

## **Understanding Emotional Intelligence in Educational Context**

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**ABSTRACT:** *Emotional intelligence (EI), the recent origin concept in the field of social and Behavioural science, is getting more and more popularity in research, business and recruitment purpose. Low predictability of IQ score in real life situation and workplace gave birth the new concept. We have seen that someone who are incredibly bright and intelligent yet cannot seem to pull their life together. As the pace of change is increasing and world of work is making ever greater demands on a person's cognitive, emotional and physical resources, this particular set of abilities are becoming increasingly important. Since majority of the concerns in organization involve people in different roles, emotional intelligence must become a determining factor for their effective management. Its importance and relevance in various fields is being scientifically researched and asserted. Yet, the cross-cultural relevance of the concept still remains an unexplored area. In this present paper attempt were made to make a clear understanding regarding the concept, nature, models and implication in the field of education, which will be helpful for in the field of education (in classroom). Though this concept is popular in western country, Indian views regarding EI has also been analyzed in this present paper.*

**KEYWORDS-***Emotional intelligence, Education, Teacher and Teaching-learning situation*

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### **I. INTRODUCTION**

Emotional intelligence (EI), after the publication of Daniel Goleman's first book on the topic in 1995, has become one of the most popular and the most researched psychological constructs of the 21<sup>st</sup> century (Ashkanasy, 2003; Bar-On 2006), and more emphasis has been given on the role of emotions in an individual's success or failure in both aspect of individual's life i.e. workplace (job) and in real life situation. Though the term was first used in the doctoral thesis of Wayne Payne, "A Study of Emotion: Developing Emotional Intelligence", but popularized by Goleman (1995). The concept of EI has inspired applied research in every field be it management, academics, life sciences or psychology. It is found that the majority of research in this area has been conducted in Western countries, recent studies have begun to assess the generalizability and validity of the EI concept in cross-cultural settings.

We have seen that someone who are incredibly bright and intelligent yet cannot seem to pull their life together. We have also seen some examples of the brilliant students who flunkout of university, or the incredibly intelligent worker who can't seem to get a head in their real life or in their work place. Though some people have a superior intelligence level, but that doesn't seem to be enough to ensure success in their life. And at the same time, we can probably describe in some form why we feel these people have not been successful. From the above we can conclude that there must be certain traits or behaviors which have nothing to do with the traditional concept, intelligence. From a long time, psychologist, educationist, scientists and others have begun to study why standard intelligence along isn't enough to predict performance of an individual. They have realized that there is another type of intelligence that isn't related to the standard cognitive intelligence which may called "Emotional Intelligence".

We may discuss an incident of emotional intelligence in action in the life of James Dozier, a U.S. Army Brigadier General who was kidnapped by the Red Brigades, an Italian terrorist group, discovered the power of emotional intelligence in 1981 and saved his life. The initial days of his captives were euphoric with excitement and were agitated and irrational at times and he felt that his life was in danger. To save himself, he remembered something which he had learned about emotion in an Executive Development Program at the Center for Creative Leadership in Greensboro, North Carolina, which enabled him to save his life (Emotions are contagious, and a single person can influence the emotional tone of a group by modeling). He first thought of getting his own emotions under control, quite a difficult task to achieve, he tried to calm himself and conveyed his calmness to his captives through his actions. He then realized that his captors also caught his calmness and became more rational. In retrospect when Dozier looked back on this episode, he was convinced that his ability to manage his own emotional reactions and those of his captors literally saved his life (Campbell, 1990). James Dozier actually experienced it (though he was not used the term 'emotional intelligence') live and gave us an initial framework to identify what it is: "The ability to perceive and express emotion, assimilate emotion in

thought, understand and reason with emotion, and regulate emotion in the self and others” (Mayer, Salovey, & Caruso 2000).

## **II. MEANING AND DEFINITION.**

Emotional Intelligence (EI) is a recent development in the area of intelligence as well as in affective science, both of which have given birth to overlapping perspectives on human nature. The concept of EI implies that humans are both rational and emotional beings. They are predominantly neither rational beings nor emotional beings. Hence, adaptation and coping abilities in life are dependent on the integrative functioning of both rational and emotional capacities (Salovey, Bedell, Detweiler, & Mayer, 2000). Every child is born with some intellectual potentials (Intelligence as innate) which grows and develops on account of maturity and experiences (as acquired). Similarly one is born with some emotional intelligence potentials in terms of one's level of emotional sensitivity, emotional memory, emotional processing and emotional learning ability. The potential (unlike intelligence) is liable to be developed or damaged as a result of one's life experiences. (Mangal, 2007). Traditional measures of intelligence, although providing some degree of predictive validity, have not been able to account for a large portion of the variance in work performance and career success. As Goleman (1998) states, "When IQ test scores are correlated with how well people perform in their careers the highest estimate of how much difference IQ accounts for is about 25 percent (Hunter & Hunter, 1984; Schmidt & Hunter, 1981). A careful analysis, though, suggests that a more accurate figure may be no higher than 10 percent and perhaps as low as 4 percent" (Sternberg, 1997). These are some of the factors which gave birth to the new term 'Emotional intelligence (EI)'.

Generally it can be defined as, Emotional intelligence involves a combination of competencies which allow a person to be aware of, to understand, and to be in control of their own emotions, to recognize and understand the emotions of others, and to use this knowledge to foster their success and the success of others. In academic literature, various terms have been employed as a substitute for emotional intelligence. Such terms include emotional literacy, emotional competence, emotional creativity and empathic accuracy (Averill & Nunley, 1992; Goleman, 1995). One possible definition for Emotional Intelligence "The innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand, and explain emotion". The term is defined differently by different scholars.

Peter Salovey and John Mayer (1990) had defined EI as a mental ability that consists of "ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p.189) it was however, modified by a New York Times behavioural science journalist, Daniel Goleman (1995). His model of EI includes (a) knowing one's emotions, (b) managing emotions, (c) motivating oneself, (d) recognizing emotions in others, and (e) handling relationships.

Later, Mayer and Salovey (1997) revised their theory a bit to emphasize the cognitive component and talked about a hierarchy of mental abilities. It is "... the ability to perceive accurately, appraise, 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" (Mayer and Salovey, 1997). In their book "Emotional Development and Emotional Intelligence" they have further defined, "Emotional Intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, to integrate in thought, to understand it and to manage it (Mayer and Salovey, 1997).

Raeven Bar-On (1997) defined Emotional Intelligence as "an array of non-cognitive capabilities, competences, and skills that influence one's ability to succeed in coping with environmental demands and pressures"(p.14). Although many models of EI have come up in the recent years, the importance of the relationship between emotion and cognition (or intelligence) was already recognized by the earlier philosophers (Aristotle, 1984; Spinoza, 1677) as well as psychologists (Ellis, 1962; Mowrer, 1960; Tomkins, 1962)

Regarding clarification and explanation Mr. Yetta Lautenschlager, a NIP teaching fellow of Hamden, Connecticut, USA, writes: to be emotionally intelligent, "I submit that you must become proficient in the Four A's of emotional intelligence i.e. Awareness, Acceptance, Attitude and Action. Awareness means knowing what you are feeling when you are feeling it. Acceptance means believing that the emotions are biological processes taking place in the body and the brain that is not always rational. It means being able to feel an emotion without judging it. Attitudes are beliefs that are attached to emotion. There are times when the emotions follow the attitude, or are colored by an attitude. Unless the attitudes are challenged, the emotion will continue to be felt in the same direction. Action is the behavior you take based on emotion and attitude" (p.105, Mangal, 2007).

Mangal, S.K.(2007) defines, “.....as a unitary ability (related to but independent of standard intelligence) helpful in knowing, feeling and judging emotions in close cooperation with one’s thinking process for behaving in a proper way in the ultimate realization of happiness and welfare of the self in tune with others.

Bradberry, Travis and Greaves, Jean (2009) states that EI can be defined as the ability, capacity, and skill or in the case of the trait EI, a self-perceived ability, to identify, assess and manage the emotion of one’s self of others and of groups. It is part of art of managing people at the workplace.

### III. INDIAN PERSPECTIVE OF EMOTIONAL INTELLIGENCE:

The concept of emotional intelligence in the Indian context is embedded in its highly valued social concerns, virtues, religious traditions and cultural practices. India often treats individual inclination as consistent with duty or dharma. Indians develop a morality of caring which emphasizes broad and relatively known contingent interpersonal obligation- a familial view of interpersonal relationship and contextual sensitivity. The Indian tradition has form different systems of belief and practices that emphasized certain interdependent but interrelated concepts like stress and suffering. We cannot imagine a life worth living, beautiful and meaningful without positive emotions. All the growth and development in the world is the result of this powerful emotion. In Indian perspective different researchers tried to defined Emotional Intelligence-

Dalip Singh (2003): Emotional Intelligence constitute three psychological dimensions: emotional sensitivity, emotional maturity and emotional competency, which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behaviour.

Mala Kapadia (2004): Emotional Intelligence from Vedic Psychology perspective can be described as transformation of mind, body and spirit to realize our true potential for the universal wellbeing and abundance of joy.

Vinod Sanwal (2004): Emotional Intelligence is the awareness of use of emotions and their utilization within the parameters of individual cognitive styles to cope with situations and problems.

N.K. Chadha (2005): All intelligence have an emotional base. Using your emotions as a source of energy to accomplish the self-defined goals is what emotional intelligence consists of.

Madhumati Singh (2006): Emotional Intelligence is the ability and freedom to grow from mistrust to trust, self-doubt to self-empowerment, following to leading, incompetence to competence, isolation to synergy and despair to hope.

Gayathri, N & Dr. Meenakshi, K. (2013): have analyzed Mayer and Salovey’s ‘Ability Model’ against the background of Indian culture through the Bhagavad-Gita. They explore the similarities and draws parallel to the emotionally intelligent person as surmised by Mayer and Salovey, and the ‘*Sthithapragnya*’ as described by Lord Krishna in the Bhagavad-Gita. Mayer and Salovey’s ‘ability model’ (2004) identifies four stages through which a person becomes emotionally intelligent –

- Emotional Perception
- Emotional Assimilation
- Emotional Understanding and
- Emotional Management

The first step – emotional perception – is an ability to be self-aware of emotions and to express them accurately. When a person is aware of the emotions he is experiencing, he moves on to the next level – emotional assimilation, which is to distinguish between the different emotions he is undergoing and also identify those emotions that affect his thought process. This ability leads him to – emotional understanding – an ability to understand complex emotions and also to recognize the transition from one emotion to another. By then he becomes adept in dealing with his emotions and thus is able to manage his emotions by connecting to or disconnecting from any emotion at any given situation. This gives him complete control over his impulses and is thus able to think, analyze and behave rationally in any situation. The first two stages are when a person identifies and becomes aware of his own and others’ emotions and the awareness leading to a better judgment of the situation he is in and its consequences. Though the Bhagavad-Gita does not speak of this fundamental requirement of emotional intelligence, it stresses on the effectiveness of being able to control and manage emotions, (i.e.) the third and fourth stages. The reason being *Arjuna* has already satisfied the preconditions as he is aware of his emotional turmoil and clearly spells out his predicament to Krishna. He perfectly understands his misgivings and seeks Krishna’s help to overcome them.

#### **IV. NATURE OF EMOTIONAL INTELLIGENCE :**

Emotional intelligence which is increasingly applied to assess a person's well-being in real life and entire life. It can be nurtured from childhood experience and strengthened throughout adulthood with immediate benefit to our education, health, relationship and work. Finding of many studies suggested that emotionally intelligent people have the ability to empathize, can preserve, control impulses, communicate clearly, make thoughtful decisions, solve problems and work with others that earn them success. In the teaching-learning process (schooling) they do better on tests (achievement) and helps to create a safe, comfortable classroom atmosphere that makes it easier to learn themselves and others. To Goleman, emotional intelligence does not always mean 'being nice' or giving free rein to feelings, rather, it means managing feelings so that they are expressed appropriately and affectively, enabling people to work together smoothly toward their common goal (Goleman 1998, p 7). The nature of emotional intelligence as envisaged by Goleman can be summarized as-

- It is the ability to control others' emotions including groups, an individual and closed one.
- It is a process of knowing what feels good, what feels bad, and how to get from bad to good.
- It is as powerful, and at times more powerful than IQ. While IQ contributes only about 20% of success in life, the other forces contribute the rest.
- It may be the best predictor of success in life than IQ.
- It (unlike intelligence) is liable to developed or damaged as a result of one's life experiences.
- It is not fixed genetically, rather it is largely learned and continued to develop throughout life.
- The concept of emotional intelligence is to be applauded not because it is totally new but because it captures the essence of what our children or all of us need to know for productive and happy.
- In working situations too, emotional intelligence helps more than one's intellectual potential in terms of one's IQ or even professional skills and competencies.
- It develops with increasing age and experience, as a person progresses from childhood to adulthood.
- Men and women have a personal profile of strength and weaknesses in Emotional intelligence abilities, while women tend to be stronger in competencies based on empathy and social skills, men do better in those based on self-regulation.
- People's emotions are rarely put into words rather they expressed through other cues. The key to intuiting another's feelings is in the ability to read non-verbal channels like communicating through eye contact, tone of voice, gestures, facial expression.

#### **V. ORIGIN OF THE CONCEPT OF EMOTIONAL INTELLIGENCE :**

The origin of the concept of emotional intelligence is go back to the time of Charles Darwin who believed that emotions ensured survival by energizing required behavior and also signaled valued information ( McPheat, DMT, 2010). The term emotional intelligence (EI) had not been coined in 1981, but James Dozier, U.S. Army Brigadier General, actually experienced it live and save his life from Red Brigades. Mayer (2001) examined the psychological activities of the past century and defined the emergence of emotional intelligence into five time periods: Emotion as separate narrow fields, precursors to emotional intelligence, emergence, popularization, broadening, research and institutionalization of emotional intelligence. From the beginning of the 19<sup>th</sup> century Intelligence and Emotions were considered as separate fields of study. There are researchers like E.L. Thorndike (1920) who had long ago introduced the concept of 'social intelligence.' David Wechsler as early as 1940, referred to intellective as well as non-intellective elements by which he meant affective, personal and social factors that determine one's ability to succeed in life. Howard Gardner in 1983, introduced the idea of multiple intelligence which included both interpersonal intelligence i.e. the capacity to understand intentions, motivations and desires of other people and intrapersonal intelligence i.e. the capacity to understand oneself, to appreciate one's feelings, fears and motivations. In 1985, Payne, wrote a doctoral dissertation which introduced the term "emotional intelligence." Then in 1990, Mayer and Salovey were trying to develop a way of scientifically measuring the difference between people's ability in the area of emotion. Salovey and Mayer (1990) justify the designation of 'Emotional Intelligence' as it requires processing of specific emotional information from within the organism and same level of competence of these skills are necessary for adequate social functioning. In 1995, Daniel Goleman, science writer for the 'New York Times' and trained psychologist at Harvard, published 'emotional Intelligence, why it can matter more than I.Q.' and in 1998, another book called "Working with Emotional Intelligence" which broadens the concept of emotional Intelligence. Goleman prefers to call his model of emotional intelligence as 'theory of performance' rather than 'theory of personality.' Goleman (2001b) adapted his framework of emotional intelligence based on 'emotional intelligence competencies', which he described as, 'a learned capability based on emotional intelligence that results in outstanding performance at work' (1998a, p. 28). In this new model, Goleman looked at the physiological evidence underlying emotional intelligence theory, and reviewed number of studies of the drivers of workplace performance, and the factors that distinguished the best individuals from the average ones. In 1985 Bar-On, coined the term 'Emotional

Quotient' to describe his approach to assessing emotional intelligence. It is believed that emotional intelligence may explain differences in the quality of intrapersonal and interpersonal relationships and contribute to job performance and management effectiveness (Mayer, Caruso & Salovey 2000; Mayer, Salovey & Caruso 2004a) and predict success (Caruso & Salovey 2004; Goleman 1995, 1998a), although some dispute this (Davies, Stankov & Roberts 1998; Matthews, Roberts, & Zeidner 2004). However, since 1990, debate is also going on about the nature of emotional intelligence, as intelligence, different models of emotional intelligence, its measurement, reliability and validity, utility of psychometric instruments measuring emotional intelligence, and the potential relationship between a broad spectrum of emotionally intelligent skills. Locke (2005), Landy (2005) claims that the concept of emotional intelligence is too broad, unstable and has no substantial predictive value, studies seem to suggest that emotional intelligence appears as a collection of personality traits.

## **VI. EMOTIONAL INTELLIGENCE AND EDUCATION:**

### **4.0 Introduction**

Education in a general view, a process of modification of behaviour of individual in a desirable direction which will bring development in both individual and the society. It also aims to modify and rectify our unwanted (social) behavior and develop our inner qualities to the maximum. It helps human being to be a rational being, lead a socially healthy life with neighbor and community member. But by nature, people burn with both quality rational and animal, it the process of education which enable the human being to rationalized the behavior and control the animal instinct.

Education is to draw out the innate tendencies, capacities and inherent powers and develop them to the full, through formal, informal and non-formal agencies. Most of the problems in our life whether childhood or adolescent problems, home and family problems, work situation problems or political, regional or international are the result of mishandling of the involved sentiments, feelings and emotions of the individuals concerned, group of individuals, society and the nations. The viewpoints and ideas propagated by Daniel Goleman have brought a revolution in the field of childcare, home, school and workplace management. Although it may seem a bit exaggerated in the tall claim that emotional intelligence is a sure guarantee for the advantage in life, yet there is no denying of the fact that one's emotional make-up counts quite substantially towards one's ability to deal successfully with other people and with one's own feelings.

But emotions are something which are un-separable from human life. By the force of emotion individual lost everything and become the slave of emotion, though having sufficient Intelligent, high achievement score. In that type of crucial stage of life, it one and only one thing, "Emotional Intelligence" which enable the individual to lead a happy life and to be the master of emotion not the slave of it. Emotional Intelligence, having high necessity become a basic and complementary part of educational process. So teaching it (emotional intelligence) has become a necessary task in the educational arena and most parents and teachers consider mastery of these skills a priority in the socio-emotional and personal development of their children and pupils. However, there are many ways to pursue this and it is important to teach children and adolescents using EI programs which explicitly include and highlight emotional skills based on the ability to perceive, understand and regulate emotions, as out lined in the Mayer and Salovey model (Grewal & Salovey, 2005; Mayer & Salovey, 1997). Teaching these skills depends on giving priority to practice, training and improvement, and not so much on verbal instruction. The main thing is to exercise and practice emotional skills, enabling them to become just one more adaptive response within a person's natural repertoire.

### **4.1 Emotional Intelligence and school:**

Emotional intelligence is likely to be involved in the home, school, work, and other settings, considerable attention has been paid to how it can be effectively enhanced. While the home is often regarded as the place where the learning of emotional skills begins, the school is generally designated as the prime location for the promotion and further teaching of emotional intelligence. Thus, schools need to rise to the challenge by creating school climates that foster the development and application of emotional skills as well as infusing emotional literacy into the standard curriculum, emotional literacy being the term used by some educators to refer to teachable skills of emotional intelligence (Bocchino, 1999). Despite the recognition of the importance of promoting emotional intelligence in schools, schools have been slow to incorporate emotional literacy into their structure. This might have to do with the tightly packed school curricula and a focus on a narrow range of academic outcomes in the context of an examination-driven system. In addition, schools might be viewed as places to learn academic disciplines rather than social and emotional skills, which are to be learned at home and

in the community. Thus schoolteachers and education practitioners might raise the question whether schools, if they include the promotion and teaching of social and emotional skills, could be overlooking their role in teaching academic disciplines. In response to such questions, educators who advocate the promotion of emotional intelligence in schools would argue that through addressing the social and emotional needs of students by introducing emotional literacy in schools, students are more likely to be receptive to academic learning to a greater degree. In designing or developing teaching or training programs, the ability approach to emotional intelligence, with a focus on skill development or knowledge acquisition, as opposed to the enhancement of relevant personality traits, seems to be more clearly connected with education (Salovey & Sluyter, 1997). In view of the diversity of programs, studies on the effectiveness of such programs in schools have to be continuously evaluated in efforts of program evaluation (e.g., Catalano, Berglund, Ryan, Lonczak, & Hawkin, 1998; Graczyk *et al.*, 2000; Topping, Holmes, & Bremner, 2000).

#### **4.2 Emotional Intelligence and Teacher:**

The teacher is the key for success of every educational thought by himself and his methods. He can help young people get ready to cope well with the full rainbow of emotions that inevitable accompany the vicissitudes of life. Further, Emotional Intelligence is an honourable ambition for any teacher or school, but a hard one to fulfil. The teacher has to play a role model for the children and he must have a well-balanced emotionally developed one. Being emotionally literate – able to talk fluently about emotions – is very different from being emotionally sensitive and adept in one's spontaneous life. Helping young people develop their emotional vocabulary is a worthwhile thing to do – but it may not contribute a great deal to their all-round Emotional Intelligence. Sufficient opportunities should be given for young people to explore their feelings, but always allow them to decline. They have just as much right to their privacy as you do. Many cultures do not see it as a good thing for a person to disclose their inner life, especially to people they do not know extremely well. Some of the research that shows that talking about emotions in a soulless way can do young people more harm than good. How do the teacher deal with his own emotions in front of a class, and how open he is about his emotional ups and downs, probably have greater impact (for good or ill) on students' development than set-piece discussions and activities. As far as possible, the teacher should respond to young people's emotions in a way that acknowledges them without being emotionally reactive. It should be remembered that everyone has their limits of tolerance, even the teacher himself. Emotional Intelligence can be taught through the rich resources of the arts and humanities – and even in science or Math, through a continual acknowledgement of the role of emotion in people's lives, careers and stories. It may be worth trying to surface some of the common beliefs that young people may have at the backs of their minds that link learning.

#### **4.3 Developing Emotional Intelligence :**

Research shows that it is possible to develop emotional intelligence by unlearning bad emotional responses and deal such situation with required emotional competencies. However, teaching these skills depends on exercise and practice of emotional skills enabling them to be adaptive within a person's natural repertoire. Different studies support the effectiveness of specific training programmes in the emotional skills that make up emotional intelligence.

### **VII. EMOTIONAL INTELLIGENCE AND EMOTIONAL QUOTIENT:**

Individual born with a certain potential for emotional sensitivity, emotional memory, emotional processing and emotional learning ability which are the inborn components and form the core of one's emotional intelligence. The level or potential of one's emotional intelligence is relatively measured through some tests of situations in life, resulting in one's emotional quotient (EQ), a relative measure of one's emotional intelligence or potential. This intelligence can either be developed or damaged with life experiences, particularly by the emotional lessons taught by the parents, teachers, care givers and family during childhood and adolescence. The impact of these lessons result in one's level of emotional quotient.

#### **Difference between Emotional Quotient (EQ) and Intelligence Quotient (IQ)**

'Intelligence Quotient' is a measure of intelligence whereas 'Emotional Quotient' is a measure of emotional intelligence. Though the relationship between emotions and rational intelligence is a complex one 'Emotional Quotient' is not opposite of 'Intelligence Quotient' rather complement to one another. Research suggests that emotional and social skills help to improve cognitive functioning (Sing D. p-52). However some major differences have been discussed:

- **Origin:** It was developed in 1985 by Wayne Payne's in his Doctoral Study named "*A Study of Emotions: Developing Emotional Intelligence*". This term was first used in Daniel Goldman's book "*Emotional Intelligence*". On the other hand, Intelligence Quotient was developed before in 1883 to evaluate school children's intelligence in France.
- **Concept:** Emotional Quotient (EQ) is a way to measure how a person recognizes emotions in himself or herself and others, and manages these emotional states to work better as a group or team. On the other hand Intelligence Quotient (IQ) is a value that indicates a person's ability to learn, understand, and apply information and skills in a meaningful way. Again EQ is the ability to control others' emotions including groups, an individual and closed one where as IQ is a standardized test and an assessment of intelligence that is acquired from any institution. The major difference between them is what part of a person's mental abilities they measure: understanding emotion or understanding information.
- **Major Abilities:** The person with emotional quotient is able to understand others' and own feelings. Adding more, the person evaluates and controls emotions in order to make a meaning. On the other hand, the person with high IQ is able to apply learned information on reasoning, Math and other irrelevant information. IQ refers to the analytical, mathematical and logical reasoning capabilities of a person. EQ measures his personal skills and power to use to emotions. The most important difference between the two is that while EQ can be learned, IQ is something that a person is born with. You cannot alter a person's intelligence or reasoning powers. However, you can teach him to handle emotions and to make them work for him. That is the greatest difference between the two and perhaps the greatest advantage of EQ.
- **Variance in Workplace:** Beings with high EQ acquire prospective leadership, teamwork and successful relations. Whereas High IQ beings are the good challengers and possess the ability to deal with any kind of information. While IQ ensures your success in school, EQ ensures your success in life. It works in this way. Suppose you find out about a problem at your office. You know the facts and the reason behind the failure. That is your IQ. When you use these to motivate your employees, that's your EQ. If you know the facts, but are unable to empathize with your employees, berate and de motivate them, you have a low EQ. When you try to convince someone by facts alone, it shows your IQ, but when you appeal to his emotions and reason together with the use of facts, that's your EQ. EQ is more relevant to success and happiness in life, IQ determines whether you have the innate abilities for it. IQ decides your individual capacities and intelligence, EQ decides whether you are a team player or how well you will respond to a crisis.
- **Measurement and Testing:** EQ measures the emotional quotient of an individual which measures the ability of an individual to use his cognitive and emotional intelligence to get success in life-both personally and professionally. It measures concepts like intuition, empathy, stress management capacities, resilience and integrity. However, IQ is measured as a ratio which measures the mathematical and logical powers of an individual. In an EQ test, the questions relate to emotions and different situations, not on logic and reasoning as in an IQ test. Further EQ is subjective that includes few tests like: **Mayer-Salovey-Caruso Emotion Intelligence Test:** It evaluates the person's aptitude for reasoning with Emotional Information. **Gloeman's model:** it includes two tests one is Emotional Competency Inventory and emotional intelligence appraisal. On the other hand, IQ is objective which includes Standard-Benet test, Wechsler, Woodcock-Johnson in order to assess cognitive abilities. So far as the technicalities are concerned, the results of an IQ test and an EQ test may be very different. For instance, children with autism tend to have a high IQ, but they usually have a low EQ count.

Both are vital at their stance. IQ is closely allied with one's mind and mind nourishment is happened in schooling. Whereas EQ is linked with a person's own life or may be inherited. Statistics says that 14% of job performances are based on IQ but less than 1% are found in EQ. Summing up, after revealing the crux one comes under irrationality and latter one comes under rationality. Some people articulate that EQ is overrated as it has no scope in business and academic arena but it is not. On and off both have their own applicability.

## VIII. MODEL SOF EMOTIONAL INTELLIGENCE

### 8.0 Introduction:

The most challenging task on defining emotional intelligence is that there is not one decided definition and there are disagreement between researchers on exactly what terminology to use and exactly how much of our behavior can be affected by EI. However, there have been several models put forth in attempts to fully define and describe EI. But though there are many definitions and constructs which classify the skills

pertaining to emotional intelligence, three models have been recognized as widely used and accepted ones (Sharma et. al. (2009). The field is so popular now that researchers are still publishing revisions to these models, so this information will be refined as more is learned about EI. There is significant debate in the academic and professional communities over which model of EI is most comprehensive. However, three main model types have been proposed - the Ability EI model, the Trait EI model, and the Mixed EI model.

### **8.1 The Ability-Based Model**

The majority of the research for this model was done by Solvey and Mayer. They defined EI as: The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth. The major tenets of this model are that emotions are a means of information that is useful in interacting in social environments and in social relationships. It is also important to understand that not all individuals have the same ability to process emotional information and then to relate that information to overall cognitive processes. The model proposes four main (basic) types of emotional abilities:

- (i) **Emotional Perception** – it refers an individual’s ability to recognize his own emotions and to understand the emotions expressed in faces, voices, and pictures. This is the basic skill involved in EI because unless you can perceive emotions you cannot manage them.
- (ii) **Emotional Use** – it is the ability of a person to use emotions in order to perform other cognitive activities. People with high EI can use their emotions in order to help them think through a situation and solve problems easily and satisfactorily. The person is able to use his varying moods to the best advantage for completing required tasks.
- (iii) **Emotional Understanding** – which refers the ability of a person to perceive the shades of emotion that exist and how different emotions interact with each other. This ability also includes comprehension of how emotions may evolve across a period of time.
- (iv) **Emotional Management** – it refers the ability of an individual to self-regulate emotions and to regulate emotions in others. The person with a high level of this ability can harness positive or negative emotions and manage them in a way that facilitates the completion of required tasks.

### **8.2 The Trait Model of EI**

The most recent model of EI was published in 2009 by Petrides and colleagues. This model marks a break from the idea that EI is ability-based. Instead, it proposes that people have, as part of their personalities, a number of emotional self-perceptions and emotional traits. These traits aren't measured in the scientific sense, but are instead measured by the respondent’s self-report. Of course, this assumes that the respondent is able to accurately describe his or her own traits. It's important to note that this model of EI can only be viewed in conjunction with a comprehensive exploration of a person's personality. This is distinct from the other models, which posit that EI is a brain-based ability, not an environmental aspect of personality. Since this is the newest model of EI, it will take time before it can be fully examined and confirmed or rejected by the research community at large.

As noted, trait emotional intelligence concerns a constellation of emotional self - perceptions located at the lower levels of personality hierarchies (Petrides, Pita et al., 2007). An alternative label to describe the construct is trait emotional self-efficiency. Simply put, trait EI concerns people’s perceptions of their own emotional abilities. Trait EI theory provides an operationalization that recognizes the inherent subjectivity of emotional experience. Most research in the field is conducted within the broader domain of trait EI. The trait EI label reflects the fact that the various notions that have been discussed in the literature under the descriptions “emotional intelligence” or “EQ” (Bar - On, 1997 ; Goleman, 1995 ; Payne, 1985 ; Salovey & Mayer, 1990) invariably describe permutations of personality traits, such as empathy, emotional expression, adaptability, and self - control, which are psychometrically orthogonal (unrelated) to mental ability.

### **8.3 Mixed Model of EI**

The mixed model was most famously described by Daniel Goleman, and is today the most widely accepted and used model for EI. It involves a range of competencies which are broken down into skill sets and which together form the picture of a person's level of EI. Each of these competencies and skills of Goleman's model can be discussed as following

#### **Goleman's EI Competencies**

- (i) **Self Awareness:** It refers that a person understand how he feels and can accurately assess his own emotional state. In other words knowing how we feel in the moment and using our gut feelings to help

drive decision making; having a realistic understanding of our own abilities and a strong sense of self-confidence. There are three component such as:

- (a) Emotional Self-Awareness- it includes assess one's own emotional state
  - (b) Accurate Self-Assessment- includes understanding one's own strength and weaknesses. It also about being willing to explore both, by thinking about them himself or by discussing them with others.
  - (c) Self-Confidence- is the ability to ground oneself so that he is secured and self-assured in whatever situation he may find himself.
- (ii) **Self-Management:** It builds on the understanding that a person gained with self-awareness and involves controlling his emotions so that emotions don't control him. In other words handling our own emotions so that they don't interfere but facilitate; having the ability to delay gratification in pursuit of a goal; recovering well from emotional distress; translating our deepest, truest preferences in to action in order to improve and succeed. It is the ability how a person regulates to maintain his equilibrium when he faces any problems. In includes ability like Self-Control, Trustworthiness, Conscientiousness, Adaptability, Achievement Orientation and Initiative.
- (iii) **Social Awareness:** Involves expanding a person's awareness to include the emotion of those people around him. Sensing what others are feeling; being able to understand situations from others' perspective; cultivating relationships with a diverse range of people. It includes Empathy, Organizational Awareness, Service Orientation
- (iv) **Social Skills:** Handling emotions in respect to relationships with other people; able to read the intricacies of social interactions; able to interact in social situations well; able to use this skill set to influence, persuade, negotiate, and lead. Influence, Leadership, Developing Others, Communication, and Change Catalyst' Conflict Management, Building Bonds, Teamwork and Collaboration.

## **IX. THE MEASUREMENT OF EMOTIONAL INTELLIGENCE :**

For the measurement of one's intelligence we make use of one or the other intelligence test (verbal or non-verbal). Similarly for the measurement of one's emotional intelligence we can make use of such measures called emotional intelligence tests or scales. A few references of such well-known measures of emotional intelligence may be cited as follows-

- **Mayer Emotional intelligence Scale (MEIS)**-the test is constructed and standardized by Dr. John Mayer, University of New Hampshire, U.S.A.
- **Bar On Emotional Quotient Inventory – (EQ-i) :** Based on 19 years of research by Dr. Reuven Bar On and tested on over 48,000 individuals worldwide, the Bar- On Emotional Quotient Inventory is designed to measure a number of constructs related to emotional intelligence. A growing body of research suggests that emotional intelligence is a better predictor of success than the more traditional measures of cognitive intelligence (IQ).
- **Self-Report measures of EQ :** Self-report measures of emotional intelligence include the Emotional Intelligence Appraisal by Bradberry and Greaves. This appraisal measures the following four EQ skills- Self-Awareness, Self-Management, Social Awareness, and Relationship Management.
- **Activity-based measures of Emotional Intelligence :** Mayer-Salovey –Caruso Emotional Intelligence Test is a measure of emotional intelligence involving a series of emotion-based problem solving items, of which the answers have been deemed correct by consensus. It is constructed and standardized by Dr. John Mayer, Dr. Peter Salovey, and Dr. David Caruso of U.S.A.
- **Mangal Emotional Intelligence Inventory (MEII)**-constructed and standardized by the famous Indian Educational Psychologist, S.K. Mangal and Subhra Mangal. It has been published by national Psychological Corporation Agra. This inventory covers four major area of Emotional Intelligence such as Intra-Personal awareness, Inter-Personal awareness, Intra-Personal management and Inter-Personal management.

## **X. EDUCATIONAL IMPLICATION OF EMOTIONAL INTELLIGENCE IN SOME SELECTED AREAS**

As both Education and Emotional Intelligence tries to develop the maximum happiness and success in life, there are some factors of educational field which can be developed by the knowledge of Emotional Intelligence:

- **It can be used for Interpersonal Relationship:** Cooperative living and interpersonal relation are highly emphasized for human being as a social being. Emotional intelligence skills are basic factors in establishing, maintaining and having quality interpersonal relations. Research evidences have established strong positive relationship between emotional intelligence and interpersonal relationships.
- **It can be used for Psychological Well-being of the individual and the society:** All-round development of the personality is the basic of Educational system. Mayer and Salovey's studies in USA have shown that University students with higher emotional intelligence report fewer physical symptoms, less social anxiety, depression, greater use of active coping strategies, perceive stressors as less threatening that lead to psychological wellbeing.
- **It can improve the quality of Leadership :** Leadership and citizenship training are basic need of any democratic country and. Development of these qualities are essential part of our educational system. Effective leaders rely on emotional appeals to help convey their messages. When leaders feel excited, enthusiastic, and active, they may be more likely to energize their subordinates and convey a sense of efficacy, competence, optimism, and enjoyment. (Robbins, Judge, 2009). Therefore, successful leaders are also emotionally intelligent. Goleman (1995) recognized the effectiveness of workers, work group and whole organization to be influenced by emotional and social competencies and such realization may one of the reasons due to which emotional intelligence has recently attracted the attention of many behavioral scientists and management practitioners.
- **It is highly important in the process of decision making, business and management:** Decision making and problem solving ability are given top priority in Education. Many researchers agree that the key to good decision making is to employ both thinking and feeling in one's decisions. Positive moods and emotions seem to help decision making. People experiencing positive emotions are more likely to use heuristics to help make good decisions quickly. Positive emotions also enhance problem-solving skills so that positive people find better solutions to problems.
- **It is responsible for Academic achievement of the learner:** Sole factor of educational process is Academic achievement. Emotional Intelligence may act as a moderator of the effects of cognitive skills on academic performance. Persons with limited emotional skills are more likely to experience stress and emotional difficulties during their studies. The ability to pay attention to their emotions, experience feelings with clarity enable one to recover from negative states of mind that have a decisive influence on students mental health and psychological balance which ultimately effect ones academic achievement.
- **It can improve motivation and creativity of the person:** Motivation, Creativity, interest etc. psychological qualities are developed by education. Being emotionally intelligent, aware of emotions and their causes can help stay attuned to motivated attitude, express and project it on others, and produce better results at work and in personal life. Additionally, EI contributes to ethical behavior and creates positive work environment, influencing employee's job attitudes in a healthy way.
- **It helps in successful negotiation:** Everybody knows that negotiation is an emotional process. Being aware of emotions and moods of oneself and others can help manage stressful situations and improve conflict resolution. Active listening techniques and reading nonverbal cues to recognize and understand emotions are elements of both emotional intelligence and successful negotiations.

#### **XI. OTHER EDUCATIONAL IMPLICATION OF EMOTIONAL INTELLIGENCE:**

Though EI is a new concept but it has very significant educational implications specially in teaching learning situations. All three intelligences—intrapersonal, interpersonal, and emotional can be used in educational field. Leslie's Suggestions also suggested some implications. Some of the Educational implication of Emotional Intelligence in schools or in learning situations are:

- Children can be taught that all emotion are healthy, because emotion are what unite the heart, mind and the body. Anger, fear, sadness, the so called negative emotions are as healthy as peace, joy and courage. One has to learn the art of expressing his feeling and emotions in a desirable way at which desirable time in a desirable amount ( p107, Mangal, S.K.). Great Greek philosopher Aristotle states, *"Anyone become angry- that is easy. But to be angry with right person, to right degree, at right time, for the right purpose, and in right way- that is not easy."*
- Emotions and feelings should not be developed as obstacle or hindrance but can be used as motivating agent or force for achieving life goal.
- In the teaching-learning situation (school or educational institutions) adequate time should be provided
- The children can be helped to develop the ability to correctly perceive the feelings of themselves and also feeling of others.

- The quality of good listener can be develop among the children, because people with high EQ also have a high score on empathy (i.e. developing a sense that someone else is feeling) and empathy comes from effective listening.
- They can be taught the art of managing feeling and emotions adequately as possible which is important for distressing emotion of fear, anger, pain etc.
- The teachers, faculty members and other personnel who are emotionally intelligent (with high EQ score) can be used as role model.
- Sufficient time and effort should be given for development of affective skill (not only emphasis on cognitive skills) which enable the emotional intelligence of the children.
- Teach the arts of social discourse, how to read body language, conflict resolution techniques, and stress reduction.
- Teach students the arts of self-talk, internal dialogue, self-affirmation, reflective analysis, and the art of apology.
- Organize public service experiences. Extend the walls of the school to include the community.
- Introduce students to members of older generations and let them listen to their stories.
- All students need to experience the joy of committing random acts of kindness and beauty—give them opportunities to do so.
- They can be taught the power of laughter and beauty and their connections to emotional and physical well-being and healing.
- Emphasis should be given on the human connections, the dramas, the stories of struggle and triumph that permeate each academic discipline.
- They can be granted time for active reflection, introspection and conversation—times where students are allowed to become reflective, and then have opportunities to share their introspective reflections with others.
- Unfinished stories, scenarios, and problems that deal with moral and ethical actions, and the art of thinking of the human condition in metaphoric terms etc. can be introduced to the children. These are all very powerful ways for students to begin to think about the ancient, affective side of humanity and the evolutionary state of human emotions and interactions.
- Awareness can be created by discussing and educating peers, parents, and community members about new and different perceptions of intelligence. Only IQ is not everything in the real life situation of a person.
- Sufficient opportunities should be given to develop children’s multiple talents and abilities, and expand narrower definitions and criteria for “gifted and talented” programs so that they include other intelligences beyond the narrow limitations of verbal/linguistic and mathematical/logical intelligences.
- The students can be taught about the multiple intelligences and other forms of intelligence.

## **XII. CONCLUSION:**

Emotional Intelligence is a way of recognizing, understanding, and choosing how we think, feel, and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn; it allows us to set priorities; it determines the majority of our daily actions. It has gained in importance over the past few years for its contribution in several fields like working environment, leadership and relationships among individuals. Moreover, the fact that in our fast paced highly technological world, children are spending too much time behind computer screens and smartphones, chatting with friends and even strangers on social networks such as Facebook, Twitter etc., creating an even greater need, now more than ever, to develop Emotional Intelligence, from an early age. This is also valid for society at large. Our traditional education system has always focused on academic results, leading to elitism, and expecting our children to be among the best which is synonymous with success, power and money. We tend to believe that successful people are gifted from birth, however it has been noted that over time, natural talent seems to emerge in some people and subside in others. EI, if instilled at an early stage, can positively affect the development of the children transforming them into better persons, showing respect for others’ opinions and practicing positive interaction. Since 1990, it has garnered considerable attention from the academic community, applied settings and mainstream society. Its importance and relevance in various fields is being scientifically researched and asserted. Yet, the educational relevance of the concept still remains an unexplored area. Educationists, Psychologists and educational programmers/administrator should think about the development of it at an early stage of education through curricular and co-curricular activities. It is high time to find out opportunities to showcase children’s multiple talents and abilities, and expand narrower definitions and criteria for “gifted and talented” programs so that they include other intelligences beyond the narrow limitations of verbal/linguistic and mathematical/logical intelligences.

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