

Emotional Intelligence

Concept, Paradigm and Implications

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Abstract

Emotional intelligence is an ability of a person to unite emotions into thought and is an integrated concept that links cognitive and affective domains. Emotional intelligence helps people to solve real world problems, manage stress and in decision-making, as emotions facilitate cognitive processes to adapt to different situations, thus play a crucial role in life, learning and lifelong learning. For professionals, emotional intelligence is a powerful predictor of job performance. Having self-regard, courage for reality testing, control on impulse and being happy are the identifying features of an emotionally intelligent personality. But valid instruments related to measurement and developmental aspects of emotional intelligence are not exclusively available. The ability and mixed models work out as theoretical paradigms to explain emotional intelligence. The ability model describes emotional intelligence as a kind of pure form of general mental ability, and mixed models visualise the synchronization between general mental ability and personality characteristics of an individual like his/her state of being well and extent of optimism. These models further emphasise upon the recognition of certain central components with respect to emotional intelligence. Regarding implications with respect to the learners, their exposure is a dynamic learning scenario, where they may show stability in their social relationships and persistence in odd situations may ease the situations. Schools can foster emotional literacy, as a component of the school curriculum, where students may be provided an environment where they learn to control and manage their emotions and hence develop empathy towards others.

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INTRODUCTION

Emotional intelligence refers to the ability of a person to unite emotions into thought, combine intuition and logic together or undergoing problem-solving along with taking wise decisions in a situation so that he/she may comprehend, perceive and control emotions in him/herself and others. Emotional intelligence is an integrated concept that links cognitive and affective domains and facilitates a person to make sense of his/her deeds, actions, thoughts, feelings, etc., and through effective communication enables him/her to be empathetic towards others. Emotional intelligence helps people to solve real world problems, manage stress and in decision-making, etc., and it acts as an indicator of an individual's social interaction (Kanoy, 2011). The concept of emotional intelligence in some theoretical forms was floated around 1920s when Thorndike articulated the concept of intelligence quotient and he opined that some other types of abilities exist and are needed to be differentiated by cognitivists in comparison to general intelligence. He suggested that the understanding and perception of an individual's emotions as well as those of other individuals' emotions and feelings refer to another type of intelligence which could be distinguished from general intelligence. He further added that social intelligence, in general sense, was an aspect of intelligence quotient. But the concept of social intelligence

went unnoticed over the years until Gardner (1983) elaborated the idea of intelligence quotient in his multiple intelligence theory. He deliberated that brain works to acquire skills and knowledge in diverse ways or modes and with respect to this aspect, individuals differ from one another. As per multiple intelligence theory, there are seven domains that are inter and intrapersonal, musical, linguistics, spatial, bodily kinaesthetic and logical mathematical. Specifically speaking, mind learns and interacts in multiple ways and hence, in general, it leads to human learning. The construct foundations of emotional intelligence are laid by inter and intrapersonal relationships. The term construct, with reference to psychological aspects, means some theoretically intangible quality and with respect to which individuals differ from one another also (Gregory, 2007). The construct itself is not explicit in nature but its effects may be evident. After years, in 1990, Jack Mayer and Salovey (1997) coined the term emotional intelligence and explained that it is a form of social intelligence which stands for the ability on the part of individual to reason something with emotions. Later on, Daniel Goleman (1995) popularised the concept of emotional intelligence in 1995 and he was of the view that emotional quotient is more important than intelligence quotient. As an exponent, he propounded the significance of feelings and emotions in learning process because to ensure

happiness in life and achieve success, one must realise that learning does not take place in exclusion but in inclusion with emotions at central place and the same individual must be able to manage his/her own and others' emotions also. According to him, emotional intelligence stands for understanding an individual's own emotions, feelings, having empathy for feelings of other persons and regulation of emotions in some ways to enhance living happily. As emotions facilitate cognitive processes to adapt to different situations so thereby with respect to emotions, he identified some domains of emotional intelligence like knowing and managing one's own emotions and thereby motivating him/herself, recognising others' emotions and thus controlling, managing and handling relations with others, and all of these play an instrumental role in enabling the person to tackle, resolve or overcome the dilemma, problem or any trivial issues. Though it is a known fact that human beings are social in nature but at the same time they are emotional animals also since emotions play a crucial role in life, learning and lifelong learning as emotions like fear, different moods, pleasure, anxiety and anger affect the way(s) people think, decide, reflect and perform different kind(s) of day-to-day tasks (Mayer and Bremer, 1985; Forgas and Moylan, 1987; Salovey and Birnbaum, 1989). Some people are emotionally more intelligent in comparison to others and people can

develop their emotional intelligence as it increases with age also (Van Rooy, Alonso and Viswesvaran, 2005). If an individual is able to monitor his/her own as well as others' emotions and can discriminate among them to use this, as information, in guiding own thinking then it can be inferred that the personality of individual is enriched with an utmost important life skill which in the long run further enriches the personality with self-esteem. Having self-regard, courage for reality testing, control on impulse and being happy are the identifying features of an emotionally intelligent personality. However, valid instruments related to measurement and developmental aspects of emotional intelligence are not exclusively available (Robbins and Judge, 2009) as nature wise, emotional intelligence is a multi-dimensional construct. In attaining success at the workplace, Goleman (1995) attributed the role of emotional quotient more than intelligence quotient, however, Mayer and Salovey (1997) weighed the same at a somewhat less proportionate level, as intelligence quotient determines the eligibility of students at entry level of some course but emotional quotient reflects the competence of those students to complete that course. Even for professionals, emotional intelligence is a powerful predictor of job performance (Law, Wong and Sang, 2004) and is a key factor through which one can discriminate between successful and unsuccessful

people (Greenstein, 2001). To a large extent, success in life depends upon emotional intelligence and as an individual advances in his/her career, it becomes, as a skill, somewhat more imperative (Kolb and Hanley, 2003) than before and as predictors of success, the characteristics like ability to control anxiety, frustration, anger and getting along with others all belong to the domain of emotional intelligence (Snarey and Vaillant, 1985). Emotional intelligence has been found positively correlated with academic achievement of students (Parker et al., 2005; Kattekar, 2010; Ogundokun and Adeyemo, 2010; Fayombo, 2012; Chamundeswari, 2013) and emotional skills, as its sub-components like self-control, confidence, persistence and tendency to undertake responsibility, crystal clear communication, etc., ultimately enable the students to learn how to learn at their end (Low and Nelson, 2005).

THEORETICAL PARADIGMS OF EMOTIONAL INTELLIGENCE

At the conceptual level, the ability and mixed models work out as theoretical paradigms to explain emotional intelligence. The ability model by Mayer and Salovey (1997) describes emotional intelligence as a kind of pure form of general mental ability, so nature wise it is a pure intelligence, but mixed models visualise the synchronization between general mental ability and personality characteristics of an individual

like his/her state of being well and extent of optimism, etc. Further, there are two kinds of mixed models that have been proposed and both differ conceptually. With reference to personality theory, Reuven Bar-On (2002) postulated that ability aspects of emotional intelligence and personality traits are co-dependent upon each other and they must find application in the life of an individual to keep him/her in a state of well-being. On the other hand, another type of mixed model was proposed by Goleman (1998) in which he opined the significance of workplace where the performance of an individual matters a lot, as it determines the worth of an individual in a scenario. He emphasised on the integration of personality and abilities of a person and their cumulative effect on his/her performance at workplace. All of these three models, that is ability model of emotional intelligence by Mayer and Salovey (1997), mixed model of emotional intelligence by Bar-On (2002) and another mixed model by Goleman (1995), globally share some common aspects like all of these models aim at understanding of components involved in identifying and regulation of an individual's own as well as others' emotions. These models further emphasise on the recognition of certain central components with respect to emotional intelligence and have common consensus on them also, as these models cite perception, awareness and management of emotions as

imperative features in the personality of an individual with enriched component of emotional intelligence. The following section discusses these three models and their nature.

1. Ability Model of Emotional Intelligence by Mayer and Salovey (1997)

Mayer and Salovey propounded pure theory of emotional intelligence which incorporates, in an integrative manner, central ideas from the domains of emotion and intelligence. As per the intelligence theory, intelligence means the capacity to work out reasoning at abstract level or in some abstract form, and researches in the domain of emotion point out that universally there is a large quanta of basic emotions which, in a general sense, signal consistently the relationship in some meaningful way(s) which are explicit also. There are individual differences between persons with respect to their processing capacities of some emotion-oriented information and their abilities to link cognition, in wider sense, with emotional processing also. Such abilities in the long run manifest in adaptive behaviour of individuals. The model of intelligence gives foundation to the ability model of emotional intelligence in the sense that emotional intelligence has been defined within the realm of intelligence and comprises two areas namely experiential and strategic ability. Former stands for all those abilities concerned with perception,

response and manipulation aspects related to emotional information which may or may not involve proper understanding of the feelings, and the latter refers to those abilities which facilitate an individual to comprehend and manage emotions without proper perception or experience of the same. These two areas have further two sub-divisions which mainly focus on psychological processes which may range from basic to complex nature wise, but both comprise cognition and emotion in an integrated manner. The experiential ability related to emotional intelligence is channelised into emotional perception and assimilation. As an aspect of emotions, emotional perception refers to the ability to be self-aware and assertive with respect to emotional needs, and it also stands for those abilities which differentiate between perfect and imperfect emotional expressions on the part of individuals. Emotional assimilation means those abilities which distinguish among emotions, of different nature, which an individual feels and identify those emotions which are influencing the underlying thought process. The strategic ability related to emotional intelligence has two sub-streams that are emotional understanding and management. Emotional understanding branch of strategic ability pertains to understanding of complex emotions, like perceiving, feeling two emotions at a time, and be aware of shifting from one emotion, being felt, to another. Emotional management, as

a sub-domain, comprises the abilities to disconnect or connect from some emotion by taking into account its worthiness with respect to a situation. Table 1 summarises the underlying core components in experiential and strategic ability domains of emotional intelligence.

This model is an information processing model which links emotional and cognitive aspects of an individual together and emphasises that an emotionally intelligent person has considerable understanding of emotions which support him/her to cope up with adverse emotional states.

2. Mixed Model of Emotional Intelligence by Bar-On (2002)

In the mixed model of emotional intelligence developed by Reuven Bar-On (2002), the word emotional quotient was used for the first time as one of the measures to explain emotional intelligence. This model unites potential for success and performance together instead of success or performance alone, hence nature-wise it is process-oriented rather than product-oriented. The model focuses on social and emotional abilities of an individual which include ability to comprehend, assert, be aware of, manage powerful emotions, to adapt, undergo problem-solving,

Table 1
Ability-wise Sub-domains and Core Components of Emotional Intelligence

S. No.	Domain	Sub-domain	Core Components
1.	Experiential ability	Emotional perception	Self-awareness, assertion
		Emotional assimilation	Identification, discrimination
2.	Strategic ability	Emotional understanding	Emotional understanding at abstraction, flexibility
		Emotional management	Decision-making

Table 2
Emotional Intelligence at Component and Corresponding Sub-component Levels

S. No.	Components of Emotional Intelligence	Sub-components of Emotional Intelligence
1.	Interpersonal	social responsibility, empathy, interpersonal relationship
2.	Intrapersonal	assertion, self-esteem, independence
3.	General mood	happiness, pleasure, optimism
4.	Adaptability	problem-solving, non-rigidity
5.	Stress management	stress control and tolerance

etc. According to him, there are five components of emotional intelligence namely interpersonal, intrapersonal, general mood, adaptability and stress management. Each sub-area has further sub-components also, which are mentioned in Table 2.

He pointed out that emotional intelligence can develop over time and therapies and training programmes may prove instrumental enough in achieving so. According to Bar-On (2002), cognition and intelligence both contribute equally to an individual's general intelligence which acts as an indicator of success for him/her. Individuals with higher emotional quotient, in comparison to those with average emotional quotient, attain more success in life and resolve problems dynamically. A person with low emotional quotient has feeble chances of success and faces emotional problems.

3. Mixed Model of Emotional Intelligence by Goleman (1995)

This model focuses on four major emotional intelligence constructs namely self-awareness, self-management, social awareness and relationship management. Self-awareness, the first construct, refers to the ability to gauge one's own emotions and identify their corresponding impact while taking decisions using feelings as guiding light. The second construct, self-management is adaptive in nature and facilitates the individual in a changing scenario as it stands for those abilities

which enable him/her in controlling his/her own impulsive tendencies and emotions. Social awareness, as the third construct of emotional intelligence, means those abilities that pertain to understanding, sense-making and response aspects of emotions in relation to some social networking, that is, in responding to others' emotions. The fourth construct of emotional intelligence, that is, relationship management underlines the ability of an individual in managing some conflict or resolving any dicey situation by encouraging, influencing and thus facilitating others to develop also. Each of these constructs of emotional intelligence entails assemblance of emotional competencies which are learned by the individual over time, that is, such competencies are not innate in nature. These competencies are organised as symbiotic groupings or coherent structure, that is, their organisation is not random and they mutually facilitate and enrich each other. The individual must perform in different situations and develop, on his/her part, by working on emotional competencies in achieving some extraordinary performance. Nature endows all with a general caliber of emotional intelligence which proves a determining factor with respect to abilities and potential of an individual in learning and developing emotional competencies over time. Table 3 illustrates the emotional competencies underlying in different emotional intelligence constructs.

Table 3**Emotional Intelligence Constructs and Corresponding Emotional Competencies**

S. No.	Emotional Intelligence Construct	Emotional Competency
1.	Self-awareness	self-confidence, precise self-assessment, self-awareness (at emotional level)
2.	Self-management	diligence, perseverance, leadership, self-control
3.	Social awareness	compassion, organisational awareness
4.	Relationship management	impact, clash control, command, synergy, alliance, communication, rapport-building

This model incorporates diverse personality variables and probable associates like happiness, self-esteem, etc.

THE IMPLICATIONS OF EMOTIONAL INTELLIGENCE

As emotional intelligence has relevance for education and on the other hand the traditional social set-up must grow to meet future challenges, so the students, as future citizens, need to be facilitated to grow as knowledgeable and responsible humans. To acknowledge this vision, the following section discusses some implications for students, as learners, and teachers as facilitators for the same.

1. Implications for Learners

Emotional intelligence as a skill helps learners to excel at schools in academics and in establishing better social relationships with peers. So, the learners need to be motivated to take responsibility for their formal learning and hence performance in examinations. Their exposure in a dynamic learning scenario, where

they may show stability in their social relationships and persistence in odd situations, may ease the situations. Under the guidance of teachers, some activities may be organised within class or schools so that learners feel free to assert themselves. The teachers must respect their assertion and if required confidentiality of the same may be maintained and a proper feedback should be given to them. By assigning tasks regarding some organisation of school activities, the learners should be trusted with zeal so that they may realise that teachers are concerned about them and nothing wrong will happen even if they commit some mistakes. Such practices, in the long run, may develop self-confidence among students. In case of argument/debate among themselves, if possible without teachers' interference, they may be given opportunity to resolve the matter amicably so that they learn to manage their emotions and support fellows to do the same.

2. Implications for Teachers

Schools, as an organisation, can foster emotional literacy, as a component of

school curriculum, where students may be provided an environment where they could learn to control and manage their emotions and hence develop empathy towards others. Teachers should not discriminate among students on any criteria/bases like their achievement or intelligence, etc., as it may lower their self-esteem. Schools may emerge as emotionally positive workplace for students. Due emphasis must be given on organising community functions pertaining to different religions, as such practices facilitate students to share common emotional platform where they feel happiness and develop a spirit to contribute. Teachers need to adopt positive attitude towards students

and their problems, and should regularly interact with them to probe, gauge or assess the students and their emotions.

Thus, linking emotions and intelligence together and harnessing the resultant for the optimum utilisation of human resources can pave the way for growth and development. Students of today are citizens of tomorrow so as a long-term goal, the spirit of communal harmony and educational practices at global level can materialise by proper addressal of the concept of emotional intelligence since very beginning in the life of an individual which with respect to age and stage are childhood and school respectively.

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