

VIII ICEI 2022

INTERNATIONAL CONGRESS ON EMOTIONAL INTELLIGENCE

FROM **30** AUGUST TO **2** SEPTEMBER **2022**

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PALERMO, ITALY



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PAPERS SESSION 3.2 – EI IN TIMES OF COVID-19

Cohort differences in trait emotional intelligence – a possible effect of the covid-19 pandemic?*Luka Mijatović, Zorana Jolić Marjanović and Ana Altaras Dimtrijević*

Although personality traits are by definition relatively stable, there is evidence that they can change in response to major life events, especially when it comes to so-called affective traits and younger individuals. Given that the COVID-19 pandemic has dramatically altered students' life circumstances, we examined whether these changes are reflected in the average levels of trait EI of several student cohorts. To this end, we compared the data on trait EI obtained with the TEIQue in four generations of university students: two cohorts were tested in "normal" circumstances before the pandemic, in 2015 ($N_1 = 288$) and 2016 ($N_2 = 183$); the other two were tested during the first and third wave of the pandemic in Serbia, in April 2020 ($N_3 = 222$) and in December 2020 ($N_4 = 222$). All participants were female and students of Special Education at the University of Belgrade. Two separate MANOVAs were conducted, with either TEIQue factor or facet-level scores as independents. Results of the factor-level MANOVA were significant (*Wilk's $\Lambda = .97$, $F(12, 2402.643) = 2.48$, $p < .01$*), with univariate effects for Self-Control ($F(3, 911) = 2.79$, $p < .05$) on which N_3 scored higher than N_4 . The facet-level MANOVA also produced significant results (*Wilk's $\Lambda = .88$, $F(45, 2665.539) = 2.54$, $p < .001$*), with univariate effects for Empathy ($F(3, 911) = 5.16$, $p < .001$), Impulse control ($F(3, 911) = 5.92$, $p < .001$), Emotion perception ($F(3, 911) = 2.20$, $p < .05$), and Emotion management ($F(3, 911) = 1.78$, $p < .05$). Post-hoc analyses using Tukey's test revealed the following differences: higher Empathy for N_3 and N_4 compared to N_1 ; higher Impulse control for N_3 than for N_1 and N_4 ; and higher Emotion perception for N_3 than for N_4 . While indicating considerable stability of trait EI scores across generations (at least over a five-year period), the current results suggest that particular aspects of students' trait EI might vary according to the prevalent demands and challenges in their social environment, though this remains to be confirmed in more rigorous research.

Keywords: trait EI, TEIQue, COVID-19 pandemic, cohort differences, university students

Trait emotional intelligence as a predictor of loneliness during the covid-19 pandemic*Luka Mijatović, Zorana Jolić Marjanović and Ana Altaras Dimtrijević*

Due to the restrictions imposed on social life during the COVID-19 pandemic, people of different profiles experienced higher levels of loneliness. According to pre-pandemic research, individual levels of loneliness are partly related to differences in personality, including both basic traits and trait emotional intelligence (EI). The present study sought to examine whether trait EI also predicts loneliness among university students in times of the pandemic, while also controlling for the basic personality factors.

Study participants were 301 university students ($N_f = 278$, $N_m = 23$) who completed the TEIQue, as a measure of trait EI and its four factors (i.e., Well-Being, Self-Control, Emotionality, and Sociability); the HEXACO PI-R, which assesses six major dimensions of personality (i.e., Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness, Openness to Experience); and the Revised UCLA Loneliness Scale, measuring general loneliness. The data were collected during a strict pandemic-related lockdown in Serbia in the spring of 2020.

A hierarchical regression model including the HEXACO personality factors (entered in Step 1) and trait EI factors (entered in Step 2) as predictors, and loneliness as the criterion was tested. The HEXACO personality set explained 41% of variance ($F_{(6, 294)} = 36.202$, $\text{Adj. } R^2 = .413$, $p < .001$) with Honesty-Humility ($\beta = -.165$, $p < .001$), Emotionality ($\beta = -.177$, $p < .001$), Extraversion ($\beta = -.643$, $p < .001$), Conscientiousness ($\beta = .105$, $p < .05$) and Openness ($\beta = .113$, $p < .05$) surfacing as significant

predictors. In the second step, a further 9.7% of the variance in the criterion was explained ($F_{(10, 290)} = 31.683$, $\text{Adj.}R^2 = .506$, $p < .001$), and it was the trait EI factors of Well-Being ($\beta = -.397$, $p < .001$) and Sociability ($\beta = -.134$, $p < .05$) that contributed to the prediction.

Apart from confirming the incremental predictive power of trait EI in predicting loneliness over the six personality dimensions of the HEXACO model, the present findings suggest that trait EI retained its role as a protective factor against loneliness during the first wave of the COVID-19 pandemic.

Keywords: trait EI, HEXACO model, loneliness, university students, COVID-19 pandemic

Adolescent's Emotional Disorders in Relation to Emotional Intelligence During the Pandemic COVID-19 – Replication Study

Lada Kaliska, Jan Kalisky and Anna Ďurechová

Organ According to several local as well as foreign sources, the incidence of emotional disorders in adolescents has an increasing trend in the current period. Many experts agree that the mental health of adolescents has deteriorated significantly under the influence of the global COVID-19 pandemic. Current research indicates a two-fold increase in their incidence compared to the previous period (Hajdúk et al., 2021; Winkler et al., 2020; Watson et al., 2021; WHO, 2020; MNFORCE, 2020). One of the protective factors to prevent or mitigate the impact of emotional disorders is trait emotional intelligence (Gebregergis et al., 2020; Biolik-Moron, 2021; Foster, 2018). The aim of the study was to compare the incidence of emotional disorders (depression, anxiety, classical fears, and social-situational anxiety) in high school students ($N = 270$ students from five Slovak high schools, with an average age of 18.42 ($SD = .59$), where $N_1 = 138$ from y. 2019, $N_2 = 132$ from y. 2021) at the time of the third COVID-19 wave and before the pandemic in 2019 using self-report questionnaires to measure fear, social-situational anxiety and fear (KSAT, Kondráš, 1973), trait anxiety scale (STAI, Spielberg et al., 1970) and a questionnaire on depression of children and adolescents (CDI, Kovacs, 1977). The level of trait emotional intelligence and its four factors (sociability, emotionality, well-being and self-control) was assessed by the Trait Emotional Intelligence Questionnaire – Adolescent Short Form – (TEIQue, Petrides, 2009). The results indicate a significant increase in situational anxiety ($p < .001$), fears ($p < .001$) and anxiety during the COVID-19 pandemic compared to the pre-pandemic state. Significantly lower scores of trait emotional intelligence and all its factors ($p < .001$) were also recorded during the pandemic period with a moderate to high effect sizes. The study points to the potential of socio-emotional learning implementation into the educational process as a protective factor for the development of emotional disorders.

Keywords: trait emotional intelligence, emotional disorders, COVID-19, replication study

Organizational Stress, Emotional Climate and Emotional Intelligence: Assessment and Intervention in the Time of COVID-19

Laura Artusio, Silvia Guarnieri, Davide Marengo and Michele Settanni

The COVID-19 pandemic has changed the whole organizational world, severely impacting both physical and psycho-social employees' health. The range of emerging work-related stress risks is wide, including the risk of contracting the virus, technostress and difficulties related to remote working (e.g., isolation, work-life balance). New assessment and intervention tools are needed to deal with these new risks. The present study describes the development of the Work-Related Stress and Emotion Questionnaire (WOSEQ; Artusio, Guarnieri, Marengo, & Settanni, 2021), a questionnaire designed to assess the main sources of organizational stress (Workload, Working Hours, Autonomy, Role, Environment, Work Planning, Relationships, Organizational Culture, Work-Life Balance, Professional Development, COVID-19 Risk, Technostress and Remote Working) and the emotional climate among workers. Our study shows information about the reliability and validity of the WOSEQ. By joining the