieci i młodzieży* [eng. Emotional Intelligence and Possibilities of its Development Among Children and Adolescents], Wydawnictwo UKSW, Warszawa 2010;
- Krokowski Marcin, Piotr Rydzewski, *Zarządzanie Emocjami*, [eng. Managing Emotions], Imperia, Łódź 2009;
- Lemańska Wanda, *O sile emocji pozytywnych. Zapobieganie depresji dzieci i młodzieży*, [eng. About the Power of Positive Emotions. Prevention of Depression of Children and Adolescents], Wydawnictwa Szkolne i Pedagogiczne, Warszawa 2005;
- Moneta Malewska Maria, *Dla siebie i dla innych* [eng. For Myself and for Others], Wydawnictwa Szkolne i Pedagogiczne, Warszawa 2003;
- Santorski Jacek, Niemczycka Katarzyna, *Emocje, charaktery i... geny* [eng. Emotions, Characters and Genes...], Jacek Santorski & Co., Warszawa 2004;
- Szuba Mariusz, *Legalny doping emocjonalny* [eng. Legal Emotional Doping], Wydawnictwo „Helion”, Gliwice 2007;
- *Inteligencja emocjonalna. Fakty, mity, kontrowersje* [eng. Emotional Intelligence. Facts, Myths, Controversy], Śmieja Magdalena, Orzechowski Jarosław (red.), PWN, Warszawa 2008;
- Taracha Marta, *Inteligencja emocjonalna a wykorzystanie potencjału intelektualnego* [eng. Emotional Intelligence and the Use of Intellectual Potential], Wydawnictwo UMCS, Lublin 2010.

As a result of the demand from the academic circles to hold a discussion, exchange opinions, present results of the latest research into emotions, many scientific conferences are organised and academic works are being published. Among the most successful academic events are such conference cycles as: *Uczucia, emocje, afektywność w refleksji nauk historycznych* [eng. Feelings, Emotions and Affectivity in the Reflection of Historical Sciences] (<http://uczucia.wordpress.com/about/ii-konferencja-2008>), *Blżej emocji* [eng. Closer to Emotions] (<http://www.blzejemocji.pl/>) and *Kultura i Emocje* [eng. Culture and Emotions] (<http://wiedzaiedukacja.eu/archives/121>).

The academic conference of the: *Uczucia, emocje, afektywność w refleksji nauk historycznych* [eng. Feelings, Emotions and Affectivity in the Reflection of Historical Sciences] cycle is organised to enable exchange of views, presentation of the state-of-art scientific research into feelings and emotions in the context of historical reflection, discuss the range of possible interpretation of source materials and research methods being used. An important result of conference discussions is presenting a variety of methods enabling conducting the research into emotions and having them critically verified during the debates summarising thematic blocks. A thing valuable for the historical reflection is focusing the attention on methodological approaches still little known in the Polish historical science and appreciating the value of many types of sources that could be used for interpretation of phenomena in the areas of cultural and social life history.

The academic conference in the *Blżej Emocji* [eng. Closer to Emotions] cycle is a conference organised by psychologists and devoted mostly to the general subject of research into emotions. In the course of discussion so far such subjects were covered as: neurophysiology of emotions; connection between emotional and intellectual processes; the role of emotions in functioning of the mind, emotions and religiousness; non-verbal expression of emotions in lie detecting; emotional intelligence and mood; the role of the mood in persuasive communication; emotional see-saw and submissiveness; specific emotions related to being moved, specific emotions related to shame and feeling guilty; emotional intelligence and happiness category; emotional basis of revenge; Machiavellianism and neuroticism, or jealousy and betrayal as motivation for actions.

The academic conference in the *Kultura i Emocje* [eng. Culture and Emotions] cycle is organised by Department of Ethnology and Cultural Anthropology of University of Wrocław and deals with the analysis of the influence of cultural factors on revealing emotions.

One of the most dynamically developing areas of sociological analysis is the problem of emotions in everyday life. It allows us to grasp and interpret actions of a social actor in a social world, especially in organisational contexts. This problem shall be addressed by a conference organised by sociologists cooperating with psychologists entitled: *Emocje w życiu codziennym. Analiza kulturowych, społecznych i organizacyjnych uwarunkowań ujawniania i kierowania emocjami* [eng. Emotions in Everyday Life. Analysis of Cultural, Social and Organizational Conditions of Expressing and Managing Emotions] <http://konferencja-emocje.strefa.pl/>). The conference will take place on 15-17 June 2011 in Łódź, with support of University of Łódź. During the conference there will be discussions focusing on the following topics:

- theoretical and methodological aspects of social sciences affective paradigm;
- expressing emotions in social life and social control over them;
- emotions in educational, psychological and medical jobs;
- managing emotions in a psychotherapeutic process;
- managing emotions in formal organisations;
- sympathy and empathy in private, social and professional life;
- emotions in public life (media, Internet, photography, art, politics, sport, religion, etc.);
- emotions vs. corporeality;
- online scientific magazines – outlooks for the future.

A valuable inspiration and encouragement to continue such events as academic conferences are conference materials being published. An example here can be such series of publications as *Kultura i Emocje* [eng. Culture and Emotions] or *Blżej emocji* [eng. Closer to Emotions].

Apart from scientific discussions held during conferences, much information related to emotions can be found on the **websites**. The following two of them are quite interesting: <http://www.emocje.net.pl/>; <http://inteligencjaemocjonalna.com/>. On the publishing market there appear **various magazines** devoted to emotions. A good example can be a biweekly for teachers, tutors, counsellors and psychologists at any level of education, as well as for parents, called *Emocje* [eng. Emotions]. Articles published there can help in learning about the feelings in one's own life as well as the life of children and teenagers in cognitive functioning, social contacts, psychological problems, motivation to action and developing the potentials.

EMOTIONS IN EDUCATIONAL RESEARCH

In Poland numerous single studies related to emotions and their role in students learning are conducted on the grounds of education. However, there are no regular research works carried out by experts in issues of emotions in pedagogy. This is evident when we review educational literature related to the subject. It can be noticed that first of all there is a lack of research concerning the role of emotions in teaching and learning, as well as on the suitability of the notion of emotional intelligence for emotion researchers in the context of school.

An educational project is worth mentioning, that was initiated by a distinguished Polish scientist specialising in didactics, Wincenty Okoń, at the end of 1960s, known as the theory of multilateral education (Wincenty Okoń, *Podstawy wykształcenia ogólnego* [eng. *Fundamentals of general Education*] Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1976; see also Wincenty Okoń, *Wprowadzenie do dydaktyki ogólnej* [eng. *Introduction to General Didactics*], Wyd. Akademickie „Żak”, Warszawa 2003). The main idea behind multilateral education is that a teacher should use many different teaching strategies, with emphasis put on the necessity to develop students' emotional sphere. Multilateral education calls for a teacher to influence in the teaching process the learner and his/her will, and not only the intellect. The idea thus broke the then prevailing in Poland unilateral intellectualism of educational theory and practice. It even proposed that the theory of multilateral education should be treated as a paradigm of modern didactics. The idea of multilateral education was not well received in 1970s and later. It was not developed theoretically, nor did it find the place it deserved in educational practice.

In 1990 an important work was published: *Uczenie się przez przeżywanie. Rzecz o teorii kształcenia wielostronnego* [eng. *Learning by Experiencing. The Thing About the Theory of the Multilateral Training*]. Its author, Władysław P. Zaczyński, goes back to the theory of multilateral education proposed by Wincenty Okoń and presents the on-going changes in education, teaching and didactics, showing the way they contributed to a change in reception of Wincenty Okoń's theory of multilateral education. In his book Władysław P. Zaczyński explains the difference between multilateral and comprehensive education. Comprehensiveness of education differs from multilateralism in the fact that it treats a learner subjectively. Comprehensive education should be understood as general development of personality through teaching many subjects, without taking into consideration the learners' subjectivity, where subjectivity is understood as perceiving oneself as the source of activity, responsibility for one's actions, being the maker of events which result from our doings. According to Zaczyński, subjective treatment of students in the process of education and upbringing as well as taking into consideration their experiences in the process of learning will allow to learn and understand the theory of multilateral education in detail. Especially interesting is chapter III of the above book, entitled *Wartości edukacyjne przeżyć emocjonalnych* [eng. *Educational Values of Emotional Experiences*], in which the author demonstrates what the process of emotional engagement while learning is and what positive aspects of it can be useful for an educator. The author emphasises the role of theoretical deliberation and practical solutions when it comes to the issue of emotions and their role in learner's learning. The author argues that educational situations cannot be described without the emotional context: each didactic situation produces emotions, sometimes these emotions can be impossible to notice or neutral. The more a child is affected, the more positive feelings he or she experiences while learning, the better the material taught can be remembered. Each activity is performed by a child with a tint of some emotion. It is them that impact the

sustainability and efficiency of memorizing. He observes that learners often have difficulties learning because their emotions related to school are negative. Despite the problem confronted by the author, i.e. the school as the place of emotional development, it can be noticed that the author concentrates mostly on accounting for the role of emotions in learning by students. He overlooks, however, the importance of emotional education of teachers. It can be noted that the problem of necessity to educate and form the teachers in the context of their work on emotions is still a problem not noticed in the field of higher education in Poland. There is no educational offer containing thematic blocks of classes devoted to developing emotional intelligence/competence of teachers.

At the moment the educational process of future teachers still emphasises especially providing the educator with professional knowledge from a given field, as well as showing him the ways to use it. Much less time is devoted to the ways of accessing particular students, i.e. methods of conveying information. One of the issues that are most often considered at the occasion is the claim of excessive didacticism, manifesting itself amongst others in providing student with educational knowledge using passive teaching methods. As a result, students are forced to memorise information without any reflection, or it is verified in a way rendering a deeper reflection impossible. Such opinion is expressed for example by Łobocki in his work *W trosce o skuteczne kształcenie pedagogiczne nauczycieli* [eng. For the Sake of Successful Teachers' Pedagogical Training] (published in a collection of works entitled *Nauczyciel i kształcenie nauczycieli* [eng. Teacher and Teacher Training], 2005). He believes that too seldom the active participation of students in acquiring educational knowledge happens as abstract and conceptual thinking. He also adds that it is now often forgotten that teachers' pedagogical education should not only provide them with good knowledge of pedagogy but also teach them the right approach towards learners. This failure is a result of a restriction of a kind that is often "imposed on" future teachers during their education that is narrowing of all cognitive aspects, regarded as socially useful, down to whatever originates in the sphere of reason. Thus purely emotional (human) values of cognition are forgotten. This way the process of teacher professional training becomes increasingly instrumental, at the cost of vital relationship and social functions.

In the last year a slight increase in research work conducted by emotional issues experts could be noticed in the field of pedagogy. It is visible in educational literature research related to the subject. On that basis it can be concluded that what is clearly lacking is regular research on the role of emotion in teaching and learning and on the usefulness of the emotional intelligence notion for emotion researchers in the context of the school.

Review of Polish educational literature in 2000-2010 shows that at that time such comprehensive works and articles were published:

Comprehensive works:

Borowska Teresa, *Emocje dzieci i młodzieży: zasoby – rozwijanie*, Wydawnictwo Uniwersytetu Śląskiego, Katowice 2006.

Janiszewska Maria, *Doskonalenie umysłu i umiejętności społecznych*, Oficyna Wydawnicza TEXT, Kraków 2001.

Przybylska Irena, *Inteligencja emocjonalna a uzdolnienia twórcze i funkcjonowanie szkolne młodzieży*, Wydawnictwo Uniwersytetu Śląskiego, Katowice 2007.

Articles:

- Białek Ewa, *Na czym polega inteligencja serca?*, „Małżeństwo i Rodzina” 2005, no. 4.
- Błażejczyk Maria, *Edukacja emocjonalna w szkole zawodowej*, „Nowa Edukacja Zawodowa” 2005, nr 1.
- Byra Stanisława, *Geneza pojęcia inteligencji emocjonalnej – implikacje pedagogiczne*, „Wychowanie na co Dzień” 2003, no. 4/5.
- Dziędziura Alina, Nachmann Monika, *Rozwijanie inteligencji emocjonalnej u dzieci*, „Problemy Opiekuńczo-Wychowawcze” 2006, no. 4.
- Górska Renata, *Edukacja emocjonalna wyzwaniem dla współczesnej dydaktyki*, Studium Vilnense A, Vilnius 2009, vol. 6.
- Górska Renata, *Emocjonalność ucznia jako powinność edukacyjna. O potrzebie kształtowania kompetencji emocjonalnej*, [w]: *Uczeń wobec szans i zagrożeń XXI wieku*, ed. B. Banasiak, A. Rogalska-Marasińska, Wydawnictwo Uniwersytetu Łódzkiego, Łódź 2010.
- Górska Renata, *Uczenie się i emocje. Pedagogiczne następstwa wybranych koncepcji kognitywnych*, „Rocznik Andragogiczny” 2008, Warszawa – Płock 2009.
- Jaskólska, Joanna, Małgorzata A. Basińska, *Inteligencja emocjonalna nauczycieli a typy zachowań i przeżyć w pracy*, „Nowiny Psychologiczne” 2007, no. 1.
- Karczewski Leszek, *Edukacja dla samowiedzy*, „Prakseologia” 2005, no. 145.
- Kowalik-Olubińska Małgorzata, *Spoleczno-edukacyjne konteksty rozwoju inteligencji emocjonalnej dziecka*, „Psychologia Rozwojowa” 2005, no. 1.
- Olender Renata, *Motywy wyboru kierunku studiów a inteligencja emocjonalna: (na przykładzie studentów polskich i szwedzkich)*, „Wychowanie na co Dzień” 2006, no. 7/8.
- Panasiuk-Chodnicka Anna A, Panasiuk Bazyli, *Emocjonalna inteligencja i kompetencje emocjonalne jako paradygmat nowoczesnego nauczyciela – wychowawcy, psychologa, negocjatora, menedżera i przywódcy*, Zeszyty Naukowe Gdańskiej Wyższej Szkoły Administracji, Gdańsk 2006, book 3.
- Przybylska Irena, *Rola nauczyciela w edukacji emocjonalnej uczniów*, [w:] Gajdamowicz H. (ed.), *Nauczyciel wobec szans i zagrożeń edukacyjnych XXI wieku*, Impuls 2009.
- Przybylska Irena, *Inteligencja emocjonalna uczniów a ich osiągnięcia w nauce*, Annales Universitatis Mariae Curie-Skłodowska. Sectio J, Paedagogia-Psychologia 2005, vol. 18.
- Przybylska Irena, *Inteligencja emocjonalna jako kluczowa kompetencja współczesnego nauczyciela*, „Chowanna” 2006, vol. 1.
- Sadowska Monika, Steuden Stanisława, *Relacje interpersonalne studentów o różnym poziomie inteligencji emocjonalnej*, Studia z Psychologii w Katolickim Uniwersytecie Lubelskim 2005, vol. 12.
- Szczygieł Dorota, Joanna Kiełkiewicz-Okrzesik, *Inteligencja emocjonalna i powodzenie szkolne*, „Psychologia Rozwojowa” 2005, no. 1.
- Taraszkiewicz Małgorzata, *Inteligencja emocjonalna w szkole*, „Psychologia w Szkole” 2007, no 1.

A review of academic studies in years 1995-2010 shows that at Polish universities there were more than 20 different research projects carried out for the purposes of doctoral theses devoted to emotions in the broad sense. In this group the majority are works from the field of psychology. These are for example:

Pojęcie i struktura kompetencji emocjonalnej

Author: Leopold, Mirosława

29/10/2001

Adam Mickiewicz University in Poznań

Abstract: The main subject of this theoretical deliberation and empirical research is the notion of emotional competence. I define emotional competence as skills acquired in the course of one's development, of different degree of intensity in different individuals, vital for their emotional functioning. The questions asked as research problems focus on the following five areas: 1) marking the central elements of emotional competence; 2) presenting a structure of emotional competence; 3) developing a method for measuring emotional competence; 4) looking for relationships between emotional competence and other aspects of personality; 5) defining distinctive features of people having emotional competence

Dynamika rozwoju sfery emocjonalnej a kształtowanie się tożsamości osobowej u kobiet

Author: Dorota Strzelczyk

11/10/2001

University of Gdańsk

The work deals with the specific way the individual identity of women is shaped. The empiric material was collected during longitudinal studies completed on the example of higher secondary schools and university students. Following emotional variables were taken into consideration: sense of security, level of depression, fear understood as a state and a feature, stress managing strategies. Also a scale of identity development was used. It allows us to study the process of identity forming in four spheres: relations with parents, peer relations, ideology and school/university. The statistical analysis included: a test of independence with V-Cramer factor, T-Student test for related samples, analysis of variance with Duncan test, discrimination analysis. The results of analyses showed various emotional conditioning of identity forming, depending strongly on the age of respondents.

Wpływ inteligencji emocjonalnej na sposoby rozwiązywania zadań poznawczych i społecznych

2005

Author: Borkowska, Anna Maria

University of Wrocław

Abstract: The work presents theoretical analysis of the notion of emotional intelligence, especially the concepts of Salovey and Meyer as well as results of own research into the notion. The purpose of the study was to develop a measuring tool (a scale) to measure EI level. Presented were: exploration and confirmation analysis of the developed measuring tool.

Both indicate the existence of three dimensions creating the structure of emotional intelligence. These are: perception of emotions and empathy, emotional insight and knowledge and mood control. All three make up a configuration for the profile of emotional intelligence. The validity of the profile approach was verified in three succeeding studies aiming at tracing the relationship of EI and its profile with other psychological dimensions, i.e. the dimension of personality, cognitive styles and optimism. The three experiments planned and conducted, related to the influence of EI on performing social and cognitive tasks, confirmed the influence of EI profile on the level and method of problem solving.

Środowisko rodzinne a poziom inteligencji emocjonalnej

Author: Knopp, Katarzyna Anna

2005

Cardinal Stefan Wyszyński University in Warsaw

Abstract: The aim of the work was answering the question related to the origins of emotional intelligence. The considerations focused mainly on family environment, as the first and probably the most important context for emotional skills development. Attention was also drawn to the importance of temper and its interaction with the influences of the environment for the process of emotional development. In the conducted studies two experimental tests were used for measuring emotional intelligence developed by Matczak, Piekarska and Studniarek. The temper was studied with use of a Windle and Lerner DOTS-R questionnaire in the Polish adaptation by Strelaus, Zawadzki and Śliwiński, while parental attitudes were studied with Roe and Siegelman PCR questionnaire in the Polish adaptation by Kowalski. 201 people participated in the study, aged 20-26. The results of the research show that emotional intelligence is partly dependant on parental attitudes of mothers and fathers as well as the properties of the object itself, determined by temper.

Dopasowanie do środowiska pracy, struktura osobowości i regulacja emocji jako wyznaczniki wypalenia zawodowego

Author: Justyna Mojsa-Kaja

17/01/2008

The main purpose of the research carried out for the purposes of this doctoral dissertation was analysis of relationships between the structure of personality traits, the way to control emotions and adjustment of an individual to the working environment and the syndrome of burnout. The research was carried out amongst teachers. In order to analyse the relations between the variable studied it was necessary to translate the psychometric methods that had not been used as tools in Poland before. For this reason the translation and preliminary verification process for psychometric properties of the adapted methods was a secondary purpose, enabling carrying out of the actual research. The statistical analyses will allow to pinpoint those suffering from burnout in the group studied. As far as personality traits go, these people have a specific personality traits profile that moderates the relationship on the level of adjustment of an individual to the work environment with burnout dimensions (exhaustion, cynicism). Moreover, it was proven that certain ways of emotion control act as a mediator in the relationship of chosen personality traits with burnout dimensions. The analyses made allowed for verification of the study model, and the results are consistent with

the research conducted so far, related to factors determining the syndrome in question. The results of the research are also practical since they can become valuable tips in the field of Human Resources Management.

Amongst scientific studies in the field of pedagogy, the following are worth mentioning:

Stres i zaangażowanie jako psychologiczne wyznaczniki zadowolenia z pracy nauczycieli,
Agata Krasucka, 23/09/2010
Jagiellonian University

The aim of the work was to determine the significance of stress at work and organisational engagement for job satisfaction of teachers, taking into consideration the moderating impact of personality traits. The indicators of professional satisfaction are satisfaction at work and sense of achievement. The indicators of organisational engagement are involvement in work, organisational engagement and attachment to an organisation in their affective, normative and sustainable aspect. Job stressors, emotional exhaustion and depersonalisation were listed as job stress indicators. Personality traits as understood by Costa and MacCrae were recognized as moderating factors for relations between engagement and job satisfaction and stress and job satisfaction. Following tools were used in the studies: Questionnaire of Teachers' Job Satisfaction (Gaś, 2001), Questionnaire of Professional Burnout MBI (Pasikowski 2000), Questionnaire of Stress Source in the Job of a Teacher Travers, Cooper (1996) (Grzegorzewska 2006), Questionnaire of Organisational Burnout (Porter, Smith 1993), Organisational Engagement Scale Lodahl, Kejner (1965), Polish Scale of Attachment to an Organisation based on Allen Meyer 1997 (Bańka, Wołoska 2002), Personality Inventory NEO FFI (Zawadzki et al. 1998). 510 teachers from the Małopolska region participated in the study, 475 completed questionnaires were accepted for analysis. Analyses of structural equations confirmed the correctness of the model presented. Hypotheses suggesting impact of stress and engagement on teachers' job satisfaction were confirmed. The moderating influence of personality traits on the relationship between stress/engagement and teachers' job satisfaction was confirmed only in some aspects.

Wpływ treningu regulacji emocji na sposoby radzenia sobie ze stresem ,
Author: Jerzy Korzewski, 18/06/2009
Jagiellonian University

The main aim of this work is to present the method and results of a research into an interventional programme that is supposed to improve the relevant use of stress management techniques at work by better use of emotions. It was also expected that long-term effects of coping shall improve – the general health indicators. Self intervention – Emotions Control Training – was developed on the basis of existing interventional programmes used in order to help employees in job stress management. It is described in the context of a construct of emotion control and emotional work as related phenomena. The notion of emotional work refers to the quality of interpersonal interaction at the workplace. It is used to define the way an employee copes with his/her own emotions, as well as emotions of other people they have contact with when performing their job. The emotions' control theory is defined as "processes

by means of which people influence the type of emotions they have, the timing of the emotions, the way they experience and express them"; it forms the basis for understanding the mechanics of emotional work. Recently the need to develop stress-related intervention has been emphasised. It is based on the conviction that effective stress management programmes reduce adverse effects and improve the professional and personal wellbeing. Stress Management Interventions at work combine theory and clinical practice in the field of psychology, health psychology and work psychology. The participants in the research were women administration workers of AGH University of Science and Technology. The research was conducted on 120 employees, 60 of them in an experimental group and 60 – in a control group. Three measurements were made in order to enable observation of the dynamics of changes (if any) in time – before the intervention, one week and one month after it. There was a statistically significant increase in the tendency to use adaptive stress management techniques and decrease in the use of non-adaptive ones between the experimental and control groups. As the result of the training the participants also achieved statistically significant improvement in mental health indicators.

Kształtowanie emocjonalnych i społecznych kompetencji młodzieży w szkołach publicznych i katolickich

Author: Marzena Chrost

11/03/2010

Catholic University of Lublin

This dissertation uses interdisciplinary approach basing on achievements of psychological, sociological and educational science. The theoretical aim of the study was to present the notions of "emotional and social competence" in context of educational process as well as elaborating on their key components. It was demonstrated that in the process of emotional and social competence development developmental and social predispositions are important. It has been assumed that own activity of an individual and the educational process are important factors determining emotional and social competence development. The research purpose of the empirical study was to specify the level of emotional and social competence in young people and to conduct a comparative study between public and catholic schools' students. The practical purpose of the research was to determine and formulate implications for the practice of developing emotional and social competence as well as to propose educational activities improving the chances for development. The study can be useful for school counsellors, tutors, teachers and parents in their everyday work on shaping the personality of a young person. The proposed implications for the emotional and social competence development practice may prove helpful for developing the competences in family, school and peer environment. The achieved results of own research may contribute to improving the knowledge concerning emotional and social competence development and aid in working out more effective programmes and methods of educative influence.

Efektywność kierowanej wizualizacji i muzykoterapii w rozwijaniu kompetencji emocjonalnych studentów pedagogiki

Author: Krzysztof Stachyra

11/03/2005

Maria Curie-Skłodowska University

The aim of this work was to present the possibility to effectively develop emotional competence in pedagogy students. The participants of the study were 90 pedagogy students at the UMCS University in Lublin. The method employed in the study was educational experiment carried out with the use of parallel group technique. An independent variable was a programme for developing emotional competence, established especially for the purpose, based on music therapy and controlled visualisation. Dependent variables were: the intensity of fear in students, level of their emotional adaptation and self-evaluation as well as subjective students' feelings related to their mental condition. As a result of the research it was concluded that the methods of emotional competence development, used during classes, contributed to significant lowering of fear intensity in students and supported the increase of the level of their emotional adaptation and self-evaluation. Students also appreciated greatly the positive impact of the programme on improvement of the way they functioned. The results of the research indicate the possibility to effectively develop emotional competence of pedagogy students.

Efektywność rozwijania empatii studentów pedagogiki specjalnej

Author: Agnieszka Lewicka

19/11/2004

Maria Curie-Skłodowska University

The purpose of the study was to specify the effectiveness of empathy development in students of special education on the basis of developed scenarios of sensitivity training. 120 people participated in the research, 60 of them in an experimental group (special education students) and 60 – in a control group (pre-school and childcare education). Data analysis proved the effectiveness of the classes. The results of the study show that empathy development in students taking part in the research is effective. There was statistically significant increase of the variable studied in terms of emotional, cognitive and dispositional empathy. The greatest increase of empathy took place in its cognitive aspect. When comparing the results of student empathy for specific fields of specialisation it turned out that people studying pre-school and special pedagogy (typhlo-oligophreno-pedagogy) are the most empathic. In a study conducted 6 months after the classes were finished it was proven that the changes resulting from the experiment were permanent. This study contains lesson scenarios for developing empathy in students.

THE EMOTIONAL INTELLIGENCE IN EDUCATIONAL PRACTICE IN THE POLISH REFERENCE LITERATURE

For obvious reasons, the emotional intelligence becomes increasingly popular in educational circles. Teachers and educators notice an increasing need to develop emotional capacity of their students. The authors of the term of emotional intelligence claim that a majority of emotional abilities may be acquired through education (Salovey, Mayer, 1999). Although acquisition of emotional skills begins at home (within the parent-child interactions in particular), school also is an excellent place to acquire these skills. At the same time, Salovey and Mayer emphasise that the essence of the emotional intelligence is based on the fact that it is an ability to perform certain actions and it is not “something” that can be learnt. Thus the statement that it is possible to “teach intelligence” is incorrect as one is unable to learn the emotional intelligence just like it is not possible to acquire the “ability of practising sport”, although one may train muscles in order to be strong and fit.

Salovey and Mayer indicate two potential pathways to stimulate the emotional intelligence:

- 1) Including teaching the skills which contribute to the emotional intelligence in the standard curriculum;
- 2) Syllabi that will directly focus on developing the emotional intelligence.

The “emotional literacy movement” is very popular in the United States. Recently, schools at different levels have introduced hundreds of syllabi facilitating development of emotional and social abilities. They may be classified under these two categories. Unfortunately there are not many concrete data on the efficiency of these syllabi.

Polish literature presents controversial data concerning this issue. Magdalena Śmieja and Jarosław Orzechowski claim that high efficiency of such syllabi has not been confirmed by reliable scientific research. They even claim that “most of these assertions are based on anecdotal contents or imprecisely described studies” (Śmieja, Orzechowski, 2008, p. 36). On the other hand, Katarzyna Knopp writes that although currently there are not many studies to confirm efficiency of such syllabi, we may still ascertain that “the emotional intelligence may be influenced by learning processes and one may stimulate it by introducing deliberate educational impacts” (Knopp, 2010, p. 102).

Since the emotional development is determined by impacts of the external environment and one’s own activities, it means that an individual is able to acquire any emotional skill through appropriate emotional education. In this context the following question should be raised: which school or other educational institution (as elements of this environment) may contribute to development of students’ emotional sphere? Thus there is a need for the relevant educational practice. In the United States and Western Europe that need was addressed by a phenomenon referred to as the “**emotional literacy movement**”. This movement involves elaboration and implementation of training and educational and social programmes whose objective is to develop the emotional intelligence both in the school environment and non-school education forms (such as vocational training). In Poland the “emotional literacy movement” is not so popular.

In the relevant Polish literature, an “**emotional competence**” is perceived as a more promising notion-based category than the category of the emotional intelligence. This is a category that has been introduced by Carolyn Saarni. The social constructivism is a theoretical background for its implementation¹. According to Carolyn Saarni (1999, p. 79), the **emotional competence is perceived as an efficiency to perform such social transactions that will elicit emotions**. In other words, “it is an individual’s ability to engage in transactions in variable and occasionally unfavourable social and physical environment, which leads to his/her development”. In Saarni’s concept, the competence and efficiency overlap. Efficiency means the individual’s abilities and skills that enable him or her to reach a selected goal. However when writing about “the social transactions that elicit emotions”, Carolyn Saarni perceives them as people’s emotional reactions, which implies a strategic application of knowledge of emotions and ability to express them in contacts with other people. These skills enable people to regulate their emotional experience and correct interpersonal exchanges.

Using the term of “emotional competence” allows to identify what the abilities and skills responsible for human emotionality are related with. She means the abilities and skills that we need to function in the changing environment and to complete consecutive trials in order to become better adjusted, more flexible and effective in action and more confident. The above indicates that C. Saarni used the following category to describe the emotional competence: the feeling of one’s own worth and empowerment (efficiency). According to Saarni, the feeling of one’s own worth performs the key role in explaining development of the emotional competence. She also believes that it is impossible to determine what comes first – emotional competence or the feeling of one’s own worth.

Saarni distinguishes the following components – skills of the emotional competence:

- Awareness of one’s own emotional state, from simple (one emotion or state) to complex ones characterised with different signs and intensity. She also means a conscious acceptance of the fact that the course of an emotion may have its own dynamics and elements that are outside of our consciousness.
- Ability to identify emotions felt by others on the basis of situation-based indicators and mimic expression whose meaning is partly based on cultural messages.
- Ability to use verbal notions in order to describe emotions that are common at the cultural level or available in a specific sub-culture: expressing our emotional experience allows us to inform other people what we feel. It also enables us to reach our emotions. It covers mimic and pantomimic expression.
- Ability to become empathically engaged in emotional experience of other people, which according to Saarni is the most important element that supports establishing of interpersonal relations that maintain prosocial behaviour. Saarni distinguishes two sub-scopes of empathy: the first one (early development phase) is a tendency to respond emphatically to the events in which the child participates; the second one refers to emotional co-feeling, which requires knowledge of the inner state of the other person.
- Ability to understand the lack of compatibility between the inner emotional state and outer expression. This skill is important in order to know when to express one’s

¹ According to the social and constructivist theories, human experience is always rooted in a cultural context, and learning is possible due to our participation in culture. Thus in order to comprehend a person, one should analyse the closest and local context of his/her actions.

feelings genuinely, and when to modify them or even suppress willingness of their expression. Hiding emotions sometimes becomes a strategy to control them.

- Awareness of culture-based emotional rules and standards: this element of the competence requires knowledge of where, with whom and how to express one's emotions through a behaviour.
- Ability to include information on the interlocutor in order to understand the emotions he/she feels (it provides social effectiveness when anticipating emotional reactions of other people).
- Ability to understand that a behaviour expressing emotions influences others and that we should take it into account in strategies of self-presentation. It is related with the awareness of using self-presentation strategies both by the individual and his/her interlocutor.
- Ability of adaptive coping with aversive and unpleasant emotions; in this context Saarni means controlling and regulating negative emotions.
- Knowledge that the nature of interpersonal relations depends on the degree of emotional directness, authenticity or symmetry occurring between interlocutors.
- Feeling of emotional efficiency (self-sufficiency): an individual feels his/her emotional experiences, irrespective of what they are (unusual or conventional), and is able to regulate his/her emotions. The individual perceives his/her actions as efficient, thus they enable him or her achieve an objective planned. He/she is able to impact his/her own emotions. It is a feeling of emotional empowerment, which means that the person accepts his/he emotional experiences, both the exceptional and bizarre ones, and the ones that are culturally conventional.

It is important that when we talk about the emotional competence, we assume that the above mentioned **abilities and skills depend on development**, and are the outcomes of the learning processes. In order to describe the emotional competence, Saarni uses the term of *skills*, which according to A. Jasielska and M. Leopold clearly differentiate this category from the term of emotional intelligence. In their cognitive concept of emotional intelligence (*ability model*), P. Salovey and J. Mayer's claim that the EI is an ability to perceive and express emotions, to understand, use and manage them in order to support one's development (Salovey and others, 2005, pp. 636-637), while the emotional competence is the knowledge and skills that an individual has learnt in order to be able to function in the way suited to different situations (Jasielska, Leopold, 2000, p. 27). Therefore the emotional competence concerns knowledge and skills that an individual has learnt in order to be able to function in the way suited to different situations, while the emotional intelligence determines this individual's achievements and is a criterion of his/her emotional competence (*ibidem*). These categories also differ due to the fact that high level of emotional intelligence implies good cooperation between one's intellectual and emotional sphere, while the emotional competence depends on the skill of functioning in social situations to "switch on" the emotions in such a way that will facilitate meeting specific goals.

The emotional competence does not only constitute efficiency of acting. It is also a potential that is a condition for active and creative participation in culture; it is an ability of individual reflection and social negotiation. Being competent means being an active and creative entity, who actively participates in occurring processes of social changes. Emotionally competent children flexibly direct their actions, thoughts and feelings, depending on the context. They

are efficient, confident and they respect emotional experience of other people. They also respect themselves.

In her work *Elementy składowe kompetencji emocjonalnej* [eng. Components of Emotional Competence] (2006), Mirosława Leopold treated Carolyn Saarni's concept of emotional competence as the starting point, and presented a structure of emotional competence by demonstrating a layout and mutual relations among the specific elements. She also wrote which abilities were acquired at the earlier stages of development and provided a "foundation" to shape the subsequent skills, which then contributed to increased level of emotional competence. Mirosława Leopold applied the statistical method of factor reduction (Factor Analysis), which enabled her to identify three groups of factors:

1. Elementary skills of the EC
 - Awareness of one's own emotional states
 - Distinguishing emotions of other people
 - Naming the individual emotional states
2. Knowledge and skills that build the feeling of emotional efficiency
 - Suitable level of the depth of emotions
 - Adaptive coping with emotions
 - The feeling of emotional efficiency
3. Knowledge and skills used in relations with other people
 - Empathy
 - Understanding emotional feelings of other people
 - Using the information held on other person
 - Knowledge concerning the impact of emotional expression on other people
 - Awareness of the aspects that determine the nature of interpersonal relations

CONCLUSIONS

The current state of the knowledge concerning emotional intelligence indicates that we are aware which abilities may be perceived as this type of intelligence. There are study results which indicate how individual components of the emotional intelligence merge and how they impact external criteria related with various signs of human activity. The results of such studies are presented to Polish readers in many research reviews, however many questions still remain open, and the subject of emotional intelligence continues to bear many controversies. The following questions require to be answered: "Is the EI a capacity, competence, ability, a set of beliefs or is it something else?"; "Does the emotional intelligence change in the course of our life (and if yes, are the changes quantitative or qualitative?)" (see: Śmieja, Orzechowski, 2008, p. 23); "Is the concept of emotional intelligence consistent with the existing theories of emotions and intelligence?" (ibidem, p. 24). How close or how distant is the notion of emotional intelligence from other constructs related with personality and abilities? How we can work with students and teacher to develop their emotional competenes?

Literature:

- Damasio, A., R. (2010). *Błąd Kartezjusza. Emocje, rozum i ludzki mózg*. Poznań: Dom Wydawniczy Rebis.
- Day, Ch. (2008). *Nauczyciel z pasją. Jak zachować entuzjazm i zaangażowanie w pracy*. Gdańsk: GWP.
- Drogosz, M. (2006). *Emocje jako dynamiczny aspekt poznania*, [In:] Fajkowska M., Marszał Wiśniewska M., Sędek G. (eds.), *Podpatrywanie myśli i uczuć*. Gdańsk: GWP.
- Ekman, P., Davidson, R., J. I. in. (2002). *Natura emocji. Podstawowe zagadnienia*. Gdańsk: GWP.
- Evans, D. (2002). *Emocje. Naukowo o uczuciach*. Poznań: Dom Wydawniczy Rebis.
- Goleman, D. (1997a). *Inteligencja emocjonalna*. Poznań: Media Rodzina.
- Goleman, D. (1997b). *Inteligencja emocjonalna w praktyce*. Poznań: Media Rodzina of Poznań.
- Goleman, D. (2007). *Inteligencja społeczna*. Poznań: Dom Wydawniczy REBIS.
- Greenspan, S. I., Benderly, B. L. (2000). *Rozwój umysłu. Emocjonalne podstawy inteligencji*. Poznań: Dom Wydawniczy REBIS.
- Hejnicka-Bezwińska, T. (2008). *Pedagogika ogólna*. Warszawa: Wydawnictwa Akademickie i Profesjonalne.
- Jasielska, A., Leopold, M. A. (2000). *Kompetencja a inteligencja emocjonalna – pojęcia tożsame czy różne?*, „Forum Oświatowe”, No. 2(23).
- Knopp, K. (2010). *Inteligencja emocjonalna oraz możliwości jej rozwijania u dzieci i młodzieży*. Warszawa: Wydawnictwo UKSW.
- Kwaśnica, R. (2003). *Wprowadzenie do myślenia o nauczycielu*, [w:] Z. Kwieciński, B. Śliwerski (eds.), *Pedagogika. Podręcznik akademicki*, vol.2, Warszawa: PWN.
- Jasielska, A., Leopold, M. A. (2000). *Kompetencja a inteligencja emocjonalna – pojęcia tożsame czy różne?*, „Forum Oświatowe”, No 2(23).
- LeDoux J. (2000). *Mózg emocjonalny. Tajemnicze podstawy życia emocjonalnego*. Poznań: Media Rodzina.
- Ledzińska, M. (2000). *Uczenie się wykraczające poza warunkowanie*, [w:] J. Strelau (eds.), *Psychologia*, vol. 2. Gdańsk: GWP.
- Leopold, M. (2006). *Elementy składowe kompetencji emocjonalnej*, „Czasopismo Psychologiczne”, No. 2.
- Lewis, M., Haviland-Jones J. M. (eds.) (2005). *Psychologia emocji*. Gdańsk: GWP.
- Maruszewski, T. (2005). *Emocje w naszym życiu (przedmowa do wydania polskiego)*, [In:] K. Oatley, J. M. Jenkins, *Zrozumieć emocje*. Warszawa: Wydawnictwo Naukowe PWN.
- Maruszewski, T., Ścigała, E. (1998). *Emocje-aleksytymia-poznanie*. Poznań: Wydawnictwo Fundacji Humaniora.
- Męczkowska, A. (2003). *Kompetencja*, [w:] Pilch T. (ed.), *Encyklopedia pedagogiczna XXI wieku*, vol. II. Warszawa: Wydawnictwo Akademickie „Żak”.
- Oatley, K., Jenkins, J. M. (2005). *Zrozumieć emocje*. Warszawa: Wydawnictwo Naukowe PWN.
- Linker, S. (2005). *Tabula rasa. Spory o naturę ludzką*. Gdańsk: GWP.

- Przybylska, I. (2009). *Rola nauczyciela w edukacji emocjonalnej uczniów*, [w:] Gajdamowicz H. (ed.) *Teoretyczne konteksty szans i zagrożeń edukacyjnych XXI wieku*. Kraków: Oficyna Wydawnicza „Impuls”.
- Rutkowiak, J. Potulicka, E. (2010). *Neoliberalne uwikłania edukacji*, Kraków: Impuls.
- Saarni, C. (1999). *Emotional competence and self-regulation in childhood*, [in:] P. Salovey, D. J. Sluyter (ed.), *Emotional development and emotional intelligence. Educational problems*. Poznań: Dom Wydawniczy Rebis.
- Salovey P., Sluyter D. J. (ed.), *Rozwój emocjonalny a inteligencja emocjonalna. Problemy edukacyjne*, Dom Wydawniczy Rebis, Poznań 1999.
- Salovey, P. B., Bedell, T. Detweiler, J.B., Mayer, J. D. (2005). *Current directions in emotional intelligence research*, [in:] M. Lewis, J. M. Haviland-Jones (ed.), *Psychologia emocji*. Gdańsk: GWP.
- Segal, J. (1997). *Jak pogłębić inteligencję emocjonalną: program treningu ujawniającego potęgę uczuć i intuicji*. Warszawa: Jacek Santorski & CO.
- Śmieja, M., Orzechowski J. (2008). *Inteligencja emocjonalna. Fakty, mity, kontrowersje*. Warszawa: PWN, Warszawa.
- Taracha, M. (2010). *Inteligencja emocjonalna a wykorzystanie potencjału intelektualnego*, Lublin: Wydawnictwo UMCS.
- Turner, J. E. Stets J. E. (2009). *Socjologia emocji*. Warszawa: Wydawnictwo Naukowe PWN.
- Zimbardo, P. G. (2002). *Psychologia i życie*. Warszawa: PWN.