# CHAPTER II

## EMOTIONAL INTELLIGENCE

### A THEORETICAL OVERVIEW

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:1</td>
<td>INTRODUCTION</td>
</tr>
<tr>
<td>2:2</td>
<td>WHAT IS EMOTIONAL INTELLIGENCE</td>
</tr>
<tr>
<td>2:3</td>
<td>GOLEMAN AND EMOTIONAL INTELLIGENCE</td>
</tr>
<tr>
<td>2:4</td>
<td>CHARACTERISTICS OF EMOTIONAL INTELLIGENCE</td>
</tr>
<tr>
<td>2:5</td>
<td>COMPONENTS OF EMOTIONAL INTELLIGENCE</td>
</tr>
<tr>
<td>2:6</td>
<td>CORNER STONES OF EMOTIONAL INTELLIGENCE</td>
</tr>
<tr>
<td>2:7</td>
<td>DIFFERENCE BETWEEN EMOTIONAL INTELLIGENCE (EQ) AND GENERAL INTELLIGENCE (IQ)</td>
</tr>
<tr>
<td>2:8</td>
<td>THE RELATION BETWEEN EQ AND IQ</td>
</tr>
<tr>
<td>2:9</td>
<td>IMPORTANCE OF EMOTIONAL INTELLIGENCE</td>
</tr>
<tr>
<td>2:10</td>
<td>DEVELOPMENT OF HIGH EMOTIONAL INTELLIGENCE AMONG YUNGESTERS</td>
</tr>
<tr>
<td>2:11</td>
<td>EMOTIONAL LITERACY IN THE CONTEXT OF SCHOOL</td>
</tr>
<tr>
<td>2:12</td>
<td>IMPORTANCE OF KNOWING ABOUT ONE’S EMOTIONAL INTELLIGENCE</td>
</tr>
<tr>
<td>2:13</td>
<td>HOW TO HELP IN THE PROPER DEVELOPMENT OF EMOTIONAL INTELLIGENCE</td>
</tr>
<tr>
<td>2:14</td>
<td>ARGUMENTS AGAINST EQ</td>
</tr>
<tr>
<td>2:15</td>
<td>CONCLUSION</td>
</tr>
</tbody>
</table>
CHAPTER II
THEORETICAL OVERVIEW OF THE STUDY

2:1. INTRODUCTION

This chapter is intended to represent a theoretical overview of Emotional Intelligence. It will enrich the theoretical framework of the study. It represents the underpinnings of the study. Emotions play an important role in any society and reflect its strengths and weaknesses. Hence, it can be agreed with the prospect that emotions are acquired largely by observing things happening around us in the social environment and our reaction to the environment. The way one conducts one’s intrapersonal and interpersonal relationships reflects one’s Emotional Intelligence. Emotional competency, emotional maturity, and environment sensitivity contribute a common thread that continues to firm the emotional intelligence of a person.

Emotional Intelligence is a popular psychological concept that has captured to imagination of educationalists. There is no doubt that the concept has been over simplified, but its attraction lies perhaps in an implicit recognition of the limitations of current social and behavioral perspectives especially within school contexts. Enthusiasm and welcome readiness on the part of educators to acknowledge the centrality of feeling and emotion to many aspects of the educational process. New holistic and child-centered legislation and policy endorse and encourage this shift, particularly in emphasizing the importance of children’s views and their rights to self-expression. There are requirements to take into account more fully the child’s needs, wishes and developing personality.
2:2. **WHAT IS EMOTIONAL INTELLIGENCE**

Emotion has traditionally been identified as a category different from cognition or reasoning. Emotions are reactions consisting of physiological reactions, subjective cognitive states and expressive behaviours. Emotional intelligence is a type of social intelligence that involves the ability to monitor one’s own and others emotions, to discriminate among them and to use the information to guide one’s thinking and actions (Mayer and Salovey, 1993). The term “Emotional Intelligence” appears to have originated with Wayne Payne, but was popularized by Daniel Goleman.

2:2:1 **Academic Definition and History of the Term “Emotional Intelligence”**

Emotional Intelligence is measured as an Emotional Intelligence Quotient or EQ and it denotes an ability, capacity, or skill to perceive, assess, and manage the emotions of one’s self, or others. However, being a relatively new area, the definition of Emotional Intelligence is still in a state of flux.

The term “Emotional Quotient” seems to have originated in an article by Keith Beasley developed a test measuring emotional quotient, called the Emotional Quotient Inventory (EQi). There are numerous other assessments of Emotional Intelligence each advocating different models and measures. The leading research on the concept originated with Peter Salovey and John Jack Mayer starting in the late 1980s. Mayer and Salovey continued to research the concept, and created an Emotional Intelligence test called the MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test).

In Goleman’s book he collected a lot of interesting information on the brain, emotion, and behavior. Goleman offered very few of his own ideas, though he did
share a few of his personal prejudices and beliefs. Mostly what he did was to collect
the work of many others, organize it, and dramatize it. Goleman seems to have
ignored the actual research on Emotional Intelligence and moved even further from
scientific truth. This, however, does not seem to have stopped his popularity as a
speaker and consultant, and most people still believe that his version of Emotional
Intelligence is the correct one. So many people have now taken hold of his version
of Emotional Intelligence.

Validity to the concept of Emotional Intelligence as Mayer and Salovey are
attempting to establish it, Goleman has unfortunately made wildly exaggerated and
premature claims about what it is and what it means. After writing his 1995 book,
for example, Goleman found out those business managers were willing to pay big
for his ideas. Goleman capitalized on this. He quit his job writing for the New York
Times, and started his own consulting practice and a “consortium”, both of which
cater to multi-national corporations. So in 1995 the book “Emotional Intelligence”
was published.

Mayer and Salovey, though, have been very cautious about making claims as
to what Emotional Intelligence means on a practical level and what it might predict
in terms of “success”, “happiness” or the “Ideal” member of society. Here the
investigator will discuss only the definition of Emotional Intelligence as proposed
by Mayer, Salovey and their recent colleague David Caruso (MSC). (Referred to
below as MSC).

MSC suggest that EI is a true form of intelligence which has not been
scientifically measured until they began their research work. One definition they
propose is “the ability to process emotional information, particularly as it involves
the perception, assimilation, understanding, and management of emotion”. Elsewhere they go into more detail, explaining that it consists of these “four branches of mental ability”:

1. Emotional identification, perception and expression
2. Emotional facilitation of thought
3. Emotional understanding
4. Emotional management.

In a February, 2004 radio interview, David Caruso said they defined Emotional Intelligence as the ability to:

1. Accurately identify emotions
2. Use emotions to help your thoughts?
3. Understand what causes emotions
4. Manage to stay open to these emotions in order to capture the wisdom of our feelings.

In one publication they describe these areas as follows:

- The first, Emotional Perception, involves such abilities as identifying emotions in faces, music, and stories.

- The second, Emotional Facilitation of Thought, involves such abilities as relating emotions to other mental sensations such as taste and color (relations that might be employed in artwork), and using emotion in reasoning and problem solving. (Also: “integrating emotions in thought”, Mayer and Cobb)
• The third area, Emotional Understanding involves solving emotional problems such as knowing which emotions are similar, or opposites, and what relations they convey.

• The fourth area, Emotional Management involves understanding the implications of social acts on emotions and the regulation of emotion in self and others.

2.2.2. DEFINING EMOTIONAL INTELLIGENCE

Emotional Intelligence is a relatively new concept in the field of social sciences and is still undergoing definition and redefinition in an attempt to fully understand this concept. The idea that emotional function affects cognition is a very old idea. Plato wrote, “all learning has an emotional base”. However, in the field of human science, although recognized as important, emotions were not always at the centre of scientific investigations until more recently. In psychology, a greater emphasis was placed on the rational cognitive functioning of abstract linguistic and mathematical skills. Over the last few decades this has changed to an increasing recognition of wider aspects of language. However, Gardner (1983) broadened this concept of intelligence from the narrow set of skills that were measured by IQ, the traditional concept of intelligence.

For developing as an emotionally intelligent individual, one must develop the ability of:-
1. **Emotional self awareness:**

   Emotional self awareness means an improvement in the ability to recognize and name one’s own emotions. If the person emotionally self aware, he is able too understand the causes of feelings. He can recognize the differences between feelings and actions.

2. **Managing Emotions:**

   It includes various factors like better frustration, tolerance and anger management, fewer verbal putdown, fights and disruptions, fewer suspensions and expulsions, less aggressive or self destructive between more positive feelings about family and society, better handling stress, less loneliness and social anxiety.

3. **Handling Emotion Productively:**

   The productive handling of emotions include the persons beings more responsible, better able to focus on the task at hand and pay attention, less impulsive, more self control, self confident.

4. **Recognizing Emotions in others:**

   It is suggested that an emotionally intelligent person can recognize the emotions in other people. It is better able to take another person’s perspective, improved empathy and sensitivity to others feelings, better listening to others.

5. **Motivating Oneself:**

   Channeling emotions are achieving goal, emotional self control, delaying gratifications and satisfying skills and adaptability. The distinction between intelligence and knowledge in the area of cognition (i.e. IQ) is very clear, where generally, psychological research demonstrates that IQ is a reliable measure of cognitive capacity, and is stable over time. Current definitions of EQ are
inconsistent about what it measures: some say that EQ is dynamic; it can be learned or increased; where as others (such as Mayers) say that EQ is stable, and cannot be increased. Mayer’s is consistent with cognition-based definitions of intelligence and knowledge, stating that “Emotional Intelligence is unlikely to be any more easily raised than general intelligence,” but “emotional knowledge can be increased……fairly easily”. Under Mayer’s definition, emotional knowledge would be the level of perception and assessment that an individual has of their emotions at any given moment in time.

2:2:3. Adaptation of Mayer and Salovey’s Definition

1. Emotional identification, perception and expression

   - The ability to perceive and identify emotions in facial expression, tone of voice, body language.
   - The capacity for self-awareness; being aware of your own feelings as they are occurring
   - The capacity for emotional literacy; being able to label specific feelings in yourself and others; being able to discuss emotions and communicate clearly and directly.

2. Emotional facilitation of thought

   - The ability to incorporate feelings into analysis, reasoning, problem solving and decision making.
   - The potential of your feelings to guide you to what is important to think about.
3. Emotional understanding

- The ability to solve emotional problems.

- The ability to identify and understand the inter-relationships between emotions, thoughts and behavior. For example, to see cause and effect relationships such as how thoughts can affect emotions or how emotions can affect thoughts, and how your emotions can lead to the behavior in yourself and others.

- The ability to understand the value of emotions to the survival of the species.

4. Emotional management

- The ability to take responsibility for one’s own emotions and happiness

- The ability to turn negative emotions into positive learning and growing opportunities.

- The ability to help others identify and benefit from their emotions.

2:2:4. Mayer and Salovey Model

i. Perceiving and identifying emotions:

   The ability to recognize how you and those around you are feeling.

ii. Assimilating and using Emotions:

   The ability to generate emotion, and then reason with these emotions.

iii. Understanding Emotions:

   The ability to understand complex emotions and emotional ‘chains’, how emotional transition from one stage to another.
iv. Managing emotions:

The ability which allows you to manage emotions in yourself and in others.

2:2:5. Identification of Four Branches of EI

In a 1997 publication Mayer and Salovey listed these branches as follows and offered a detailed chart reflecting their thoughts. In that article they say that the branches in the chart are “arranged from more basic psychological processes to higher, more psychologically integrated processes. For example, the lowest level branch concerns the (relatively) simple abilities of perceiving and expressing emotion. In contrast, the highest level branch concerns the conscious, reflective regulation of emotion.” They add that abilities that emerge relatively early in development are to the left of a given branches; later developing abilities are to the right. And they also say that, “people high in Emotional Intelligence are expected to progress more quickly through the abilities designated and to master more of them.”

The four branches of EI:

1. Perception Appraisal and Expression of Emotion

2. Emotional Facilitation of thinking


4. Reflective Regulation of Emotions to promote Emotional and Intellectual Growth.

1. Perception, Appraisal and Expression of Emotion

1. Ability to identify emotion in ones physical states, feelings, and thoughts.
2. Ability to identify emotions in other people, designs, artwork, etc, through language, sound, appearance, and behavior.

3. Ability to express emotions accurately and to express needs related to those feelings.

4. Ability to discriminate between accurate and inaccurate, or honest vs. dishonest expressions of feelings.

2. Emotional Facilitation of Thinking
   1. Emotions prioritize thinking by directing attention to important information.
   2. Emotions are sufficiently vivid and available that they can be generated as aids to judgment and memory concerning feelings.
   3. Emotional mood swings change the individual’s perspectives from optimistic to pessimistic, encouraging consideration of multiple points of view.
   4. Emotional states differently encourage specific problem-solving approaches such as when happiness facilitates inductive reasoning and creativity.

3. Understanding and Analysing Emotions; Employing Emotional Knowledge
   1. Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving.
   2. Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss.
   3. Ability to understand complex feelings: simultaneous feelings of love and hate or blends such as awe, a combination of fear and surprise.
4. Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction or from anger to shame.

4. **Reflective Regulation of Emotion to Promote Emotional and Intellectual Growth**

1. Ability to stay open to feelings, both those that are pleasant and those that are unpleasant.

2. Ability to reflectively engage or detach from an emotion depending upon its judgement formative or utility.

3. Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential or reasonable they are.

4. Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey.

The word “ability” itself can have four meanings. Firstly, it can mean potential, yet undeveloped ability. It can mean potential which has been developed into something which can be demonstrated, measured or tested. At present it is impossible to measure pure potential, thus the MSC test (MEIS and MSCEIT) focus on only the second form of ability.

Secondly, their definition and the way they discuss EI in their writing ignores the fact that a child can start out with high innate Emotional Intelligence and then be emotionally damaged.

Thirdly, EI emphasize that an emotionally intelligent person is capable of mastering an extensive vocabulary of feeling words. By mastering means the ability
not only to perceive an extensive range of feeling in oneself and others, but also to quickly assign the most specific label to the feeling, for example, in conversation with others or in self-reflection. In some of the writing MSC do include the ability to express emotion as part of their first branch of EI, but they seem to limit their test to only a few emotions compared with the much broader available scope of feeling words which are available in the English language.

Fourthly, in the section on emotional understanding much of this is probably better called knowledge of emotions, rather than an aspect of Emotional Intelligence itself. Knowledge can be taught but intelligence represents potential before any learning has taken place. Of course, if one is more intelligent, emotionally or otherwise, this learning takes place faster and can go further.

2:3. GOLEMAN AND EMOTIONAL INTELLIGENCE

Daniel Goleman popularized his view of Emotional Intelligence in the 1995 best-selling book: Emotional Intelligence: Why it can matter more than IQ. Goleman generalized Mayer/Salovey research and adopted it to general public audience. In doing so, he altered the meaning of the term and added claims that original theory never made. Goleman drew together research in neurophysiology, psychology and cognitive science. Much of his book is based on Mayer and Salovey’s original 1990 article. However, he modified Emotional Intelligence as conceived by Mayer and Salovey with other observations based on other scientific findings, including..........

• A part of the human brain called the amygdale or reptilian brain (because it has similar functions to those of reptiles) does most of the processing of human emotional responses. These responses mostly occur automatically, as
in the case of the familiar flight- or-attack response triggered by threatening situations. Humans have evolved in such a way that a neural hijack takes place that provides a quick answer to life’s critical situations. This hijacking is said to happen because of raised stress levels (which affect heart rate, blood pressure, hearing problems, eye conditions, muscle tension, cholesterol levels and hormone secretion) causing the brain to start reacting to sensory information rather than concentrating on and understanding it order to make conscious decisions.

- In humans, the reptilian brain has links with the neocortex, which can accordingly exert some control over the largely automatic responses of the reptilian brain.

- The amount of control has a genetic component; yet one can learn to control emotions to a certain degree. Most people do learn this at some point. Further, it is possible to hone the skill, achieving greater abilities to manage emotions. Therefore, Goleman believes that Emotional Intelligence is learnable.

- Goleman points out there are not a strong correlation between the Intelligence Quotient (IQ) and success in life. While popular opinion is that IQ predicts success, there is little conclusive evidence. There is research showing IQ is linked to completion of high school, attainment of higher education, avoidance of dependence on welfare, avoidance of criminal conviction, there is not proof that IQ predicts these outcomes. In 1995 Goleman asserted that EQ is the missing link; in the last10 years researchers
have found that Emotional Intelligence is an important predictor of grades, promotions, health, and relationship quality.

Goleman popularized definition of Emotional Intelligence at first displaced the more careful scientific definition of Mayer and Salovey in the public imagination. However, recent interest has turned back, in part, toward Mayer and Salovey’s definition, providing a compelling case for their conception. Nevertheless, Goleman brought attention to the fact that emotions play a crucial role in everyday life, and that so-called “normal” people can enhance their emotional competency. Many other books on Emotional Intelligence have appeared in the train of Goleman’s work.

2:3:1. GOLEMAN’S FIVE EMOTIONAL COMPETENCIES

Goleman divides Emotional Intelligence into the following five emotional competencies:

1. The ability to identify and name one’s emotional states and to understand the link between emotions, thought and action.

2. The capacity to manage one’s emotional states- to control emotions or to shift undesirable emotional states to more adequate ones.

3. The ability to enter into emotional states (at will) associated with a drive to achieve and be successful.

4. The capacity to read, be sensitive to, and influence other people’s emotions.

5. The ability to enter and sustain satisfactory interpersonal relationships.

In Goleman’s view, these emotional competencies build on each other in a hierarchy. At the bottom of his hierarchy “1” is the ability to identify ones
emotional state. Some knowledge of “competency 1” is needed to move to the next competency. Likewise, knowledge and/or skill in the first three competencies are needed to read and influence positively other people’s emotions (“competency 4”). The first four competencies lead to increased ability to enter and sustain and good relationships (“competency 5”).

2:3:2. Measures of Emotional Intelligence

Some researchers believe EI is a cognitive ability just as is IQ (e.g., Mayer & Salovey, 2000), while others believe it is a combination of perceived abilities and traits (e.g., Schutte et.al. 1998; Bar-on, 1997). These opposing views have inspired two separate domains of inventories—ability based measures, which focus on maximal performance, mixed–model measures, which focus on typical performance (Mayer, Salovey & Caruso, 2000; Petrides & Furnham, 2000). Maximal performance is an indication of the best cognitive performance a test-taker can achieve on a test, while typical performance indicates a test-taker’s performance under ordinary test conditions (Dennis, Sternberg, & Beatty, 2000).

i. Ability–Based Measures of EI

The MSCEIT measure is an “objective” measure of EI involving a series of emotion-based problem solving items with relatively low face-validity, of which the answers have been deemed correct by consensus. The MSCEIT purports to measure Emotional Intelligence across the following domains:

- Experimental Area
  1. Perceiving Emotions Branch
  2. Facilitating Thinking Branch
• Strategic Area

1. Understanding Emotional Meaning Branch

2. Managing Emotions Branch

ii. SELF- REPORT MEASURES OF EI

There are many self-report measures on the market, some are simple quizzes, and others are psychometrically valid tools. Six Seconds EQ Network, an international non-profit organization researching Emotional Intelligence since 1997, provides this comparison of assessments. One of the most widely used self-report measures is the EQi, created by Reuven Bar-On and published by Multi-Health Systems, the publisher of the MSCEIT. Other assessments include the EQ Map, the Six Seconds Emotional Intelligence Assessment, the Emotional Competence Inventory, and the Ei360.

A recent introductory assessment by Bradberry and Greaves, based on the work of Goleman, give the following four areas as significant for measuring emotional knowledge. Their test, The Emotional Intelligence Appraisal is a self-administered, online assessment that is included in their book “The Emotional Intelligence Quickbook”.

• Personal competence, including:

  i. Self-awareness: Only when somebody is aware of their strengths and weakness can they maximize their potential.

  ii. Self-management: Using awareness of your emotions to manage your responses to different situations and people.
• Social competence, including:

i. Social awareness: Understanding the perspectives of other people including their motivations, their emotions, and the meaning of what they do and say.

ii. Relationship management: Using awareness of one's own emotions and the emotions of others to manage relationships to successful outcome.

Self-report EI measures, much like personality measures, are comprised of highly face-valid items. This may make understanding what test items are “really asking” routinely easy, and could expose the inventories to a phenomena known as “faking good”. More formally termed socially desirable responding (SDR), “faking good” is defined as a response pattern where test-takers systematically represent themselves with an excessive positive bias. This bias has long been known to contaminate responses on personality inventories, and act as a mediator of the relationship between self-report measures. It has been suggested that responding in a desirable way is a response set, which is a situational and temporary response pattern. This is contrasted with a response style, which is a more long-term trait-like quality. Considering the contexts certain self-report EI inventories are used in (employment settings), the problems of response sets in high-stakes scenarios become clear. Highlighting the extent to which response biases are considered a confound to accurate personality measurement, some researchers even believe it is necessary to warn test-takers not to fake good before taking a personality test. The inherent similarities between personality testing and self-report EI testing (both are self-report, both measure traits, and both are said to coverage moderately-to-highly), it may be reasonable to assert that socially desirable responding has the capacity to contaminate responses on self report EI measures specifically, should self-report EI
measures be largely contaminated by SDR, their construct validity may be compromised.

2:3:3. Skills of Emotional Intelligence

The most direct way to describe what you will see if a person is exhibiting a high level of the basic components of EI. The person will show these skills:

1. **Self-awareness**-The person recognizes his or her emotions and the causes of same. In effect, he or she is an observer of self who can then make clearer or more informed decisions about personal action.

2. **Self-regulation**-The person, armed with self-awareness, controls his or her actions carefully rather than just reacting to a situation solely on the basis of impulse generated by an emotion- generating event (this is not a matter of denying or hiding emotions but rather of not being ruled by emotions).

3. **Self-motivation**-When something goes wrong, the high EI person does not ask “what is wrong with me or us?” He or she asks “what can I (or we) fix?”

4. **Empathy**- The person exhibits interest and an ability in recognizing the feelings of others. Empathy gives one the ability to “walk in the other persons shoes”.

5. **Effective relationships**-Using the previously listed four skills, the person communicate with others in a way that addresses their as well as his or her needs. The emphasis is on solving problems together, not unnecessary confrontation. The high EI person communicates with a constructive goal in mind.

6. **Managing emotions**-It is important to realize what is behind feelings. Beliefs have a fundamental effect on the ability to act and on how things are done. Many
people continually give themselves negative messages. Hope can be a useful asset. In addition, finding ways to deal with anger, fear, anxiety and sadness is essential: learning how to soothe oneself when upset, for e.g., understanding what happens when emotions get the upper hand and how to gain time to judge if what is about to be said or done in the heart of the moment is really the best thing to do. Being able to channel emotions to a positive end is a key aptitude.

7. **Communicating** – Developing quality relationships has a very positive effect on all involved. What feelings are being communicated to others? Enthusiasm and optimism are contagious as are pessimism and negativity. Being able to express personal concerns without anger or passivity is a key asset.

8. **Co-operation** – Knowing how and when to take the lead and when to follow is essential for effective co-operation. Effective leadership is not built on domination but the art of helping people work together on common goals. Recognizing the value of the contribution of others and encouraging their participation can often do more good than giving orders or complaining. At the same time, there is a need to take responsibilities and recognize the consequences of decisions and acts and follow through on commitments.

9. **Resolving conflicts** – In resolving conflicts there is a need to understand the mechanisms at work. People in conflict are generally locked in to a self perpetuating emotional spiral in which the declared subject of conflict is really the key issue. Much of the resolution of conflicts calls on using the other emotional skills mentioned here. Of course, the opposite of high EI is not difficult to recognize. If you are exposed to a co-worker who is highly emotional, quick to act on his or her emotions and has a little or no sensitivity to
the feelings of others; that co-workers communications often tend to hurt or antagonize others. As more and more companies perceive their dependence on good teaming among employees and on earning the goodwill of customers who will not tolerate rudeness, these companies are both seeking workers with high EI and implementing training to improve the emotional intelligence skills of existing Emotional Intelligence skills of existing employees.

2:4. CHARACTERISTICS OF EMOTIONAL INTELLIGENCE

The general characteristics of EI are:

- It is non-cognitive and non-physical capacity of the organism
- It is an internal or psychological process, which motivates the organism to perform its activities properly
- It is nurturable.
- It energizes the organism to accomplish the required task.
- Level of Emotional Intelligence is neither genetically fixed nor does it develop only in early childhood and develop throughout life.

2:4:1. Characteristics of Students with High EQ.

1. Emotional self-awareness

   - Improvements in recognizing and naming one’s own emotions.
   - It helps the individual to understand the course of one’s own feelings.
   - Recognizing the difference between feelings and actions.

2. Managing Emotions

   - Better frustration tolerance and anger management.
Fewer fights and classroom disruptions.

Better able to express anger appropriately without fighting.

Fewer suspensions and expulsions.

Less aggressive or self-destructive behavior.

More positive feelings about self, school and family.

Better handling stress.

Less loneliness and social anxiety.

3. **Harnessing Emotions productively**

   More responsible.

   Better able to focus on the task at hand and pay attention.

   Less impulsive, more self-control.

   Improved score on achievement test.

4. **Empathy**

   Better able to take another persons perspective.

   Improved empathy and sensitivity to others feelings.

   Better at listening to others.

5. **Handling relationship**

   Increased ability to analyses and understand relationship.

   Better at resolving conflicts and negotiating disagreements.

   Better solving problems in relationships.

   More assertive and skilled at communicating.
More popular and outgoing, friendly and involved with fears.

More concerned and considerate.

More pro-social and harmonious in groups.

More sharing, co-operation and helpfulness.

More democratic and dealing with others.

2:4:2. Nurturing Of EQ

As EQ is non-cognitive and non-physical capacity of the organism it can be, nurtured by upgrading emotional skills. It is something that have learned from the own experiences and practices. In this direction the study of Salovey and Mayer (1990) found that EQ developed with increasing age and experiences as a person progressed from childhood to adulthood. Emotionally intelligent parents are still a sense of security and acceptance in their children. They are also able to provide healthy emotional environment for their children, enabling them to acquire the positive traits such as confidence, co-cooperativeness, self-control and capacity to communicate, hence adding to their all-round development. In the childhood stage within the home and outside, the parents and elders of children play important roles to understand their children’s emotions, by providing adequate guidance in recognizing and nurturing Emotional Intelligence.

In the school, colleges, and /or universities the teacher may lead to improve EQ among the students by providing adequate environment activity based examples and illustrations in the class. The teacher should acknowledge, accept and empathized with the feelings of their students. They should create the salubrious environment for the students so as they will be able to identify and label their
feelings in a positive way and direct them to think of all possible solutions of their own way. In work place and elsewhere with the improvement of inter-personal relationship among students and/or persons who are related to that work or situation, EQ can be nurtured by them. In adolescence stage to avoid loneliness, lack of concentration, being stubborn, drug abuse, feeling unloved and many more problems, Emotional Intelligence concept should be introduced in all levels of educational system.

2:4:3. Emotional Intelligence and Personality

Emotional Intelligence helps us to explain how personality and people function. The goal of personality is to be connecting parts of the mind to life outcomes. Psychology can be divided into four primary parts and these four parts too can be divided and sub divided, so that one can see where the proposal parts of Emotional Intelligence such as persistence, optimism, political savvy and self control fall within the personality psychology. The four primary parts of personality are,

a) Energy lattice which include an individual’s motives and emotions.

b) ‘The knowledge works’ which contains information about the self and the world required for the individual to function, including diverse area of knowledge.

c) ‘Role- Play’ which forms and enacts plans about how to interact socially.

d) ‘Executive consciousness’ which in turn contains a person’s consciousness, awareness, consciously managing and regulating the other parts of personality.
The first proposed part of Emotional Intelligence such as persistence and zeal are the properties that primarily describe the energy lattice and its capacity to direct the individual to face obstacles. The second part of Emotional Intelligence is optimism a way of envisioning the world that is embedded in an individual’s knowledge works. Political savvy is a skill associated with the individuals role play. Finally self control involves the process of the conscious executive, which is essential to get along in life. Hence emotional is a part of the broader personality system and explain the part of personality, which influence Emotional Intelligence.

2:5. COMPONENTS OF EMOTIONAL INTELLIGENCE

Emotional Intelligence includes traits like self-awareness social reactness the ability to delay gratification, to be optimistic in the phase of adversity, to channels strong emotions and to show empathy towards others. Goleman identifies the five elements as the components of Emotional Intelligence: Self-awareness, self-regulation, motivation, empathy and social skills.

2:5:1. SELF-AWARENESS

Self-awareness knows one’s internal states, preferences, resources, intuitions etc. It indicates the ability to recognize, understand and accept one’s own moods, emotions, drives, strengths and short comings as well as to see how these affect other people. According to Goleman, self-awareness includes the following three important steps:

- Emotional awareness: It means recognizing one’s emotions and becoming aware of how their feelings and emotions affect their as well as other’s performance.
• Accurate self-assessment: It refers to a candid sense of one’s personal strengths and weakness. One becomes aware on one’s blind spots and able to finds the roads to improvement. Persons with this ability are clear, reflective, and eager to learn from experience, show interest for self development.

• Self-confidence: Knowing about oneself gives one’s confidence: These people are decisive, assertive and have a strong sense of one’s self worth.

2:5:2. Self-Regulation

Self regulation refers to managing and handing impulses, distressing feelings and upsets rather than denying or repressing these feelings. It helps in staying compose, focused, calm and helps think clearly even under pressure. Self regulation has five steps.

• Self-Control: In Buddha’s view self-control is the secret of happiness. Self-controlled persons can manage their emotions effectively and face defeat and success with equanimity.

• Trust-worthiness: It means displaying honesty and integrity. These are credible, take responsibility for their actions and their principles.

• Conscientiousness: It involves commitment. They fulfill their obligations make attempts to keep their promises.

• Adaptability: It deals with flexibility in handling challenges and changes. They can choose and smoothly handle situations and their responses to the circumstances are so effective.
• Innovation: It implies to novel ideas, approaches and new information. Their perspective is very wide which helps them in coming up with original solution to problems.

2:5:3. Motivation

Motivation helps in the achievement of goals. It provides the drive and real to share our thoughts and actions. Three important motivational competencies are as follows:

- Achievement drive: It refers to striving to improve or meet a standard of excellence. They are result-oriented.

- Commitment: It refers to aligning oneself, identifying oneself with the goals of group or organization.

- Initiative and optimism: People with emotional balance take a lot of initiatives and they are generally optimistic. They have the ability to seize opportunities, mobilize others to get things done, pursue goals in the face of obstacles, be flexible to get the jobs done, and see the positive side of things. Their optimistic view encourages others.

2:5:4. EMPATHY

Emotionally balanced people are generally empathetic and not sympathetic. Empathy includes the following:

- Understanding others: The person tries to understand others by trying to know his feelings and showing interest in his welfare. They are very sensitive.
• **Service orientation:** It means reorienting the service aspects by anticipating, recognizing and meeting the consumer’s need.

• **Leveraging diversity:** It means being sensitive to group differences and relate to people according to their background. They created environment in which diverse people can survive.

• **Developing others:** They recognize other’s strength and accomplishments and help them in developing their personality.

• **Political awareness:** It means reading a group’s emotional currents and power relationships.

### 2:5:5. SOCIAL SKILLS

Social skill is an ability to build rapport with various sections of society and create network of people. It includes the following competences.

**Influence:** influence is the effective tactic for persuasion. These people are skilled at winning people over and build consensus and support.

**Conflict management:** It helps to handle difficult people and tense situation with tact and encourage debate and open discussion.

**Leadership:** Emotionally balanced leader is person-oriented, inspires members for a shared vision mission.

**Change Catalyst:** Change catalyst is initiating and managing change. They recognize the need for change, challenge in the statuesque and champion the change.

**Communication:** It has a significant place in Emotional Intelligence. It means listening openly, sharing of information receptive to other’s views.
We can combine all the components given by Salovey and Mayer (1990) and Wagner and Sternberg on Emotional Intelligence. The combination of all the components of Emotional Intelligence is diagrammatically presented in the following figure.

Diagrammatic presentation of the components of EI.

2:6. CORNER STONES OF EMOTIONAL INTELLIGENCE

Cooper and Sawaf suggest that there are four corner stones of Emotional Intelligence: they are Emotional literacy, Emotional fitness and Emotional Alchemy and Emotional Depth

2:7. DIFFERENCE BETWEEN EMOTIONAL INTELLIGENCE (EQ) AND GENERAL INTELLIGENCE (IQ)

Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally and to do effectively with his environment. Where as Emotional Intelligence is the capacity or ability to understand one’s own emotions, the emotions of other and act appropriately based on these emotions? IQ refers to the cognitive aspect of the organism. To measure IQ, there is a specific
mathematical formula, i.e.; M.A/C.Ax100. But there is no specific mathematical formula like general intelligence to find out the level of Emotional Intelligence till today, since EQ delineates to the non-cognitive and non-physical aspects of the organism.

Emotional Intelligence is nurturable and general intelligence is inherited and not nurturable. Level of general intelligence is genetically fixed, where as Emotional Intelligence neither is genetically fixed now does it develops only early child hood and develop through out life.

Our post research evidences suggest that “Emotional Intelligence” can be more powerful than intelligent quotient. When IQ defines how smart a person is? In the mean time Emotional Intelligence defines how well a person use what smart he is?

According to Goleman, IQ accounts for only about 20% of a person’s success in life. The remaining 80% depend largely on person’s Emotional Intelligence i.e., EQ.

**2:8. THE RELATION BETWEEN EQ AND IQ**

One reason the EQ concept caught on so quickly is the belief-Goleman’s and others’-that the EQ can be taught, whereas IQ (Intelligence Quotient) is genetically fixes and less malleable. Where IQ is a fixed capacity for processing cognitive information, EQ is an acquisitive skill for making great decisions living with integrity and connecting with others. IQ and EQ are complementary parts of a whole and a healthy person. Great intellect does not diminish emotional capacity, and “emotionality is not at odds with rational thought. People used to see these at odds,
but one of the great contributions of modern neuroscience is the realization that emotion and cognition actually work together. People with high IQ and low EQ do not function well. However the reverse is not true (Josh Freedman). It is very important to understand that Emotional Intelligence is not the opposite of intelligence. It is not triumph of heart over head-it is the unique intersection of both

School education is an important segment of the total educational system contributing significantly to the individual as well as to the national development. A good school provides conducive for development of cognitive, affective and psychomotor domains for all round development of individuals. Perhaps the importance of the interface between ‘cognition, emotion and action’ may be appreciated better by recalling the balance that has to be maintained between ‘Jnana Yoga, Bhakthi Yoga and Karma Yoga’ respectively as mentioned in the ancient Indian Scriptures. Coming back to the modern academic and professional literature the three educational taxonomies involve cognitive, affective and psychomotor (CAP) domains. Today, the trouble with the process education is the pervasive emphasis on cognition and the neglect of the ‘affect’ state of the learners. As learning is not a mechanical process there is a need to recognize the inter phase between cognition and emotion (affect attribute) therefore education for promoting emotions needs to be recognized as a essential element of the educational process in the class room.

While laudable efforts are being made to raise academic standards, this new and troubling deficiency is not being addressed in the standard school curriculum. Teaching emotional and social skills is very important at school; it can affect academic achievements positively not only during the years they are taught, but also
during the years that follow as well. Teaching these skills has a long term effect on their achievement. There is a great need for lessons in handlings emotions and self control. A frequently faced situation is the loss of memory during the examination in spite of a deep understanding of the subjects-just because their mood is overflowing with unwanted emotion that the general intelligence is unable to handle. Thus arises the need to have higher EQ also in order to be absolutely successful at the given task.

In short, the combination of IQ and EQ makes one successful in various activities of general life including examinations. Thus it would not be wrong to say that emotions, not IQ may be the true measure of human intelligence. To conclude, it is worth recalling the four pillars of learning i.e.

“Learning to know, Learning to Do, Learning to Be and Learning to Live together” as mentioned in UNESCO’s historic report of the “International commission on education in the 21st century”. The last two pillars clearly indicate the “Emotions” to be evolved and strengthened among students through suitable learning strategies. In short the formation of emotional skills is much easier in the formative years from birth to the late teens and schools in the Indian context would be the writing place to introduce emotional skills in children.

2.9. IMPORTANCE OF EMOTIONAL INTELLIGENCE

Keeping the characteristics of EQ and various researches and literature in the field of Emotional Intelligence the importance is summarized as under,

- Emotional Intelligence plays a pivotal role in designing the required personality; build up the emotional maturity suitable to the age; build up the
ability in the self adaptation for solving the stress problems and the pressure of life in the competing status of an individual.

- The enhancement of the harmonious personality of the individual depends to a large extend on his/her Emotional Intelligence. It enables a man to achieve highest pinnacle and deepest reach in his search for self-fulfillment as well as others fulfillment.

- Emotional Intelligence re-enforces the concomitant drive to increased individualism. It enables to express one’s feeling and emotions at the appropriate occasion, with the understanding of the feeling of self and others. A person with Emotional Intelligence knows how to smile? He knows how to listen patiently to other people’s problems? He will not be alienated from the people of from his own life.

- Emotional Intelligence gives the introspective insight before getting to know others. The knowing of oneself and of others would induce interaction among themselves. Where by the potentiality can be used in full and the family life would be happy through the understanding of each other.

- Emotional Intelligence enhances the talent of artful leader in utilizing people and in capturing their hearts. It gives chance for the administrator to study and develop the staff. It can influence people to accomplish required task. Encouraging individual competition rather than team spirit.

- Attributing quantitative values to qualitative phenomena that are evident from the all- pervasive mark system which rapidly becomes the dominant
goal of pupils. Therefore, Emotional Intelligence is a very important aspect on which depends the future career of the children.

• Emotional Intelligence can enable teachers to resolve past issues and both external as well as internal conflict help them to attain emotional power and accomplish their goals at all levels-physical, mental, spiritual and emotional; and also improve psychological abilities such as: memory, clarity of thinking and decision-making.

• It is believed that learning difficulty as well as various problems at workplace has their origin in poorly developed emotional awareness in early childhood. In this state Emotional Intelligence enable the human beings to respond to the right degree, at the right time, for the right purpose and in the right way to a variety of environmental situations.

• Emotional Intelligence is a primary factor in healthy ageing, permitting the human being to live long as well and it is positively impacts to the individual ability to sustain both mental and physical health. Emotional Intelligence also enables to assume responsibility for an individual feeling by saying “I feel” instead of “I should not have”.

• Emotional Intelligence helps in stimulating motivation, improving communication, reducing stress and enhancing decision –making power to teachers, administrators, students and also parents.

• Emotional Intelligence also helps to cope with stressful situations, stress management, therefore largely depends upon striking an emotional balance between a potential stress condition and reaction to it.
2:10. DEVELOPMENT OF HIGH EMOTIONAL INTELLIGENCE AMONG YOUNGSTERS

The so-called “window” or optimum period for developing strong Emotional Intelligence is from birth through adolescence. This means that both parents and teachers from day care through high school control the period in which the most can be done to help a young person grow strong Emotional Intelligence. Parents who deals constructively with their own emotions, who show respect for their child’s feelings, but whom deliberately encourage their child to perceive how his or her behavior is affecting others are encouraging development of strong EI. Schools that train staff members to continue this growth processes and build EI development exercises throughout existing courses make a major contribution to the career success potential of students. Excellent curriculum resource materials are readily available to help teachers in this area.

Goleman (1995) included the results of several projects focusing on social and emotional learning and found evidence that children developed in the five key competency areas of Emotional Intelligence.

1. **Self awareness:** Students improved in recognizing and naming their emotions and became better able to recognize the difference between feelings and actions and to recognize the causes of feeling.

2. **Self regulation:** Better frustration, tolerance and anger management skills were formed. Also, fewer verbal put downs, frights and classroom disruptions, students were better able to express anger appropriately, to have more positive feelings about self, friends and family, and handle stress at
3. **Motivation:** Improvement in Concentration and motivation towards goals and decreased impulsiveness.

4. **Empathy:** Increased levels of social perceptiveness and improved ability in reading emotions and in sensitivity to others feelings. They are also better at listening to each other.

5. **Social competence:** Better able to handle and understand relationships, resolving conflict and disagreements, improvements in social problem solving and cooperative behaviour.

Emotional literary programs have also claimed other benefits. Reduction in the number of suspensions and improvements in academic achievement were found in some students: (Goleman, 1995). Such evidence supports the beliefs that such programmes go beyond raising levels of emotional literacy and can also aid school improvement. A study by Petrides et al. (2004) on 650 secondary school students in the UK, found those with higher levels of Emotional Intelligence less likely to have unauthorized absences and less likely to be excluded. High Emotional Intelligence was associated with better academic performance. This suggests that if schools can develop, interventions in improving Emotional Intelligence there are potentiality many benefits. However, difficulties in both the concept and measurement of Emotional Intelligence must be borne in mind when making definite claims about the potential for emotional literacy.
2:11. EMOTIONAL LITERACY IN THE CONTEXT OF THE SCHOOL

Commentators have been clear that in considering raising levels of emotional literacy in schools, it is not simply a manner of just teaching with the aim of changing the child. A child’s emotional life does not exist in a vacuum but is determined by the relationships and environment in which she interacts with others. In education, this means considering the context of the organization—the school as a whole. We can teach a lot about emotions, and bring this with the curriculum, but it is the values of the school and the behaviour of the teachers in which the values of emotional literacy are “lived”. They are demonstrated and modelled and so they more ‘caught rather than taught’. The values or respect, cooperation and consideration of others need to exist within the structure of the school. This means developing emotional literacy on multiple levels. The relationship between the school, the teachers and the child is illustrated as below,

Introducing emotional literacy into schools is about the whole-school ethos, the school’s relationship with the outside world (for instance, the often complicated relationships that can exist with parents and other agencies) and relationships
between staff. Just as the Emotional Intelligence of an individual can be defined, so as the Emotional Intelligence of a group or team. A team needs to be able to work towards shared goals and to be able to reflect about its own processes and program towards those goals. Change at the organizational levels is often difficult to achieve yet than as many examples of good practice. Developing high levels interpersonal skills is a key starting point; it is how their teacher communicates with students on a day to day level to build their thinking and emotional skills from wheels more profound changes develop. Also, small initiatives in working with others can begin to prepare the ground for organizational change.

The importance of placing emotional literacy within the context of the whole school is explored throughout. The foundation of creating change at their levels are rooted in one understanding of the emotional levels of others and ourselves and one ability to bring that understanding into our interactions.

2:11:1 A Few Indicators of Low and High EQ

There are various types of expressions of emotions, which are exhibited in a positive or negative manner. Many a time there is a specific blend of two or more types of emotions and hence cannot be described in a few words. However we present a few of them here. These behaviors can also be categorized as low and high EQ.

It is to be noted that the word list should not be interpreted as the exact antonyms of each other. Rather these behaviors indicate the two different behaviors: one may be called as positive (high EQ) and the other as negative behavior (low EO).
<table>
<thead>
<tr>
<th>INDICATORS OF HIGH EQ</th>
<th>INDICATORS OF LOW EQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amiable</td>
<td>Gruff</td>
</tr>
<tr>
<td>Calm</td>
<td>Enraged</td>
</tr>
<tr>
<td>Placid, Serene</td>
<td>Furious</td>
</tr>
<tr>
<td>Altruistic, Benevolent</td>
<td>Insidious</td>
</tr>
<tr>
<td>Contentment</td>
<td>Frowning</td>
</tr>
<tr>
<td>Zealous, Endurance</td>
<td>Disgruntled</td>
</tr>
<tr>
<td>Solicitous</td>
<td>Malicious</td>
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### 2:11:2. WAYS TO ENHANCE EQ

It is now obvious that the higher EQ enables a person to handle the situations successfully in daily life either in family or at workplace or as a team leader or as a position holder in the hierarchy. Some of the demanding behaviors can be listed as,

- To remain calm, confident and dependable at the time or crisis, instead of getting annoyed.

- To have concern for the needs of colleagues, subordinates, family members or team-mates instead of being overly ambitious and ready to go ahead at the expense of other people.

- To admit the mistakes and failures courageously and focusing on taking appropriate actions to solve the problem instead of denying or blaming others.

All the above behaviors are those that can be earned gradually if is willing. The behaviors indicative of higher EQ are explicitly indicative of open-mindedness.
2:11.3. REALIZATION OF SELF

The poor self-concept is indicative of lower EQ. Realization of real self and its harmony with divine power can be attained through spiritual practice as has been guided in our ancient spiritual literature. Meditation is one of them and is well experimented scientifically today. When we overcome the narrow limits of self, then and then only we can overcome the weaknesses such as malice, revenge, shirking at the workplace etc. The persons with high EQ can remain calm and serene in times of dissent.

Our Bharatiya philosophy guides us towards the development of Vivek, conscience or Vivek is defined as the ability to be aware of one’s right or wrong behaviors. A person behaving conscientiously is bale to think open-mindedly, and take right decisions. It needs spiritual training. Only spiritual practice can support you to go beyond narrow limits of self.

Thus it can be concluded that increasing EQ increases spiritual quotient, which in turn enhances quality in all spheres of life.

2:12. IMPORTANCE OF KNOWING ABOUT ONE’S EMOTIONAL INTELLIGENCE

Knowing about one’s Emotional Intelligence in terms of an EQ has wide educational and social implications for the welfare of the individual and the society. The credit of giving worldwide population about the importance and significance of Emotional Intelligence goes to the famous of American Psychologist Goleman through his best selling books like ‘Emotional Intelligence’

Why it can matter more than IQ and working with EI, has stressed the following factors while showing the importance of Emotional Intelligence.
1. Emotional Intelligence is as powerful, and at times more powerful than intelligent quotient.

2. Unlike Intelligence Quotient, Emotional Intelligence may be the best predictor of success in life.

3. Some crucial Emotional competencies, paving the way for increasing their Emotional Intelligence and thus making their life more healthy, enjoyable and successful in the coming days.

4. Success in academics can be predicted more by emotional and social measures than by academic ability.

5. In working situations too, Emotional Intelligence helps more than one’s intellectual potential in terms of one’s intelligence Quotient or even professional skills and competencies.

6. A person’s Emotional Intelligence helps him much in all spheres of life through its various constituent or components namely self awareness, managing the emotions, motivating oneself, recognizing emotions in others, and handling relationships.

To progress and let others progress and to live and let others live are the ultimate goal of any education or training provided for developing one’s potential of Emotional Intelligence.
2:13. **HOW TO HELP IN THE PROPER DEVELOPMENT OF EMOTIONAL INTELLIGENCE**

The following measures may prove helpful in their direction.

- Try to help yourself and the youngsters develop the ability to understand feeling in the right manner both in others and ourselves.
- Do not give away to misgiving and misinterpretations of feelings in others.
- Try to teach the children and help yourself know what you felt at a particular time.
- For understanding others and their feelings develop the trait of a good listener.
- Try to do away with the wrong motion that though is most appropriate when not clouded by emotions.
- Teach the children and yourself that all emotions are healthy.
- Do not allow the emotions and feelings are obstacles in your path.
- Teach children the lessons of empathy.
- Learn the methods of proper development of social skills for better communications and inter-personal relationship with others.
- Try to denote more time and effort to the affective skills for the development of Emotional Intelligence.
- To provide yourself a model or a companion for maintaining proper emotional bonds.
For a holistic growth and harmonious development of an individual, all the three aspects i.e., IQ, EQ and SQ are essential. This is pictorially represented below:

2:14. ARGUMENTS AGAINST EQ

A significant criticism is that Emotional Intelligence has no “benchmark” to set itself against. While IQ tests are designed to correlate as closely as possible with school grades, Emotional Intelligence seems to have no similar objective quantity it can be based on. The criticism of the works of Mayer and Salovey include study by Roberts et.al. That research warns that EQ may actually be measuring conformity. However, Mayer et.al, provide further theoretical basis for theories. Nevertheless, many psychological researchers do not accept Emotional Intelligence to be a part of “standard” intelligence (like IQ).

Goleman’s work is also criticized in the psychological community. Eysenck, for example, comments that Goleman “exemplifies more clearly than most the fundamental absurdity of the tendency to classify almost any type of behavior as ‘intelligence’. If these five ‘abilities’ define ‘Emotional Intelligence’, we would expect some evidence that they are highly correlated, Goleman admits that they might be quite uncorrelated, and in any case if we cannot measure them, how do we
know they are related? So the whole theory is built on quick stand; there is no sound scientific basis”.

2:15. CONCLUSION

From the detailed discussion, it is made clear by the investigator the Emotional Intelligence having much theoretical foundation. The full and free expression of all our feelings is necessary for personal peace and meaningful relationships. Try to imagine a world without emotions or feelings-no love, no anger, no joy, no pain-Just thoughts, logic and hard reality much evidence testifies that people who are emotionally adapt-who know and manage their own feelings well, and who read and deal effectively with other people-are at an advantage in any domain of life. Emotional Intelligence is a harmonious relationship between oneself and their people involves a continuous modification of personality.

To exhibit emotion is very easy but doing it at the right place, with the right person and with the right degree is difficult. Emotional Intelligence is explained as how many emotions are created and importance for better performance in life.