

Emotional Intelligence: The 21st century essential skill for better management of life.

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Abstract

Across the world, human being are now struggling to overcome with the problems of stress, fears, worries, anxieties, annoyance, anger, depression, resentment, irritability, guilt, grief etc. These are the part of a person's emotion which plays an important role in deciding a good physical health, mental well-being, positive social relationship, conflict resolutions, leadership and overall success in any field of endeavour. The emergence concept of Emotional intelligence (IE) create the platform at which cognition and emotion meet, that facilitates the capacity for resilience, motivation, decision making, empathy, reasoning, stress management, communication and the ability to read and navigate a plethora of social problems and conflicts. **Attempt has been made in this study to explore the concept emotional intelligence and its impact on various aspects of life management with special emphasis on Mayer and Salovey (1997) Model of Emotional Intelligence.**

Keywords- Emotional Intelligence, **Mayer and Salovey Model of Emotional Intelligence.**

I. Introduction

Emotional Intelligence can broadly be defined as the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth (Mayer and Salovey, 1997). Emotional Intelligence is the ability

of a person to unite emotions into thought, combine intuition and logic together or understanding 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 (Ahuja, 2017). It is the ability to be aware to understand and to express oneself; be aware of, to understand, and to relate to others; deal with strong emotions and control one's impulses; and adapt to change and to solve problems of a personal or a social nature (Bar-On, 1988).

High emotional intelligence develops in a person adaptability, creative responses to setbacks and obstacles, personal management, listening and verbal communication, confidence, motivation to work toward goals, a sense of wanting to develop one's career group and interpersonal effectiveness, cooperativeness and teamwork, skills in solving disagreements, effectiveness in the organization, leadership potential, social skills and various other competencies which is essential to lead a well balanced life. Its being widely believed that emotional and social competence is as important, or even more important, than traditional dimension of intellectual ability and personality (Goleman, 1995, 1998).

Emotional intelligence" was first used by in a doctoral dissertation by Wayne Payne. In 1987, an article published in *Mensa Magazine*, Keith Beasley uses the term "emotional quotient." Some suggest that this is the first published use of the phrase, although Reuven Bar-On claims to have used the term in an unpublished version of his graduate thesis. In 1990, psychologists Peter Salovey and John Mayer publish their landmark article, "Emotional Intelligence," in the journal *Imagination, Cognition, and Personality*. In 1995, the concept of emotional intelligence is popularized after the publication of psychologist and New York Times science writer Daniel Goleman's book *Emotional Intelligence: Why It Can Matter More Than IQ*.

II. Research studies on Impact of emotional intelligence on various aspects of life management.

The author attempted here to highlight the findings of different research studies conducted abroad and in India to explore how emotional intelligence affected various aspects of life of people.

It has been realized by many that for a balanced successful life, emotional intelligence is a pre requisite. Teachers with high emotional intelligence have quite high quality of life and the teachers with low emotional intelligence have less quality of life (Anjum and Swathi, 2017). Charles Darwin (1872) speculated that emotions must be the key to the survival of the fittest. Hence for an effective living it is not just intelligence but it may need to be coupled with emotions as well. Thus emotional intelligence plays an important role in the life of all individuals, be it in the work environment or in the personal life. EI accounts for about 80% of a person's success in life (Goleman 1995). EI is one of the important behavioural construct contributing to the performance (Goleman, 1995, 1998).

Emotional intelligence is an effective way to integrate, enhance and provide better work and family life(Gupta, 2016). Goodale, Hall, Burke and Joyner (1975) conducted studies in which they asked the respondents as how would they define the phrase 'Quality of life' and many said that "quality of life" means psychological well being, the work environment, realizing or working towards one's aim in life and the social environment provided other people.(Anjum and Swathi, 2017).

According to Bastia et al. (2005) People with higher emotional intelligence are more satisfied in their life and they perceived better problem solving and coping ability. Emotional Intelligence affects a variety of work behaviors, such as employee commitment (Carmel, 2003), job satisfaction (Bar-On, 1997), teamwork and leadership (Mayer et al., 1997; Sjöberg, 2001). Bhadouria (2017) conducted a study on "Role of Emotional Intelligence for Academic Achievement for Students" and found high positive correlation between emotional intelligence and academic achievement.

Emotional Intelligence should be a major criterion when it comes to promotion, performance and hiring of individuals (Goleman, 1998). Salovey and Mayer (1990) and Goleman (1995) argue that emotional intelligence provides the basis for the competencies that become the predictors of job performance. Also in line with research by Salovey and Mayer (1990), Goleman (1995) and Wolmarans (1998, 2001) suggests that emotional intelligence can be seen to be an important indicator of a person's ability to succeed in any field of endeavour.

Researchers provide excellent examples of the significance impact that emotional intelligence has in the business world. Salicru (2005) of the Applied Innovation Centre wrote in his journal article, *Emotional Intelligence and the Business Advantage* why emotional competence is important in the workplace. Salicru (2005) explains that

emotional competence is mainly applicable to leadership and management. Salucru (2005) also posits that a leader has the important role of encouraging and motivating others to perform in their jobs effectively and that successful leaders create trust quickly, are attentive listeners and manage conflict and influence those around them in a positive manner. Carmeli and Josman (2006) studied “The relationship among emotional intelligence, task performance, and organizational citizenship behaviours” and found positive connections between emotional intelligence and positive performance in the workplace. Researchers also found that three elements of EI (appraisal and expression of emotions, regulation of emotions, and utilization of emotions) were related to task performance in the workplace. Bardo (2008), in the article *How Emotional Intelligence Creates Effective Leaders*, posits that the most effective leadership and management styles work through emotions because studies have shown that a leader’s primary task should be to focus the drive of emotions in a direction which has positive impacts on motivation, strategy and productivity. Akintayo (2010) found that emotional intelligence workers can manage their work family role conflicts effectively in work organizations in Nigeria.

From the above studies, it may be concluded that, emotions plays a crucial role in every aspects of human life. Emotional intelligence is the need of the hour for a well balanced and satisfied life, high academic performance of students, better performance of employees at workplace, better interpersonal and intrapersonal relationship, creating a better leader, taking a good decision, stress management, conflict resolutions etc. High emotional intelligence leads to high quality of life.

III. The Mayer and Salovey Model of Emotional Intelligence

Mayer and Salovey (1997) proposed that EI was a cognitive ability which is separate but also associated to, general intelligence. This model consists of four different abilities (or branches) including; perception of emotion, emotional facilitation, understanding emotions, and management of emotions (Mayer & Salovey, 1997). These branches are ordered from basic to higher-order abilities which develop as an individual matures (Mayer & Salovey, 1997). The Mayer and Salovey (1997) model of emotional intelligence defines four discrete mental abilities that comprise emotional intelligence: (i) perception of emotion, (ii) use of emotion to facilitate thought, (iii) understanding of emotion, and (iv) management of emotion.

3.1 The first branch, **‘Perception of emotion’** includes the ability to identify and differentiate emotions in the self and others. A basic aspect of this ability is identifying emotions accurately in physical states (including bodily expressions) and thoughts.

This ability enables one to identify emotions in other people, works of art, and objects using cues such as sound, appearance, color, language, and behavior. Finally, appropriately expressing emotions and related needs represents more complex problem solving on this branch.

3.2 The second branch, **‘Use of emotion to facilitate thinking’** refers to harnessing emotions to facilitate cognitive activities such as reasoning, problem solving, and interpersonal communication.

A basic aspect of this ability is using emotions to prioritize thinking by directing attention to important information about the environment or other people. More advanced skills involve generating vivid emotions to aid judgment and memory processes, and generating moods to facilitate the consideration of multiple perspectives.

3.3 The third branch, **‘Understanding and analyzing emotions’** includes comprehension of the language and meaning of emotions and an understanding of the antecedents of emotions.

Basic skill in this area includes labelling emotions with accurate language as well as recognizing similarities and differences between emotion labels and emotions themselves. Interpreting meanings and origins of emotions (e.g., sadness can result from a loss, joy can follow from attaining a goal) and understanding complex feelings such as simultaneous moods or emotions (feeling both interested and bored), or blends of feelings (e.g., contempt as a combination of disgust and anger) represent more advanced levels of understanding emotion. Recognizing transitions between emotions (e.g., sadness may lead to despair which may lead to devastation) is an especially sophisticated component of this branch.

3.4 The fourth branch, **‘Management of emotions’** includes the ability to prevent, reduce, enhance, or modify an emotional response in oneself and others, as well as the ability to experience a range of emotions while making decisions about the appropriateness or usefulness of an emotion in a given situation.

Basic emotion regulation ability involves attending to and staying open to pleasant and unpleasant feelings, while more advanced ability involves engaging or detaching from an emotion depending on its perceived utility in a situation. Monitoring and reflecting on one's own emotions and those of others (e.g., processing whether the emotion is typical, acceptable, or influential) also represents more complex problem solving within this branch.

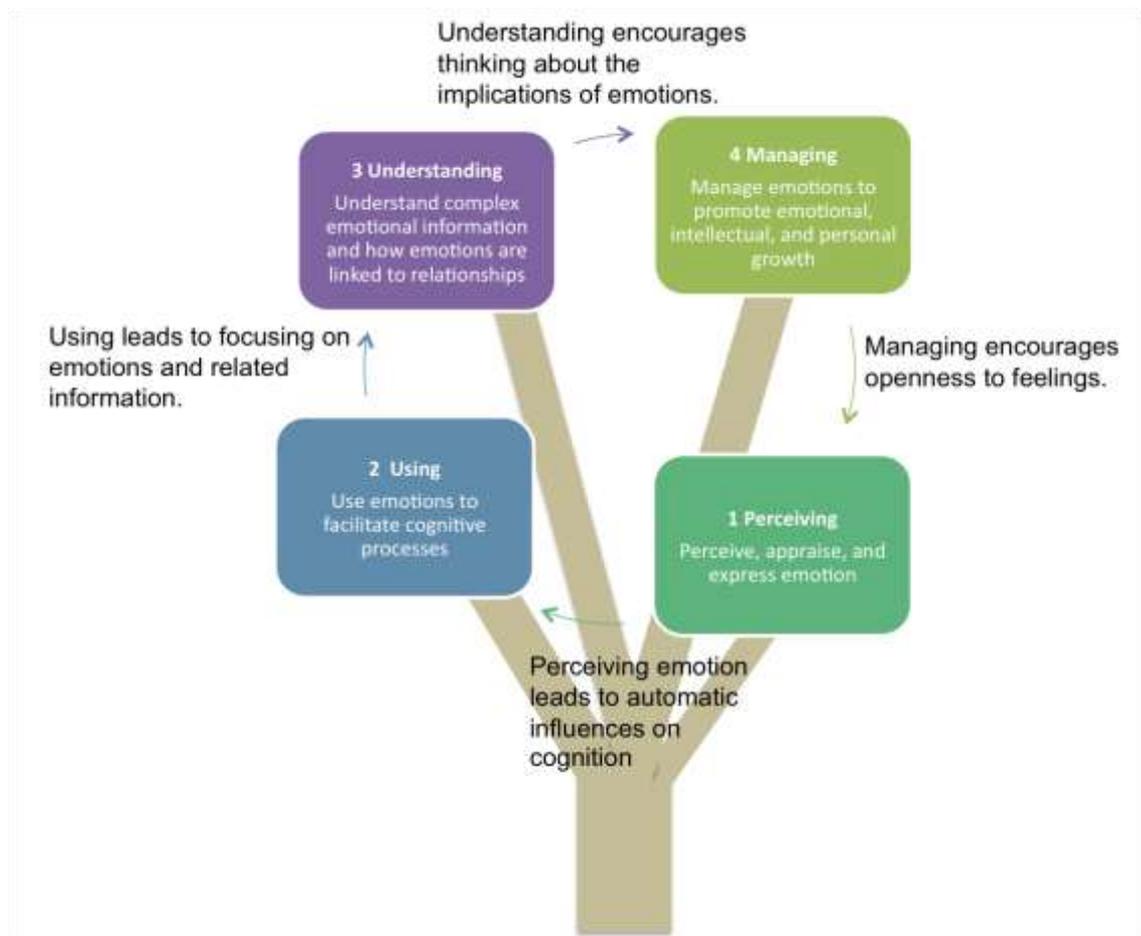


Fig.1: The Mayer and Salovey Model of Emotional Intelligence

Source: <http://positivepsychology.org.uk/emotional-intelligence-mayer-salovey-theory/>

IV. Implication Mayer and Salovey Model of Emotional Intelligence on different aspects of life.

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 themselves and to make conscious decisions based on emotion and rationale combined. Overall, it leads a person to self-actualization.

Conclusion

Emotional Intelligence unites emotions into thought which help us for balancing our emotions and taking wise decisions in any situation. By understanding other people's emotions and motives, it help us to relate well and cooperate with others in the workplace It encourages us to maintain satisfying personal relationships by managing and balancing our emotions. We respond to others with empathy and compassion. We resolve conflict more easily. Thus emotional intelligence is essential to live a well balanced lifestyle by personal and emotion management.

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