

An Analysis of Emotional Intelligence

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ABSTRACT: *In both popular and academic literature, the idea of emotional intelligence has piqued people's attention. Much research is being done to determine precisely what emotional intelligence entails and how it may be used most effectively. The purpose of this article is to examine the literature on emotional intelligence (EI). It will investigate the construct of EI by examining the many models, the metrics used to evaluate them, and the relationships between these models and other constructs of similar kind. It will also examine the E.I. construct's relevance in applied academic contexts and suggest how future research in this area might be used at different levels to improve teacher effectiveness. This article is aimed mainly at academics and practitioners who aren't yet specialists on EI but are interested in incorporating it into their study and/or practice.*

KEYWORDS: *Academic, Emotional Intelligence, Emotions, Leadership.*

1. INTRODUCTION

In both popular and academic literature, the subject of emotional intelligence has sparked a surge of interest. Emotional intelligence programs have been adopted in a variety of contexts, and courses on improving emotional intelligence have been established in businesses, colleges, schools, and other organizations. However, the issue of what precisely is emotional intelligence arises. There are many schools of thought that attempt to properly define and quantify emotional intelligence, just as there are for all other categories (intelligence, leadership, personality, etc). Emotional intelligence (E.I.) is the capacity to identify and manage emotions in ourselves and others on a broad level. Thorndike, a well-known psychologist in the fields of learning, education, and intelligence, proposed that humans have many kinds of intelligence, one of which is social intelligence, or the capacity to comprehend and manage men and females, as well as to behave intelligently in human relationships. In addition, David Wechsler, the creator of the Wechsler Adult Intelligence Scale (WAIS) intelligence tests, defined both non-intellectual and cognitive aspects of intelligence. He subsequently argued that non-intellectual variables such as emotional, personal, and social aspects were important in determining one's capacity to achieve in life.

Gardner's multiple intelligences, published later in the century, also emphasized the importance of emotional expressiveness in organizational behavior. Emotional intelligence is one of Gardner's seven intelligences, which he categorizes as follows: Interpersonal and intrapersonal intelligences are two of the five intelligences, with verbal intelligence, logical intelligence, visual intelligence, kinaesthetic intelligence, and musical intelligence rounding out the group. Interpersonal intelligence, according to Gardner, is the capacity to comprehend other people's motivations, working styles, and attitudes, while intrapersonal intelligence is the ability to establish norms for oneself and apply them in reality. Bar-On, Mayer, and Salovey, as well as Daniel Goleman, are the three main thinkers in the area of emotional intelligence research. Emotional intelligence, according to Reuven Bar-On, a prominent researcher and coiner of the term "emotion quotient," is concerned with understanding oneself and others, relating to people, and adapting to and coping with one's immediate surroundings in order to be more successful in dealing with environmental demands [1].

Emotional intelligence, according to researchers, is "a subset of social intelligence that is distinct from general intelligence and entails 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 [2]. They later broadened their definition of EI to include the ability to accurately perceive, evaluate, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. In the 1990s, psychologist and scientific writer Daniel Goleman came across Salovey and Mayer's work. Inspired by their results, he started his own study in the subject and ultimately published *Emotional Intelligence: Why It Can Matter More Than IQ*, a seminal book that popularized the concept of emotional intelligence in both the public and commercial sectors. Weinberger summarized the study findings in the field of emotion, including emotional intelligence. His summary divided the study of emotion into three disciplines: sociological domain, psychological domain, and human resource development. The study of emotional intelligence has its roots in the early stages of both the study of emotion and the study of intelligence. The first studies on emotion were conducted in the social and psychology fields. Early sociologists studied topics such as emotional labor, emotional contagion, feeling norms,

emotion, and reason. Emotion and motivation, empathy, and mood were investigated within the psychological domain[3].

1.1 Models of Emotional Intelligence:

1.1.1 The Mayer-Salovey-Caruso ability model:

In 1990, Peter Salovey and John Mayer developed the phrase "emotional intelligence", and they have subsequently continued to study the construct's importance. They developed the Ability-Based Emotional Intelligence Model, which was based on Gardner's work and personal intelligence perspective. They coined the term "emotional intelligence" in 1990, which is defined as the affective dimensions of intelligence and encompasses five broad areas: understanding one's own emotions, managing one's own emotions, self-motivation, recognizing others' emotions, and handling interpersonal relationships. Emotional intelligence was redefined by Salovey and Mayer, who suggested four divisions based on fundamental processes. The capacity to be self-aware of emotions and to correctly communicate feelings and emotional needs to others is the first branch, emotional perception. It also entails the capacity to differentiate between correct and incorrect emotional expressions, as well as honest and difficult emotional expressions.

The capacity to differentiate among the many emotions one is experiencing and to recognize those that are affecting one's cognitive processes by directing attention to relevant information is the second branch, emotional absorption as well as Emotional mood swings shift a person's thinking habit from optimistic to pessimistic, prompting them to explore various perspectives. Happiness promotes inductive thinking and inventiveness, for example. Emotional states stimulate particular problem-solving methods. The ability to understand complex emotions (such as feeling two emotions at once, simultaneous feelings of love and hate, or blends such as awe, which is a combination of fear and surprise) and to recognize transitions from one to the other, such as the transition from anger to satisfaction or from anger to shame, is the third branch. Finally, emotion management is the capacity to remain open to both happy and painful sensations, to reflectively connect or detach from an emotion depending on whether it is deemed instructive or useful, and to control emotions in ourselves and others [3].

1.1.2 Goleman's Model of Emotional Intelligence:

When he published the seminal book "Emotional Intelligence" in 1995, Daniel Goleman is credited with popularizing the idea of emotional intelligence. "Abilities such as being able to inspire oneself and endure in the face of disappointments; to regulate impulse and postpone pleasure; to manage one's emotions and prevent distress from swamping one's capacity to think; to sympathize and hope," he said. As a result, emotional intelligence is described as "the ability to recognize our own and others' feelings, to motivate ourselves, and to effectively manage emotions in ourselves and in our relationships." The four major components of emotional intelligence are outlined in Goleman's paradigm. The first is self-awareness, which is the capacity to notice one's emotions and their effect while relying on gut instincts to make choices. The second component, self-management, is regulating one's emotions and impulses while also adjusting to changing situations. The capacity to detect, interpret, and respond to other people's emotions while understanding social networks is the third component. Finally, the fourth component, relationship management, includes the capacity to motivate, influence, and develop people while also managing disagreement. Within each concept of emotional intelligence, the model provides a set of emotional skills. Emotional skills, according to Goleman, are learned abilities that must be worked on and developed in order to attain exceptional performance [4].

1.1.3 Bar-On: A Mixed Model of Emotional Intelligence:

In his doctorate dissertation, Bar-On coined the term "Emotional Quotient" (EQ) as a counterpart to "Intelligent Quotient" (IQ). His concept of emotional intelligence may be thought of as a hybrid intelligence that includes elements of personality, health, and well-being. He described emotional intelligence as "a set of non-cognitive talents, competences, and skills that affect a person's capacity to cope with external demands and stresses." In a nutshell, it refers to any ability that is not cognitive. Emotional self-awareness, assertiveness, self-esteem, self-actualization, independence, empathy, interpersonal relationships, social responsibility, problem solving, reality testing, adaptability, stress tolerance, impulse control, happiness, and optimism are all included in the concept. Bar-concept Onn's of emotional intelligence is process-oriented rather than outcome-oriented, and it focuses on the potential for performance and success rather than the performance or success itself. Individuals with higher than average EQs, according to the model, are usually more effective in handling environmental demands and pressures. Inadequate emotional intelligence may lead to a lack of achievement as well as emotional issues.

Emotional intelligence and cognitive intelligence, according to Bar-On (2002), both contribute equally to a person's general intelligence, which ultimately signals prospective success in life [5].

1.2 Measures of Emotional Intelligence:

Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), Emotional Quotient Inventory (EQ-i), Emotional Competence Inventory (ECI), Emotional Intelligence appraisal (EIA), Work Profile Questionnaire-Emotional Intelligence Version (WPQei), Levels of Emotional Awareness Scale (LEAS), and Self-Report Emotional Intuition Scale (SREIS) are some of the (SREIT). MSCEIT is a performance-based test that uses particular activities to assess the degree of skill of each branch of Mayer and Salovey's emotional intelligence model. In his Emotional Quotient Inventory, Bar-on uses 133 self-report questions to assess overall IQ and the five components of his EI paradigm (EQ-i). The Emotional Competency Inventory (ECI) is a multi-rater instrument that gives ratings on a variety of behavioural markers of emotional intelligence. It was created by Goleman. The LEAS (Levels of Emotional Awareness Scale) is a self-report measure of emotional intelligence that assesses how well individuals are aware of their own and others' emotions. Physical sensations, action tendencies, single emotions, blends of emotion, and blends of these blends of emotional experience make up the measure, which is based on a hierarchical generalisation of emotional intelligence, more specifically of emotional awareness, which has five sub-levels: physical sensations, action tendencies, single emotions, blends of emotion, and blends of these blends of emotional experience. The SREIT (Self-Report Emotional Intelligence Test) is a 33-item test that assesses Salovey and Mayer's original notion of emotional intelligence [6].

1.3 Emotional Intelligence And Related Constructs:

1.3.1 Emotional intelligence and academic achievement:

Previously, it was thought that a student's general IQ was the most important factor in determining academic success. However, it is now widely accepted that kids who score high in emotional intelligence as well as IQ may achieve tremendous academic success. Emotional intelligence encompasses key elements of interpersonal and intrapersonal interactions, flexibility, moods, and stress management abilities, all of which have a significant impact on students' academic performance. Barron thinks that making successful attempts to meet kids' emotional and social needs may lead to improved academic achievement [7].

1.3.2 Emotional intelligence and personality:

Godse and Thingujam, Ramo, Saris and Boyatzis, Van Der Zee, Thijs, and Schakel are only a few of the writers who have tested the emotional intelligence concept with personality characteristics. Personality theory is also strongly linked with the Bar-On and Goleman theories of emotional intelligence. Both models' theories of emotional intelligence include components and sub-components that are comparable to characteristics previously examined under personality theory. Assertiveness, interpersonal effectiveness, empathy, impulse control, social responsibility, and reality testing are all Bar-On sub-components that have been included in personality assessments. Sjoberg, for example, developed a test battery for use in the selection process that was founded on the concepts of emotional intelligence and social competence. Emotional intelligence provided variation over and above the conventional personality measures in this selection procedure. Self-assurance, self-acceptance, self-control, flexibility, empathy, and interpersonal effectiveness are all scales included in the California Psychological Inventory (CPI). Many of Goleman's skills, such as empathy, self-control, and self-confidence, have also been studied extensively in personality psychology. In empirical comparisons of the constructs, there is a lot of overlap between components of emotional intelligence models and personality theories.

The Emotional Competence Inventory, Goleman's measure of emotional intelligence, has been shown to correlate substantially with three of the Big Five Personality factors: extroversion, conscientiousness, and openness. The connection between the Myers-Briggs type indicator (MBTI) and emotional intelligence was investigated in one research. Higher levels of emotional intelligence were shown to be strongly associated with the intuitive component of the MBTI. Emotional intelligence and personality were also predicted to have a favorable connection by Godse and Thingujam, Ramo, Saris, and Boyatzis. According to Ramo, Saris, and Boyatzis, both social and emotional skills, as well as personality characteristics, are important determinants of work success. Furthermore, skills seemed to be more effective predictors of performance than personality characteristics. Others looked into the connection between self- and other-rated emotional intelligence and found that emotional intelligence aspects may predict academic and social performance better than conventional academic intelligence and personality markers [8].

1.3.3 Emotional intelligence in relation to stress:

The capacity to regulate and control one's emotions in the job has an impact on stress levels. Studies have been conducted to see if emotional intelligence plays a significant role in overcoming stress and stress-related outcomes, and it has been found that people with a high emotional quotient had better health and well-being, displayed better management performance, suffered less subjective stress, and performed better at work. Emotional intelligence, according to Kauts and Saroj, is a characteristic that may help instructors reduce occupational stress and improve their teaching efficiency. According to Chabungban, increasing emotional intelligence may help people bridge the gap between stress and improved performance. Furthermore, it prevents negative emotions from obstructing one's capacity to think, feel motivated, and confident, as well as the ability to correctly detect emotions, empathize, and get along with others. According to Gohm, Corser, and Dalsky emotional intelligence may be beneficial in decreasing stress for certain people, but it is unneeded or unimportant for others, perhaps owing to a lack of trust in their emotional abilities. According to Ismail, Suh-Suh, Ajis, and Dollah, included emotional intelligence in the equation reduced the impact of occupational stress on work performance[9].

1.3.4 Emotional Intelligence and Leadership:

C. L. Rice evaluated the efficacy of teams and their leaders using an early ability model of emotional intelligence established by Mayer and Salovey, and concluded that emotional intelligence plays a role in successful team leadership and team performance. Kamran investigated whether Emotionally Intelligent Leadership (EIL) could influence faculty effectiveness and identified ten components of EIL that help to improve faculty effectiveness: self-leadership, moral, trust, conscientiousness, flexibility, participation, empowerment, capacity building, communication, and motivation. The substantial and favorable connection between leadership styles and emotional intelligence was discovered by Michael A. Trabun. The predicted positive connection of emotional intelligence with transformational leadership style was studied by Barling, Slater, and Kelloway. Researchers found skills that distinguished successful managers and leaders. Emotional, social, and cognitive intelligence skills were shown to be predictive of performance[10].

1.3.5 Role of Emotional intelligence in academic settings:

In academics, IQ alone will not be sufficient until and until emotional intelligence is also cultivated and maintained. Due to the focus on academic scores and grades, emotional intelligence elements are ignored in educational settings, resulting in pupils lacking fundamental social and emotional abilities in their personalities. Because children are pressured by their parents and instructors to succeed in their exams from a young age, today's youngsters are regarded as having a competitive mentality that lacks empathy, patience, and care for their own and others' feelings. This leads to a lack of knowledge of oneself and others, a lack of responsibility, a lack of confidence, a lack of control over moods, emotions, and interpersonal interactions, and an increase in aggressiveness and stress in both personal and academic life. Students' moods and temperaments are unstable as a result of unmet emotional demands, and they find it difficult to tackle scholastic difficulties that need patience, enthusiasm, and an optimistic attitude to reach new heights. It is strongly suggested that educational institutions include emotional intelligence in their course curriculum so that students may learn how to regulate and use their emotions successfully for a good result.

Workshops and trainings for students should also be performed after a thorough assessment of the social and emotional skills they lack. Teachers, along with academic institutions, have the primary responsibility for developing and fostering emotional needs. For their pupils, teachers serve as a parent, guide, mentor, and counsellor. Teachers should take on this extra duty for their pupils' emotional growth and well-being. Students will also be able to better manage their anger, tension, conflict, and disagreements with others as a result of this. However, when instructors are shown to be emotionally weak, a practical issue arises. Teachers should also get training and seminars in this area so that they can successfully teach emotional skills to kids in the classroom. Emotional intelligence assessments have an important role in the recruitment and selection of new instructors, according to the experts. Teachers can benefit from emotional intelligence programs as well, as they can meet their psychological and emotional needs while also assisting in job performance, organizational commitment, personal and organizational effectiveness, maintaining a work-life balance, and, most importantly, overcoming work stress.

2. DISCUSSION

In the 1990s, Emotional Intelligence (EI) developed as a skill-based concept similar to general intelligence. However, during the last three decades, two new, conceptually different types of EI have developed (commonly referred to as "trait EI" and "mixed model EI"), as well as a slew of psychometric instruments to assess them. More than 30 distinct commonly used EI metrics have been created to far. Although there is considerable agreement within the EI profession about the many kinds of EI and its associated measurements, people outside the field are confronted with a confusing EI literature, overlapping terminology, and numerous published measures. We hope that this article will help academics and practitioners who want to use EI in their work. We begin by providing an overview of the various EI conceptualizations. Following that, we provide a series of suggestions for practitioners and researchers on the most suitable EI measures for a variety of objectives. We provide instructions on how to choose and utilize various EI measurements. In terms of factor structure, reliability, and validity, we end with a thorough assessment of the main EI measures.

3. CONCLUSION

The goal of the article was to go through the current literature on emotional intelligence. The article discusses the history of emotional intelligence as well as different generalizations of emotional intelligence ideas, including those of Mayer and Salovey, Daniel Goleman, and Bar-onn. According to the research, emotional intelligence has a substantial connection with other factors such as personality, leadership, teacher effectiveness, academic performance, conflict resolution, stress, and so on. The article also discussed the significance of emotional intelligence in academic contexts and gave researchers and educators suggestions for further research in the area of emotional intelligence. The emotional intelligence concept has been the subject of many studies, which are described in the paper's final part. The article also discusses its connection with other factors such as academic performance and teacher effectiveness, personality, leadership, conflict, and stress. There are other topics that need a lot of attention for research purposes. The researcher discusses the connection between emotional intelligence and teacher effectiveness in the article. It would be fascinating to observe whether teachers' emotional intelligence improves substantially after implementing workshops and in-service trainings targeted particularly at improving teachers' emotional intelligence for individuals with low emotional intelligence. Future study may go further into the EQ subscales, determining which subscale scores are higher in teachers at different phases of their careers and uncovering patterns of how this changes over time.

More study is needed to understand the effect of emotional intelligence on students' academic performance, learning capacity, professional success, and deviant conduct. The relationship between emotional intelligence and student adjustment and adaptability to school/college/university may also be investigated. It is also suggested that research be done to examine any changes in a student's EI score once they enter the corporate sector and acquire appropriate exposure and experience. It's also recommended that study be done to see whether there are any gender disparities in measuring emotional intelligence. Because emotional intelligence has such a significant impact on students' academic progress, its main components, such as self-motivation, social skills, adaptability, and optimism, should be identified and included in the students' curriculum so that they can learn and apply these skills in both academics and personal life. Emotional intelligence exams should also be used at educational institutions for recruiting and choosing faculty members, just as they are in the business sector. Job satisfaction, performance, organizational commitment, self-efficacy and locus of control, as well as personal and organizational success, may have any relationship with emotional intelligence.

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