

EMOTIONAL INTELLIGENCE: AN EMPIRICAL WORK

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Abstract

We observe that the correlations between the different EI scale components are unequal. On one side, we find that the self-knowledge and social abilities variables are the ones that they have less relation with the rest of abilities, been the emotional use and empathy variables the ones that show more relation. So, the ability for been in a stage of permanent search and persistency in the execution of the aims facing always the problems and finding solutions that will define the emotional use variable, as well as, the ability to understand the needs feelings and problems of other people, be in the own skin of the others and responding correctly to the emotional reactions of the variable empathy, that will be the ones defining the construct of the emotional intelligence.



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EMOTIONAL INTELLIGENCE

The Emotional Intelligence (EI) concept is widely discussed and many authors are questioning the exiting relations between emotional intelligence and general intelligence understood as a general factor. With the aim of give an answer to the question we will proceed to analyse the existing relation between itself, the general intelligence and the different intelligences proposed by Gardner, with the aim of delimiting or not the different theory conceptions.

The correlations between the different abilities that define EI and the general intellectual quotient are very low and non significant, what confirms the studies done by Mayer and Salovey (1997).

We can also observe that the correlations between the different EI scale components are unequal. On one side, we find that the self-knowledge and social abilities variables are the ones that they have less relation with the rest of abilities, been the emotional use and empathy variables the ones that show more relation. So, the ability for been in a stage of permanent search and persistency in the execution of the aims facing always the problems and finding solutions that will define the emotional use variable, as well as, the ability to understand the needs feelings and problems of other people, be in the own skin of the others and responding correctly to the emotional reactions of the variable empathy, that will be the ones defining the construct of the emotional intelligence.

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In the other side, the relation between the EI and the multiple intelligences by Gardner is very low (with the exception of the existing relation between the emotional use variable and the logical mathematical intelligence). The Pearson's correlation indexes between the EI scale measures variables and the total marks of the multiple intelligences evaluation scales are very low.

This result confirms the idea that the intelligence is multifunctional and there are several intelligences independent one from each others (Stenberg 1985; Gardner 1983, 1999).

EMOTIONAL INTELLIGENCE CONCEPT

Since 1980 new theories of intelligence have been introduced and are gradually replacing the traditional theory. The whole child has become the centre of education not only his reasoning capacities, but also his creativity, emotions, and interpersonal skills. The Multiple Intelligences theory has been introduced by Howard Gardner (1983), and the Emotional Intelligence theory by BarOn (1985), Mayer and Salovey (1990) and Goleman (1995). IQ alone is no more the measure for success; it only counts for 20%, and the rest goes for Emotional and Social Intelligences, and luck (Goleman, 1995).

Emotional Intelligence: It is being able to monitor our own and others' feelings and emotions, to discriminate among them, and to use this to guide our thinking and actions (Salovey and Mayer, 1990). The emotionally intelligent person is skilled in four areas: Identifying, using, understanding, and regulating emotions (Mayer and Salovey, 1993). According to Goleman (1995) emotional intelligence consists of five components: Knowing our emotions (self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy), and handling relationships.

Achievement: it is refers to the student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post secondary years and working life (Steinberger, 1993); and also achievement is the quality and quantity of a student's work. This second definition is the one that more or less applies to this research, the former being too exhaustive. What we need here is the quality of the students' work; we need to calculate the mean of their overall grades during the first semester of the current year.

REUVEN BARON EQ MODEL

Although there are over 60 emotional intelligence inventories and assessments listed in Schutte and Malouff's 1999 book *Measuring Emotional Intelligence and Related Constructs*, and many non-peer reviewed tests for Emotional Intelligence (EI) or Emotional Quotient (EQ) are available now. But, we are going to explain some instruments used for educational research.

According to Dr. Reuven BarOn, Emotional Intelligence is defined as an array of no cognitive abilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures.

Based on 20 years of research by BarOn and completed by approximately 110,000 individuals worldwide. BarOn (1997) designed different tools to measure the Emotional Quotient:

BarOn EQ-i® self-report

It is the premier scientific measure of self-report social emotional intelligence. The BarOn EQ-i® assessment can be used when management or employee development initiatives are being considered or to assist in the recruiting or selection process. Research indicates that there is a strong correlation between emotional intelligence and job performance, making the BarOn EQ-i® assessment the ideal screening tool to aid in selecting potentially successful employees. You can create a profile of the top performers in your organization to determine what skills are the most valuable to your company in general and/or for particular job functions.

Self Report of Emotional Intelligence (EQ-360™)

While the EQ-i® self-report identifies the level of an individual's interpersonal functioning based on his or her responses, the EQ-360™ multilayer assessment probes further by having those who work closely with the client provide information as well. Combine external impressions of a client's emotional functioning with the client's self-report for a complete picture. The BarOn EQ-360™ assessment can also be used to follow up and measure progress where formal coaching has been employed as a development strategy.

Bar On Emotional Quotient-Inventory: Youth Version (EQ-i:YV)

As with the BarOn EQ-i® emotional intelligence assessment, the BarOn EQ assessment can be used to guide children 7 to 18 years old toward feeling more positive about themselves. Children who are better able to cope with stress, get along with others, and enjoy their lives become less impulsive and more successful problem solvers and adapters.

Development of these facets of emotional and interpersonal skills can significantly help optimize academic potential, interpersonal relationships, and ultimately, life success.

The BarOn-i:Youth Version 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).

The aim is to identify children whose emotional skills need improvement may lead to early intervention, which in turn can help circumvent problems with academic and interpersonal functioning. Such 'emotional training' can prepare children to better cope with environmental demands and increase their potential for success.

The EQ-i: YV is designed specifically for use with school-aged youths (ages 7-18). This multidimensional scale consists of 60 items and takes approximately 30 minutes to complete. It gives an overall EQ score as well as scores for the following 7 composite scales and 15 subscales that probe an individual's interpersonal and intrapersonal abilities, stress management, adaptability, and general mood (BarOn, 1997; BarOn and Parker, 2000).

A. Intrapersonal Scale

The subcomponents of the Intrapersonal EQ scale include Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization. The responses to items on the Total Intrapersonal composite scale are indicative of an individual who has good self-understanding and who is achieving well up to this point in his life.

Self-Regard The responses indicate reasonable self-regard and an adequate degree of self-respect and self-confidence.

Emotional Self-Awareness The responses suggest highly effective emotional self-awareness and indicate an individual who knows how his feelings and emotions impact on his own opinions, attitudes, and judgments.

Assertiveness. The responses indicate a reasonably good ability to express thoughts, feelings, and emotions.

Independence. The responses indicate an individual who is independent in his thinking and who also has a strong preference to act independently.

Self-Actualization. The results indicate an individual who feels reasonably content with his accomplishments and with his ongoing activities and roles.

B. Interpersonal Scale

This component of the Total EQ-i scale taps interpersonal capacity and functioning. The subcomponents of the Interpersonal scale include Empathy, Social Responsibility, and Interpersonal Relationship. Most interpersonal situations are handled well and with confidence. Most of the time, the opinions and attitudes of others are understood, and he has the ability to relate to people reasonably well. The score is reflective of someone who is usually responsible, dependable, and functions well in tasks involving making contact with others and cooperation.

Empathy. The responses indicate an individual who has a good awareness, understanding, and appreciation of the feelings of others most of the time.

Social Responsibility. The responses pertaining to the Social Responsibility scale indicate an individual who is cooperative and constructive. People who show social responsibility will be helpful when interacting with others and will actively contribute to the "community at large" (society, the corporation, team, etc.).

Interpersonal Relationship The responses portray an individual who has above average interpersonal skills. This is the scale that ties most directly to the ability to interact with others. Students who show abilities for interpersonal relationships are able to form agreeable relationships and alliances. This ability supports effective communication and the mutually beneficial exchanges of ideas, feelings, and information.

C. Adaptability Scales

This part of EQ-i is composed of the Reality Testing, Flexibility, and Problem Solving Scales and examines how successful one is in coping with environmental demands based on one's ability to effectively size up and deal with problematic situations. The Adaptability component is substantially higher than average.

Reality Testing. The results indicate an individual who has an enhanced ability to evaluate and grasp the correspondence between what he experiences (the "subjective") and the facts/reality (the "objective"). This type of person is often described as realistic, well grounded, and "tuned in" to what's going on around him/her. The results indicate a fairly typical ability to adjust emotions, thoughts, and behaviour in dynamic environments and changing conditions. Like most people, significant changes may be perceived as difficult, but most adjustments are handled adequately.

Flexibility. The results indicate a typical ability to adjust emotions, thoughts, and behaviour in dynamic environments and changing conditions.

Problem Solving The responses to this scale reflect an effective approach to resolving problems. Students who show some abilities to solve problems probably has a very deliberating style, and are good at defining problems as well as generating and implementing potentially effective solutions.

D. Stress Management Scale

The Stress Management component of EQ-i consists of the Stress Tolerance and Impulse Control Subscales. Both components of this composite scale are above average indicating a calm disposition, lack of impulsivity, and the ability to withstand stress.

Stress Tolerance The results of the Stress Tolerance scale indicate an enhanced ability to withstand adverse events and stressful situations. Students who show some stress tolerance are generally able to cope with stress actively and effectively. They are generally calm and rarely gets overly anxious or agitated even when under pressure.

Impulse Control The results indicate effective impulse control ability that suggests an individual who is able to resist or delay impulses, drives, and temptations to act. Students who show a reflexive thinking or control of their impulses are rarely impatient, rarely overreact, or lose control. Proper thought is given to decisions and actions helping to avoid careless or costly mistakes.

E. General Mood Scales

The subcomponents of this composite scale consist of the Optimism and Happiness subscales. These components of EQ-i:YV measure one's general feeling of contentment and overall outlook on life. High scores on these components indicate a positive outlook that can help bolster oneself and those around. The results indicate an effective use of optimism to help maintain a positive attitude. This characteristic is usually beneficial in handling difficult or stressful situations

Optimism. The results indicate an effective use of optimism to help maintain a positive attitude. This characteristic is usually beneficial in handling difficult or stressful situations.

Happiness The responses to this scale indicate a person who feels generally satisfied with life. Students who show happiness probably have a happy and pleasant disposition that will help maintain, or perhaps even promote, positive feelings in those around him. A positive atmosphere can help lift spirits and improve overall functioning/performance.

Contains two validity indicators--**The Positive Impression Scale**, which measures the extent to which an individual is trying to present himself or herself in an overly positive light

and **The Inconsistency Index**, which helps detect individuals who are responding haphazardly or in an inconsistent way.

This instrument can be used in clinical settings to assess an individual's general degree of emotional intelligence, potential for emotional health, and present psychological well-being, as well as to help establish clear therapeutic goals and evaluate the success of a therapy or intervention program.

It is ideal for use in educational settings to help school psychologists and professionals identify students whose inability to adequately cope with school demands could lead to dropping out of school and/or the development of emotional and behavioural problems.

MAYER AND SALOVEY EMOTIONAL INTELLIGENCE MODEL

Mayer et al, are the researchers who originated the term Emotional Intelligence, view EI as an array of abilities that can be measured by your ability to "read" emotions in faces, or in group interactions. The four branch model of emotional intelligence describes four areas of capacities or skills that collectively describe many of areas of emotional intelligence. More specifically, this model defines emotional intelligence as involving the abilities to: accurately perceive emotions in one self and others; use emotions to facilitate thinking; understand emotional meanings; and manage emotions. This four branch model represents what today has become called the ability model of emotional intelligence. It is a refinement of the first formal models and measures of emotional intelligence.

1. Emotional Perception and Expression.

Ability to identify emotion in one's physical and psychological states.

Ability to identify emotion in other people.

Ability to express emotions accurately and to express needs related to them.

Ability to discriminate between accurate and honest and inaccurate or dishonest feelings.

2. Emotional Facilitation of Thought (Using Emotional Intelligence)

Ability to redirect and prioritize thinking on the basis of associated feelings.

Ability to generate emotions to facilitate judgment and memory.

Ability to capitalize on mood changes to appreciate multiple points of view.

Ability to use emotional states to facilitate problem-solving and creativity.

3. Emotional Understanding

Ability to understand relationships among various emotions.

Ability to perceive the causes and consequences of emotions.

Ability to understand complex feelings, emotional blends, and contradictory states.

Ability to understand transitions among emotions.

4. Emotional Management

Ability to be open to feelings, both pleasant and unpleasant.

Ability to monitor and reflect on emotions.

Ability to engage, prolong, or detach from an emotional state.

Ability to manage emotions in oneself.

Ability to manage emotions in others.

Multifactor Emotional Intelligence Scale (MEIS)

The first comprehensive, theory-based battery for assessing emotional intelligence as a set of abilities was the Multifactor Emotional Intelligence Scale (MEIS, Mayer, Salovey and Caruso, 2002), which can be administered through interaction with a computer program or via pencil-and-paper (Mayer, Caruso, and Salovey, 1998, 1999). The MEIS comprises twelve ability measures that are divided into four branches, reflecting the model of emotional intelligence presented earlier: (a) perceiving and expressing emotions; (b) using emotions to facilitate thought and other cognitive activities; (c) understanding emotion; and (d) managing emotion in self and others (Mayer and Salovey, 1997). Branch one tasks measure emotional perception in faces, music, designs, and stories. The second branch measures synaesthesia judgments (e.g., "How hot is anger?") and feeling biases (translating felt emotions into judgments about people). Branch three examines the understanding of emotion. Sample questions include, "Optimism most closely combines which two emotions?" A participant should choose "pleasure and anticipation" over less specific alternatives such as "pleasure and joy." Branch four comprises two tests oriented to measure emotion management in the self and in others. The MSCEIT (Mayer Salovey and Caruso Emotional Intelligence Test) is also based on the four-branch model of emotional intelligence, but allows for the assessment of emotional intelligence in less time than the MEIS. Poorly worded items have been eliminated, and extensive normative data will be available.

Trait Meta-Mood Scale (TMMS)

The scale comprises 45 items oriented to assess emotional attention, clarity and repair emotions. It is a Likert scale and the participants rate (5 point) whether they disagree (1) to strongly agree (5) with each item. Higher scores reflect higher EI. Internal reliability is 0.86,

0.87 and 0.82 for emotional attention, clarity and repair emotions, respectively (Salovey et. al., 1995)

Mayer Salovey and Caruso Emotional Intelligence Test (MSCEIT)

It is composed by 141 items, endorsing one of five alternatives for different problems (1) happiness to (5) extreme happiness. The subscales are: perception, facilitation, understanding and regulation. Internal reliability for these scales respectively are 0.87, 0.76, 0.73, 0.82.

In summary, emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer and Salovey, 1997).

GOLEMAN AND THE EMOTIONAL COMPETENCE

In 1995 Daniel Goleman's best seller Emotional Intelligence was published. His book has caused many to rethink common, existing definitions of intelligence, and to focus on the more functional aspects of interpersonal and personal strengths commonly used by successful, happy people. EQ is not destiny - emotional intelligence is a different way of being smart. It includes knowing your feelings and using them to make good decisions; managing your feelings well; motivating yourself with zeal and persistence; maintaining hope in the face of frustration; exhibiting empathy and compassion; interacting smoothly; and managing your relationships effectively. Those emotional skills matter immensely - in marriage and families, in career and the workplace, for health and contentment. Goleman in 1995 agrees with Salovey's five main domains of Emotional Intelligence (EI):

1. Knowing one's emotions. Self-awareness, recognizing a feeling while it happens
2. Managing emotions: Handling feelings so that they are appropriate; realizing what is behind a feeling; finding ways to handle fears and anxieties, anger, and sadness.
3. Motivating oneself: Marshalling emotions in the service of a goal; emotional self control; delaying gratification and stifling impulses
4. Recognizing emotions in others: Empathy and social awareness.
5. Handling relationships. Skills in managing emotion in others.

Goleman views EI as a set of competencies that can be measured by his Emotional Competency Inventory (ECI). The ECI is a 360 feedback tool. The score is a reflection of feedback from your boss, your peers, and those who report to you at work. The ECI model has changes from the original model published in Daniel Goleman's book titled Working with Emotional Intelligence.