

A Multi-Faceted Evaluation of Neurocognitive and Behavioral Paradigms in Emotional Intelligence Constructs

Drew Harris

PhD

Harvard University

Cambridge, MA 02138, USA

Ava Parker

Associate Professor

University of Oxford

Oxford OX1 2JD, United Kingdom

Cameron Jackson

Professor

University of Toronto

27 King's College Cir, Toronto, ON M5S, Canada

Drew Green

Dr. Sc

Australian National University

Canberra ACT 0200, Australia

Abstract. This study explores comparative neurocognitive and behavioral paradigms within emotional intelligence constructs, addressing a gap in current psychological research. Employing a mixed-methods approach, we assessed the efficacy of divergent paradigms in capturing emotional intelligence nuances. Preliminary findings indicate significant variances in paradigm efficacy, underscoring the complex interdependencies between neurocognitive processes and behavioral manifestations. The study concludes a reevaluation of current methodologies is imperative for advancing emotional intelligence theory.

Keywords: Emotional Intelligence, Neurocognitive Paradigms, Behavioral Science, Mixed-Methods Approach, Interpersonal Communication, Empathy Measurement, Neuroscientific Analysis

Introduction

In the contemporary landscape of psychological and behavioral science, the understanding and measurement of emotional intelligence (EI) occupy a crucial nexus. Amidst global socio-political changes and technological advancements, the relevance of EI is magnified, as it influences interpersonal communications, educational outcomes, and leadership efficacy across diverse sectors. Recent studies have underscored the inadequacies in

traditional paradigms for capturing the complexity of emotional intelligence, suggesting the necessity for novel approaches that encompass both neurocognitive and behavioral dimensions. Current methodologies predominantly focus on either the neurocognitive aspects, such as neural network analysis in emotion processing, or the behavioral interpretations, such as empathy and social interactions. However, these approaches often fail to encapsulate the dynamic interplay between these dimensions, leading to fragmented understanding and application in real-world settings. This paper seeks to bridge this gap by conducting a comparative analysis of competing approaches to EI measurement, integrating neurocognitive and behavioral frameworks. The paper is structured as follows: the methodology section outlines our mixed-methods approach, detailing participant selection and data collection processes. Subsequent sections present comprehensive analyses of neurocognitive and behavioral paradigms, followed by a discussion on the implications for future research and practical applications in enhancing EI theory.

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