

Emotional intelligence for Better self-perception of social ability

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ABSTRACT: Emotional intelligence (EI), Emotional leadership (EL), Emotional quotient (EQ) and Emotional Intelligence Quotient (EIQ), is the capability of individuals to recognize their own emotions and those of others discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s). This review paper noted that having EI as a skill can increase one's own well-being. In other words, individuals who are conscious of the emotions of themselves and others have the privilege of enhancing relationships. It also allows people to see the multiple perspectives of a given situation, and acknowledge others' feelings about the event.

Key Words: Emotional Intelligence, Environment, Community, Empathy

INTRODUCTION: - The term first appeared in a 1964 paper by Michael Beldoch, it gained popularity in the 1995 book by that title, written by author and science journalist Daniel Goleman. Since this time, EI, and Goleman's 1995 analysis, have been criticized within the scientific community, despite prolific reports of its usefulness in the popular press.

Empathy is typically associated with EI, because it relates to an individual connecting their personal experiences with those of others. However, a number of models exist that aim to measure levels of (empathy) EI. There are currently several models of EI. Goleman's original model may now be considered a mixed model that combines what has since been modeled separately as ability EI and trait EI. Goleman defined EI as the array of skills and characteristics that drive leadership performance. The trait model was developed by Konstantinos V. Petrides in 2001. It "encompasses behavioral dispositions and self-perceived abilities and is measured through self-report". The ability model, developed by Peter Salovey and John Mayer in 2004, focuses on the individual's ability to process emotional information and use it to navigate the social environment.

Studies have shown that people with high EI have greater mental health, job performance, and leadership skills, although no causal relationships have been shown and such findings are likely to be attributable to general intelligence and specific personality traits rather than emotional intelligence as a construct. For example, Goleman indicated that EI accounted for 67% of the abilities deemed necessary for superior performance in leaders, and mattered twice as much as technical expertise or IQ. Other research finds that the effect of EI on leadership and managerial performance is non-significant when ability and personality are controlled for, and that general intelligence correlates very closely with leadership. Markers of EI and methods of developing it have become more widely coveted in the past decade. In addition, studies have begun to provide evidence to help characterize the neural mechanisms of emotional intelligence. Criticisms have centered on whether EI is a real intelligence and whether it has incremental validity over IQ and the Big Five personality traits.

Emotional intelligence has been defined as "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior" by Peter Salovey and John Mayer. This definition was later broken down and refined into four proposed abilities: perceiving, using, understanding, and managing emotions. These abilities are distinct yet related. Emotional intelligence also reflects abilities to join intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics. However, substantial disagreement exists regarding the definition of EI, with respect to both terminology and operationalization.

Currently, there are three main models of EI:

1. Ability model
2. Mixed model (usually subsumed under trait EI)
3. Trait model

Different models of EI have led to the development of various instruments for the assessment of the construct. While some of these measures may overlap, most researchers agree that they tap different constructs.

Specific ability models address the ways in which emotions facilitate thought and understanding. For example, emotions may interact with thinking and allow people to be better decision makers (Lyubomirsky et al. 2005). A person who is more responsive emotionally to crucial issues will attend to the more crucial aspects of his or her life. An aspect of emotional facilitation factor is to also know how to include or exclude emotions from thought depending on context and situation. This is also related to emotional reasoning and understanding in response to the people, environment and circumstances one encounters in his or her day-to-day life.

REVIEW OF LITERATURE: - The term "emotional intelligence" seems first to have appeared in a 1964 paper by Michael Beldoch, and in the 1966 paper by B. Leuner entitled Emotional intelligence and emancipation which appeared in the psychotherapeutic journal: Practice of child psychology and child psychiatry. In 1983, Howard Gardner's Frames of Mind: The Theory of Multiple Intelligences introduced the idea that traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. He introduced the idea of multiple intelligences which included both interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). The term subsequently appeared in Wayne Payne's doctoral thesis, A Study of Emotion: Developing Emotional Intelligence in 1985. The first published use of the term 'EQ' (Emotional Quotient) is an article by Keith Beasley in 1987 in the British Mensa magazine. In 1989 Stanley Greenspan put forward a model to describe EI, followed by another by Peter Salovey and John Mayer published in the following year.

However, the term became widely known with the publication of Goleman's book: Emotional Intelligence – Why it can matter more than IQ (1995). It is to this book's best-selling status that the term can attribute its popularity. Goleman has followed up with several further popular publications of a similar theme that reinforce use of the term. To date, tests measuring EI have not replaced IQ tests as a standard metric of intelligence. Emotional Intelligence has also received criticism on its role in leadership and business success. The distinction between trait emotional intelligence and ability emotional intelligence was introduced in 2000.

Measurement or methodology: - Two measurement tools are based on the Goleman model:-

1. The Emotional Competency Inventory (ECI), which was created in 1999, and the Emotional and Social Competency Inventory (ESCI), a newer edition of the ECI was developed in 2007. The Emotional and Social Competency – University Edition (ESCI-U) is also available. These tools developed by Goleman and Boyatzis provide a behavioral measure of the Emotional and Social competencies.
2. The Emotional Intelligence Appraisal, which was created in 2001 and which can be taken as a self-report or 360-degree assessment.

The current measure of Mayer and Salovey's model of EI, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is based on a series of emotion-based problem-solving items. Consistent with the model's claim of EI as a type of intelligence, the test is modeled on ability-based IQ tests. By testing a person's abilities on each of the four branches of emotional intelligence, it generates scores for each of the branches as well as a total score.

Central to the four-branch model is the idea that EI requires attunement to social norms. Therefore, the MSCEIT is scored in a consensus fashion, with higher scores indicating higher overlap between an individual's answers and those provided by a worldwide sample of respondents. The MSCEIT can also be expert-scored, so that the amount of overlap is calculated between an individual's answers and those provided by a group of 21 emotion researchers.

Although promoted as an ability test, the MSCEIT is unlike standard IQ tests in that its items do not have objectively correct responses. Among other challenges, the consensus scoring criterion means that it is impossible to create items (questions) that only a minority of respondents can solve, because, by definition, responses are deemed emotionally "intelligent" only if the majority of the sample has endorsed them. This and other similar problems have led some cognitive ability experts to question the definition of EI as a genuine intelligence.

1. Self-awareness– the ability to know one's emotions, strengths, weaknesses, drives values and goals and recognizes their impact on others while using gut feelings to guide decisions.
2. Self-regulation– involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
3. Social skill– managing relationships to move people in the desired direction.
4. Empathy– considering other people's feelings especially when making decisions.
5. Motivation– being driven to achieve for the sake of achievement.

Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. Goleman's model of EI has been criticized in the research literature as mere "pop psychology" (Mayer, Roberts, & Barsade, 2008).

Other measurements:

Various other specific measures have also been used to assess ability in emotional intelligence. These measures include:

1. Diagnostic Analysis of Non-verbal Accuracy^l– The Adult Facial version includes 24 photographs of equal amount of happy, sad, angry, and fearful facial expressions of both high and low intensities which are balanced by gender. The tasks of the participants are to answer which of the four emotions is present in the given stimuli.
2. Japanese and Caucasian Brief Affect Recognition test– Participants try to identify 56 faces of Caucasian and Japanese individuals expressing seven emotions such as happiness, contempt, disgust, sadness, anger, surprise, and fear, which may also trail off for 0.2 seconds to a different emotion.
3. Levels of Emotional Awareness Scale– Participants read 26 social scenes and answer their anticipated feelings and continuum of low to high emotional awareness.

Conclusion: -Higher emotional intelligence is positively correlated with:

1. **Better social relations for children** – Among children and teens, emotional intelligence positively correlates with good social interactions, relationships and negatively correlates with deviance from social norms, anti-social behavior measured both in and out of school as reported by children themselves, their own family members as well as their teachers.
2. **Better social relations for adults** – High emotional intelligence among adults is correlated with better self-perception of social ability and more successful interpersonal relationships while less interpersonal aggression and problems.
3. **Highly emotionally intelligent individuals are perceived more positively by others** – Other individuals perceive those with high EI to be more pleasant, socially skilled and empathic to be around.
4. **Better family and intimate relationships** – High EI is correlated with better relationships with the family and intimate partners on many aspects.
5. **Better academic achievement** – Emotional intelligence is correlated with greater achievement in academics as reported by teachers but generally not higher grades once the factor of IQ is taken into account.
6. **Better social relations during work performance and in negotiations** – Higher emotional intelligence is correlated with better social dynamics at work as well as better negotiating ability.
7. **Better psychological well-being** - Emotional intelligence is positively correlated with higher life satisfaction, self-esteem and lower levels of insecurity or depression. It is also negatively correlated with poor health choices and behavior.
8. **Allows for self-compassion** - Emotionally intelligent individuals are more likely to have a better understanding of them, and to make conscious decisions based on emotion and rationale combined. Overall, it leads a person to self-actualization.
9. **Health**-A 2007 meta-analysis of 44 effect sizes by Schutte found that emotional intelligence was associated with better mental and physical health. Particularly, trait EI had the stronger association with mental and physical health. This was replicated again in 2010 by researcher Alexandra Martin who found trait EI as a strong predictor for health after conducting a meta-analysis based on 105 effect sizes and 19,815 participants. This meta-analysis also indicated that this line of research reached enough sufficiency and stability in concluding EI as a positive predictor for health.

10. **Utilization-** It has been noted that having EI as a skill can increase one's ownwell-being. In other words, individuals who are conscious of the emotions of themselves and others have the privilege of enhancing relationships. It also allows people to see the multiple perspectives of a given situation, and acknowledge others' feelings about the event.

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