



## A Study on Emotional Intelligence

Hemalatha G<sup>1</sup>, Rajeswari R<sup>2</sup>

<sup>1</sup>Assistant Prof. in Computer Science, Sri S.R.N.M College, Sattur, Tamilnadu, (India)

<sup>2</sup>Assistant Prof. in Computer Science, Sri S.R.N.M College, Sattur, Tamilnadu, (India)

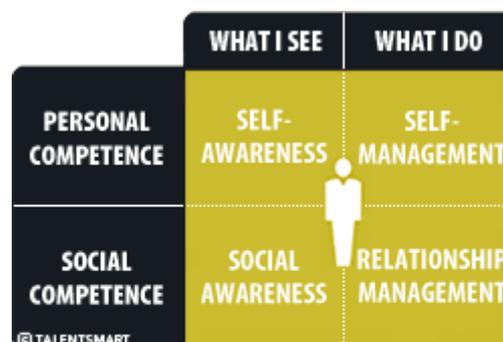
### Abstract

*Emotional Intelligence has been an important and interested topic during the last few years. Emotional Intelligence (EI) must somehow combine two of the three states of mind cognition and affect, or intelligence and emotion. A number of testing instruments have been developed to measure emotional intelligence, although the content and approach of each test varies. Emotional Intelligence allows us to think more creatively and to use our emotions to solve problems. Emotional Intelligence probably overlaps to some extent with general intelligence. Thus, the EI has increasingly important implication for society. Proponents of EI claim that individuals can enjoy happier and more fulfilled lives if they are aware of both their own emotions and those of other people and able to regulate those emotions effectively. The present study is an attempt to summarize the importance of Emotional intelligence. It also discusses the three major models of emotional intelligence and the concept of emotional intelligence*

**Keywords:** Emotional Intelligence (EQ), Emotional Intelligence model, Emotions, Intelligence Quotient (IQ)

### I. Introduction

Emotional Intelligence (EQ or EI) is the ability to perceive, control, and evaluate emotions. It also helps a person communicate effectively, empathize with others, overcome obstacles, and resolve conflicts. Emotional Intelligence affects a person's performance, physical health, and mental health. Emotional intelligence is the "something" in each of us that is a bit intangible. It affects how we manage behavior, navigate social complexities, and make personal decisions that achieve positive results. Emotional intelligence is made up of four core skills that pair up under two primary competencies: personal competence and social competence. Emotional intelligence is commonly defined by four attributes:



*Emotional intelligence is made up of four core skills.*



### **1.1 Personal competence**

Personal competence is made up of our self-awareness and self-management skills, which focus more on you individually than on our interactions with other people. Personal competence is our ability to stay aware of our emotions and manage our behavior and tendencies.

- Self-Awareness is our ability to accurately perceive our emotions and stay aware of them as they happen.
- Self-Management is our ability to use awareness of our emotions to stay flexible and positively direct our behavior.

### **1.2 Social competence**

Social competence is made up of our social awareness and relationship management skills; social competence is our ability to understand other people's moods, behavior, and motives in order to improve the quality of our relationships.

- Social-Awareness is our ability to accurately pick up on emotions in other people and understand what is really going on.
- Relationship Management is our ability to use awareness of our emotions and the others' emotions to manage interactions successfully.

## **II. Importance of emotional intelligence**

As we know, it's not the smartest people that are the most successful or the most fulfilled in life. You probably know people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships. Intellectual ability or our intelligence quotient (IQ) isn't enough on its own to be successful in life. Yes, our IQ can help you get into college, but it's our EQ that will help you manage the stress and emotions when facing our final exams. IQ and EQ exist in tandem and are most effective when they build off one another.

### **2.1 Emotional intelligence affects**

Our performance at school or work: A high emotional intelligence can help you navigate the social complexities of the workplace, lead and motivate others, and excel in our career. In fact, when it comes to gauging important job candidates, many companies now view emotional intelligence as being as important as technical ability and use EQ testing before hiring.

Our physical health: If you're unable to manage our emotions, you probably are not managing our stress either. This can lead to serious health problems. Uncontrolled stress can raise blood pressure, suppress the immune system, increase the risk of heart attack and stroke, contribute to infertility, and speed up the aging process. The first step to improving emotional intelligence is to learn how to manage stress.

Our mental health: Uncontrolled emotions and stress can also impact our mental health, making you vulnerable to anxiety and depression. If you are unable to understand, be comfortable with, or manage our



emotions, you'll also struggle to form strong relationships. This in turn can leave you feeling lonely and isolated and further exacerbate any mental health problems.

**Our relationships:** By understanding our emotions and how to control them, you're better able to express how you feel and understand how others are feeling. This allows you to communicate more effectively and forge stronger relationships, both at work and in our personal life.

**Our social intelligence:** Being in tune with our emotions serves a social purpose, connecting you to other people and the world around you. Social intelligence enables you to recognize friend from foe, measure another person's interest in you, reduce stress and balance our nervous system through social communication, and feel loved and happy.

### **III. Emotional intelligence can be improved**

A high IQ is also something we tend to be born with while emotional intelligence is something we can work to improve. To a large degree, our emotional intelligence starts in childhood with how we're raised, but as adults, we can take steps to get emotionally "smarter." Justin Bariso, author of EQ, Applied: A Real-World Approach to Emotional Intelligence, offers seven ways to improve emotional intelligence in an article written for Inc: Reflect on our emotions. This is where self-awareness begins. To grow in emotional intelligence, think about our own emotions and how you typically react to negative situations, whether they involve a co-worker, family member or stranger. When you're more aware of our emotions and typical reactions, you can start to control them.

- Ask for perspective. What we perceive to be reality is often quite different from what those around us are seeing. Start getting input from others to understand how you come across in emotionally charged situations.
- Observe. Once you've increased our self-awareness and you understand how you're coming across, pay more attention to our emotions.
- Pause for a moment. Stop and think before you act or speak. It's hard to do, but keep working at it and it will become habit.
- Become more empathetic by understanding the "why." Try to understand the "why" behind another person's feelings or emotions.
- Choose to learn from criticism. Who likes criticism? Possibly no one. But it's inevitable. When we choose to learn from criticism rather than simply defend our behaviors, we can grow in emotional intelligence.
- Practice, practice, practice. Becoming more emotionally intelligent won't happen overnight, but it can happen—with effort, patience, and a lot of practice.



#### **IV. Emotional Intelligence models**

The Emotional Intelligence models developed in the twentieth century relied predominantly on the correlation method. EI researchers have developed four major models they are ability, mixed, bar-on model and trait EI models. The main difference in these four categories is whether author's models perceive their EI as an innate human trait or a competence that can be systematically developed over time. Thus, measuring EI differs per model varying from strict ability testing with right and wrong answers to subjective self-report types of measurement. Ability models regard emotional intelligence as a pure form of mental ability and thus as a pure intelligence. In contrast, mixed models of emotional intelligence combine mental ability with personality characteristics such as optimism and wellbeing. Bar-On model based within the context of personality theory, emphasizing the co-dependence of the ability aspects of emotional intelligence with personality traits and their application to personal well-being. While, trait models of EI refers to an individual 's self-perceptions of their emotional abilities. The ability model of emotional intelligence is proposed by John Mayer and Peter Salovey. The mixed model of emotional intelligence is proposed by Daniel Goleman. The bar-on model of emotional intelligence is proposed by Revenue bar-on. The Trait model of emotional intelligence is proposed by K.V. Petrides.

##### **4.1 The Ability Model of EI**

The Ability model of EI was first constructed by Salovey and Mayer (1990) and begins with the idea that emotions contain information about relationships and whether these relationships are actual, remembered, or imagined, they coexist with emotions - the felt signals of the relationship's status. Salovey & Mayer's four branch Ability model of EI facilitates an ability to recognise the meanings of emotions and their relationships, and employ them to enhance cognitive activities (Mayer et al., 2001). The Ability model divides EI into four branches: (1) perceiving emotions, (2) using emotions to facilitate thought, (3) understanding emotions, and (4) managing emotions in a manner that enhances personal growth and social relations

###### **Perceiving Emotion**

This is an ability to identify emotions in oneself, in others, express them accurately and further discriminate between honest and dishonest expressions of feelings.

###### **Using Emotions**

This sharpens the thought process as emotions direct attention towards important information and the emotions can be used to classify the information for better judgment and memory. Emotionality helps people to have multiple perspectives. A happy mood leads to optimistic views and a bad mood to pessimistic thoughts. An awareness of these mood swings assists a person in approaching a problem in specific ways with better reasoning and creativity.



### Understanding Emotions

It is based on employing emotional knowledge: to identify the subtle relationships and differences between similar emotions – eg. Loving and liking, and also interpret the meanings of those emotions. The person also has the ability to identify complex emotions occurring simultaneously (love and hate, fear and surprise, etc.) and also perceive the transition from one emotion to another (when anger turns to satisfaction or anger leading to shame).

### Managing Emotions

It is an ability to be open to emotions good or bad and thus having the power to voluntarily attach or detach from an emotion. The person also has the competence to reflect on his own and other's emotions and thus be able to manage emotions in himself and others.

“The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth”.

## 4.2 Goleman's Mixed Model of EI

Daniel Goleman, an American psychologist presents five domains of Emotional Intelligence, based on the first definition of Emotional Intelligence from Salovey and Mayer (1990). (1) Knowing one's emotions; this means to have self-awareness and to be able to recognize feelings when they happen. (2) Managing emotions; to regulate one's emotions so they are appropriate. (3) Motivating oneself. (4) Recognizing emotions in others; which includes empathy. (5) Handling relationships; which includes skills in managing emotions in others. These five domains are included in the first model of emotional intelligence from Goleman (1995). Goleman continued his work and started to focus on leadership and what makes a good leader. He explained EI decided the potential we have to learn practical skills, which builds on these five domains. Goleman started to talk about emotional competencies and said they showed us how much of that potential we have transformed into competencies, which we can use in our work life (Goleman, 1998). This was originally developed in 1998 with five domains and redesigned in 2002 with four domains. His model is built on four “domains of emotional intelligence” (Goleman,2002). They are: self-awareness, self-management, social awareness and social skills.

### Self-Awareness

- Emotional awareness: Recognizing one's emotions and their effects.
- Accurate self-assessment: Knowing one's strengths and limits.
- Self-confidence: Sureness about one's self-worth and capabilities.

### Self-Management

- Emotional self-control: Keeping disruptive emotions and impulses under control
- Transparency: Displaying honesty and integrity; trustworthiness



- Adaptability: Flexibility in adapting to changing situations or overcoming obstacles
- Achievement: The drive to improve performance to meet inner standards of excellence
- Initiative: Readiness to act and seize opportunities
- Optimism: Seeing the upside in events

#### Social Awareness

- Empathy: Sensing others' feelings and perspective, and taking an active interest in their concerns.
- Service orientation: Anticipating, recognizing, and meeting customers' needs.
- Developing others: Sensing what others need in order to develop, and bolstering their abilities.
- Leveraging diversity: Cultivating opportunities through diverse people.
- Political awareness: Reading a group's emotional currents and power relationships.

#### Social Skills

- Influence: Wielding effective tactics for persuasion.
- Communication: Sending clear and convincing messages.
- Leadership: Inspiring and guiding groups and people.
- Change catalyst: Initiating or managing change.
- Conflict management: Negotiating and resolving disagreements.
- Building bonds: Nurturing instrumental relationships.
- Collaboration and cooperation: Working with others toward shared goals.
- Team capabilities: Creating group synergy in pursuing collective goals.

“The capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships”.

### 4.3 Bar-On Model of EI

Reuven Bar-On talks about a concept that he terms emotional and social intelligence

(ESI), which he believes is a better name for the construct of emotional intelligence. Bar-On refers to his model as the Bar-On model of emotional-social intelligence. emotional intelligence consists of interrelated emotional and social competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges and pressures. The emotional and social competencies, skills and facilitators included in this broad definition of the construct are based on the 5 meta-factors: intrapersonal EQ, interpersonal EQ, Stress management EQ, Adaptability EQ and General Mood EQ.



Intrapersonal (self-awareness and self-expression)

- Self-Regard: To accurately perceive, understand and accept oneself
- Emotional Self-Awareness: To be aware of and understand one's emotions
- Assertiveness: To effectively and constructively express one's emotions and oneself
- Independence: To be self-reliant and free of emotional dependency on others
- Self-Actualization: To strive to achieve personal goals and actualize one's potential

Interpersonal (social awareness and interpersonal relationship)

- Empathy: To be aware of and understand how others feel
- Social Responsibility: To identify with one's social group and cooperate with others
- Interpersonal Relationship: To establish mutually satisfying relationships and relate well with others

Stress Management (emotional management and regulation)

- Stress Tolerance: To effectively and constructively manage emotions
- Impulse Control: To effectively and constructively control emotions

Adaptability (change management)

- Reality-Testing: To objectively validate one's feelings and thinking with external reality
- Flexibility: To adapt and adjust one's feelings and thinking to new situations
- Problem-Solving: To effectively solve problems of a personal and interpersonal nature

General Mood (self-motivation)

- Optimism: To be positive and look at the brighter side of life
- Happiness: To feel content with oneself, others and life in general

“a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges and pressures”.

#### 4.4 Trait Model of EI

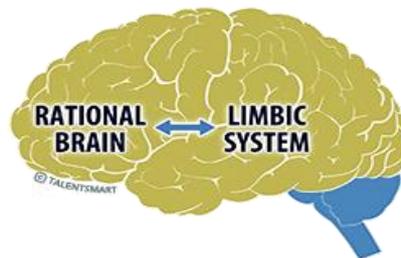
K.VPetrides (2001) developed the Trait Emotional Intelligence model which is a combination of emotionally-related self-perceived abilities and moods that are found at the lowest levels of personality hierarchy and are evaluated through questionnaires and rating scales. The trait EI essentially concerns our perceptions of our inner emotional world. An alternative tag for the same construct is trait emotional self-efficacy. People with high EI rankings believe that they are “in touch” with their feelings and can regulate them in a way that promotes prosperity. These people may enjoy higher levels of happiness. The trait EI feature sampling domain aims to



provide complete coverage of emotional aspects of personality. Trait EI rejects the idea that emotions can be artificially objectified in order to be graded accurately along the IQ lines. The adult sampling domain of trait EI contains 15 facets: Adaptability, Assertiveness, Emotion perception (self and others), Emotion expression, Emotion management (others'), Emotion regulation, Impulsiveness (low), Relationships, Self-esteem, Self-motivation, Social awareness, Stress management, Trait empathy, Trait happiness, and Trait optimism “a constellation of emotional self-perceptions located at the lower levels of personality”

### V. Emotional intelligence can be developed

The communication between our emotional and rational “brains” is the physical source of emotional intelligence. The pathway for emotional intelligence starts in the brain, at the spinal cord. Our primary senses enter here and must travel to the front of our brain before you can think rationally about our experience. However, first they travel through the limbic system, the place where emotions are generated. So, we have an emotional reaction to events before our rational mind is able to engage. Emotional intelligence requires effective communication between the rational and emotional centers of the brain.



*Emotional intelligence is a balance between the rational and emotional brain.*

“Plasticity” is the term neurologists use to describe the brain’s ability to change. Our brain grows new connections as you learn new skills. The change is gradual, as our brain cells develop new connections to speed the efficiency of new skills acquired.

### VI. Emotional Intelligence, IQ and personality different



*Emotional intelligence is an essential part of the whole person.*



Emotional intelligence taps into a fundamental element of human behaviour that is distinct from our intellect. There is no known connection between IQ and emotional intelligence; you simply can't predict emotional intelligence based on how smart someone is. Intelligence is our ability to learn, and it's the same at age 15 as it is at age 50. Emotional intelligence, on the other hand, is a flexible set of skills that can be acquired and improved with practice. Although some people are naturally more emotionally intelligent than others, you can develop high emotional intelligence even if you aren't born with it. Personality is the final piece of the puzzle. It's the stable "style" that defines each of us. Personality is the result of hard-wired preferences, such as the inclination toward introversion or extroversion. However, like IQ, personality can't be used to predict emotional intelligence.

### VII. Difference between IQ and EQ

If emotional intelligence is a type of intelligence, how does it differ from the mental type? In part, by how it's measured. One's intelligence quotient (IQ) is a score derived from standardized tests designed to measure intelligence. Our IQ relates directly to our intellectual abilities, like how well you learn as well as understand and apply information. People with higher IQs can think abstractly and make mental connections more easily. Emotional intelligence is very different. Sometimes called EI (for Emotional Intelligence) or EQ (for Emotional Intelligence Quotient), emotional intelligence is like using emotions to think and enhance our reasoning. Those with high emotional intelligence are able to manage their emotions as well as use their emotions to facilitate their thinking and understand the emotions of others. When it comes to the workplace, some say emotional intelligence is more beneficial for our career than IQ, although others argue IQ matters more. Regardless of which is more important, emotional intelligence plays a decidedly important role at work.

### VIII. Emotional Intelligence is linked to performance



*Emotional intelligence is the foundation for critical skills.*



How much of an impact does emotional intelligence have on our professional success? The short answer is: a lot! It's a powerful way to focus our energy in one direction with a tremendous result. TalentSmart tested emotional intelligence alongside 33 other important workplace skills, and found that emotional intelligence is the strongest predictor of performance, explaining a full 58% of success in all types of jobs.

## IX. Conclusion

Emotional Intelligence play an important role for all of people in society. EI should be improved in all areas that means families, schools, colleges, working place etc. This paper has made a better understanding about the various attributes of emotions and better control over the emotion. Handling emotions is an important requirement for all levels of people. Emotional Intelligence will bring adaptability, empathy towards employee, leadership qualities, group rapport, participative management, decision making and understanding among people.

## REFERENCES:

- [1] Goleman, D. (1998). Working with emotional intelligence. New York: Bantam Books.
- [2] Goleman, D. (2006). Social Intelligence: The New Science of Human Relationships. New York: Bantam Books.
- [3] Mayer, J.D., Caruso, D.R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence.
- [4] Mayer, J. D., Salovey, P., & Caruso, D. R. (2002). The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT): user's manual. Toronto, Canada: Multi-Health Systems.
- [5] Mayer, J. D., Salovey, P., & Caruso, D. R. (2002). The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT): user's manual. Toronto, Canada: Multi-Health Systems.
- [6] Mayer, J.D., Caruso, D.R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence.
- [7] Richardson, R. C., & Evans, E. T. (1997). Social and emotional competence: motivating cultural responsive education. Montgomery, AL: Auburn University at Montgomery, School of Education.
- [8] Goleman, D. Emotional intelligence: Issues in paradigm building In *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*; Jossey-Bass: San Francisco, CA, USA, 2001; Volume 13, p. 26.
- [9] Goleman, D.P. Emotional Intelligence: Why it Can Matter More than IQ for Character, Health and Lifelong Achievement; Bantam Books: New York, NY, USA, 1995.
- [10] Petrides, K. V., Pita, R., & Kokkinaki, F. (2007). The location of trait emotional intelligence in personality factor space. *British Journal of Psychology*, 98, 273-289.

# International Conference on Multidisciplinary approaches in Social Sciences, Humanities and Sciences

Sri S.Ramasamy Naidu Memorial College, Sattur, Tamil Nadu, India

(MASHS-18)



14<sup>th</sup> December 2018

[www.conferenceworld.in](http://www.conferenceworld.in)

ISBN:978-93-87793-61-3

- [10] Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. New York: Bantam Books.
- [11] Cherniss, C. & Goleman, D. (1998, October 7). Bringing Emotional Intelligence to the Workplace. Retrieved September 9, 2003 from [www.eiconsortium.org](http://www.eiconsortium.org).
- [12] Cherniss, C. (2000). Social and emotional competence in the workplace. In R. Bar-On & J. Parker (Ed's.), *The Handbook of Emotional Intelligence*. San Francisco: Jossey-Bass.
- [13] Bar-On, R. 2006: The Bar-On model of Emotional-Social Intelligence (ESI), *Psicothema*, 18(sup), pp. 13-25. Accessed 17/5/12
- [14] Mayer, J. D., & Ciarrochi, J. (2006a). Clarifying concepts related to emotional intelligence: A proposed glossary. In J. Ciarrochi, J. Forgas, J. D. Mayer (Eds). *Emotional intelligence in everyday life* (2nd ed). New York: Psychological Press.
- [15] Smith, E. E., & Kosslyn, S. M. (2007). *Cognitive psychology: Mind and brain*. Upper Saddle River, New Jersey: Pearson Education, Inc.
- [16] Mayer, J.D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review*, 8, 1-11. DOI: 10.1177/1754073916639667