CHAPTER II

CONCEPTUAL FRAMEWORK

2.0.0 INTRODUCTION

This chapter provides a detailed conceptual framework based on which the study has been undertaken. The three variables;

i) Emotional Intelligence (Independent variable)

ii) Aptitude (Independent Variable)

iii) Achievement (Dependent variable)

The theoretical base for these variables is dealt in the chapter in detail.

2.1.0 EMOTIONAL INTELLIGENCE

Emotion is defined as any agitation or disturbance of mind, passion; any vehement or excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states, and ranges of propensities to act.

The term Emotional Intelligence has been rooted from the social intelligence, which was first coined by E L Thorndike in 1920. “Emotional Quotient” (EQ) is used interchangeable with Emotional Intelligence.’ In the first time Salovey and Mayer (1990) conceptualized the term emotional intelligence that consisted of three different categories of adaptive abilities. Firstly, it is appraisal and expression in the self as well as
others. In the self there are verbal and non-verbal components, in the others there are non-verbal perception and empathy. Secondly, there is a regulation of flexible planning, creative thinking, redirected attention and motivation. Goleman (1995) then subsumed this definition with a lot of personality characteristics, which he believed would contribute positively to success in any domain of life. Further, Mayer and Salovey (1997) revised their own definition stressing the cognitive components of emotional intelligence and described ‘Emotional Intelligence involves the ability to perceive accurately, appraise and express emotions; the ability to access and / or generate feelings. When they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growths”. This definition was referred to the mental abilities of the organism. But this definition is hardly comprehensive for the present situation. A more formal academic definition refers to emotional awareness and emotional management skills, which provide the ability to balance emotion and reason so as to maximize long-term happiness. In general, we can define emotional intelligence as the accumulation of all cognitive, non-cognitive and non-physical capabilities, competencies and skills a person has, that help him / her to deal with the demands and pressures of every day life.

It can be defined that emotional intelligence is the ability to understand emotions and their causes, the capability to effectively regulate these emotions in one and in others and most importantly being able to use the emotions as a source of information for problem solving, being creative and dealing with social situations. In simple terms, we can say that
EQ can be defined as knowing what feels good, what feels bad and how to get from bad to good.

2.1.1 CHARACTERISTICS OF EMOTIONAL INTELLIGENCE:

i) It is a non-cognitive and non-physical capacity of organism.

ii) It is an internal or psychological process, which motivates the organism to perform its activities properly.

iii) It is nurturable.

iv) It energizes the organism to accomplish the required tasks.

v) Level of emotional intelligence is neither genetically fixed nor does it develop only in early childhood and develop throughout life.

We can combine all the components given by Salovey and Mayer (1990) and Wagner and Sternberg on emotional intelligence. The combinations of all the components are diagrammatically presented in the following Figure.
COMPONENTS OF EMOTIONAL INTELLIGENCE

Figure 1

2.1.2 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 deal effectively with his environment. Where as Emotional intelligence is the capacity or ability to understand ones own emotions, the emotions of other and act appropriately based on these emotions.
IQ refers to the cognitive aspect of the organism. To measure the intelligence quotient, there is a specific mathematical formula, i.e., MA/CA * 100. 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.

Intelligence refers to the cognitive abilities of the organism. However, emotional intelligence refers to the non – cognitive and non – physical capacities of the organism. So, emotional intelligence is nurturable and general intelligence is inherited and not nurturable.

Level of general intelligence is genetically fixed, whereas emotional intelligence is neither genetically fixed nor does it develop only in early childhood and develop throughout life.

Our past 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 per cent of a person’s success in life. The remaining 80 per cent depend largely on person’s emotional intelligence i.e., EQ. Emotional Quotient motivates us to purpose our unique potential, purpose and activates our innermost values and aspirations, transforming them from things we think about to what we live. (Robert Cooper)
Josh Freedman, Editor of Emotional Quotient today perceives Emotional Quotient as the capacity to create positive outcomes in our relationships with ourselves and others. These learnable skills create joy, love and success of all kinds.

EQ stands for Emotional Quotient, adopted from the term Intelligence Quotient. A high Emotional Quotient is exhibited by tolerance, empathy and compassion for others, the ability to verbalize feelings and the resilience to bounce back from emotional upset.

Teacher educators with high Emotional Quotient will have more confidence and trust in them and will experience more love and joy in their life.

“Emotional Quotient” represents a relative measure of a person’s healthy or unhealthy development of their innate emotional intelligence. It is possible for a teacher to start out with high Emotional Intelligence, but then be emotionally damaged during the teaching profession causing a low Emotional Quotient later in life. It is also possible for a teacher to start out with relatively low Emotional Intelligence, but receive healthy emotional modeling, nurturing etc. which will result in moderately high Emotional Quotient.

Emotional Quotient is one of the greatest contributors to person excellence and leadership. Increased Emotional Quotient moves individual and teams to stronger resilience enhanced performance and greater success.
William Stern introduced Intelligence Quotient. The performance of any one or any intelligence test would be very well indicated by the ratio of the mental age to the Chronological age, which for reason of convenience may be expressed as percentage.

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\text{IQ} = \frac{\text{Mental age}}{\text{Chronological age}} \times 100
\]

2.1.3 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 extent 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 other fulfillment.
⇒ Emotional intelligence reinforces the concomitant drive to increase individualism. It enables to express one’s feeling and emotion at the appropriate occasion, with the understanding of the feeling of self and others.

⇒ Emotional Intelligence gives the introspective insight before getting to know others. The knowing of oneself and of others would induce interaction among themselves;

⇒ 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.

⇒ Attributing quantitative values to qualitative phenomena that are evident from all-pervasive marks 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 conflicts 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 work place has their origin in poorly developed emotional awareness in early childhood. In this state, emotional intelligence enables 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 health, ageing permitting the human being to live long as well and it is positively impact 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 of teachers, administrators, students and also parents.

Emotional intelligence also helps to cope up with stressful situations. Stress management, therefore largely depends upon striking an emotional balance between a potential stress condition and reaction to it.
2.1.4 EMOTIONAL INTELLIGENCE AND TEACHERS

According to Leon Lessinger, human being is full of emotion, and the teacher who knows how to use it will have dedicated learners. It means sending dominant signals instead of submissive ones with your eyes, body and voice. Only effective teachers can materialize policies and plans of education in the classrooms at the grassroots level. In order to perform his role effectively a teacher should be intelligent in emotion and satisfied in profession, because a teacher is the hope for an individual and the nation. Since, teacher’s personality, behaviour, interest, attitude and emotions affect the children’s behavioral pattern, so, a teacher should understand his own emotions and other attributes as well as the same of pupils in the teaching learning process.

As emotional intelligence is the matter of teaching learning process, it can be improved and learned throughout life and individual through the intelligent effort of the teacher. A teacher with high emotional intelligence is emotionally aware. That is, such a person is aware of his / her own feelings and is not limited by logic, intellect and reasons when making decisions and managing pupils. Such teacher is also able to read universalized emotions in others.

The teacher is empathetic and accepts others and shows compassion, instead of being demanding and intolerant. Not only does the teacher treats all feelings with respect but is also inspiring and motivating. The ability to deal with the emotional upsets is powerful asset on the part of the teacher in building and / or maintaining the self-confidence. This
enables the teacher to accept challenging tasks, which other people tend to avoid. Not all pupils are creators of logic. So, if teacher relates to other pupils only at the level of logic, efficiency, tasks, etc., the teacher cannot build effective teaching – learning interaction with educate, since pupils have emotion as well. Hence, feeling and emotions are equally important in teaching learning process. When a teacher is in the class, he/she must understand his/her own emotions as well as the emotions of pupils and act appropriately in the light of wise emotions. By virtue of this, the teaching learning process can become enjoyable and productive. Teaching and learning may also be based on the pleasure principle.

Gardner (1983) advanced Thorndike ideas of social intelligence by talking about multiple intelligence including inter-personal intelligence (an ability of understanding and relating to others) and intra – personal intelligence (an ability of understanding, motivating and managing the self.)

Later on Sternberg (1988) also carried out the concept of social intelligence in the name of contextual intelligence through his Diarchic theory of intelligence. This component of one’s intelligence (other components being componential and experimental) relates with one’s capacity of making adjustment to various contexts with a proper selection of contexts so that one can improve one’s environment in a proper way. As a follow up study, it was later on discovered that without having a high IQ one can have high contextual intelligence i.e., the ability to lead one’s life successfully (Zimbardo & Gerring, 1996).
A more comprehensive definition was given by Bar–on (1997) where he defined emotional intelligence as “an array of non–cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures.”

2.1.5 SIGNIFICANCE OF EMOTIONAL INTELLIGENCE FOR THE SCHOOL TEACHERS

It is a well accepted fact that the quality of the nation depends upon the quality of the education imparted to its citizens which in turn depends upon the ‘quality of its teachers’. The term quality of teachers includes all the personality dimensions of a teacher i.e., span of knowledge, teaching skills and teacher behavior comprising his / her emotional intelligence. However, a teacher with innumerable degrees and high profile personality cannot necessarily be termed as a good teacher. The primary quality that makes a whole lot of difference is the classroom interaction and his teacher – like behavior. His behavior not only as a person but also as a teacher is predominantly controlled by his emotional behavior, which in turn depends upon the degree of emotional intelligence possessed by him. In this way what makes a teacher successful in his classroom behavior and makes him popular among the students is nothing but his emotional intelligence or emotional competency skills.

We may visualize the significance of the emotional competency of a teacher from a different angle related to a paradigm (faced by the children of the present generation) briefly summarized as below.
- Emphasis on rote learning,
- Less consideration to logic and rationality,
- Neglecting emotions and relationships.
- Too much stress on achievement of marks.
- Encouragement to individual competition rather than group collaboration and solidarity.

An emotionally competent teacher is likely to emphasize on responsible behavior on the part of his students by placing himself as a role model and through formalizing classroom activities in a proper way. He /she can foster creativity in students and these activities can be used later on in times of emotional hardships or when the child is angry or frustrated.

Psychologists have been uncovering other intelligences for some time now, and grouping them mainly into three clusters: **abstract intelligence** (the ability to understand and manipulate with verbal and mathematic symbols), **concrete intelligence** (the ability to understand and manipulate with objects), and **social intelligence** (the ability to understand and relate to people) (*Russell, 1992*). *Thorndike* (1920: 228), defined social intelligence as “the ability to understand and manage men and women, boys and girls – to act wisely in human relations.” And (1983) includes inter – and intrapersonal intelligences in his theory of multiple intelligences .These two intelligences comprise social intelligence. He defines them as follows:
Interpersonal intelligence is the ability to understand other people: what motiveless them, how the work, how to work cooperatively with them. Successful salespeople, politicians, teachers, clinicians, and religious leaders are all likely to be individuals with high degrees of interpersonal intelligence.

Interpersonal intelligence is a correlative ability, turned inward. It is a capacity to form an accurate, veridical model of one and to enable to use that mode to operate effectively in life.

Emotional intelligence, on the other hand, “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.

2.1.6 WHY IS EMOTIONAL INTELLIGENCE IMPORTANT?

Researchers investigated dimensions of Emotional Intelligence (EI) by measuring related concepts such as social skills, interpersonal competence, psychological maturity and emotional awareness, long before the term “emotional intelligence” came into use,. Grade school teachers have been teaching the rudiments of emotional intelligence since 1978, with the development of the Self Science Curriculum and the teaching of classes such as “Social development,” “social and emotional learning,” and “personal intelligence,” all aimed at “raise (ing) the level of social and emotional competence” (Goleman, 1995:262). Social scientists are just beginning to uncover the relationship of EI to other phenomenon, e.g.,

And according to Goleman (1995:160), “Emotional intelligence, the skills that help people harmonize, should become increasingly valued as a workplace asset in the years to come.”

“Family life is our first school for emotional learning “writes Daniel Goleman, psychologist and author of Emotional Intelligence, a book that describes in rich detail the scientific research that has led to our growing understanding of this field. “In this intimate cauldron we learn how to feel about ourselves and how others will react to our feelings; how to think about these feelings and what choices we have in reacting; how to and express hopes and fears. This emotional schooling operates not just through the things parents say and do directly to children, but also in the models they offer for handling their own feelings and those that pass between husband and wife. Some parents are gifted emotional teachers, others atrocious”

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

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

- **Conflict management:** It refers to negotiating and resolving disagreements. Conflict management helps to handle difficult
people and tense situations with tact and encourage debate and open discussions.

- **Leadership**: Leadership is inspiring and guiding individuals and group. Emotionally balanced leader is person-oriented, inspires members for a shared vision and mission.

- **Change catalyst**: Change catalyst is initiating and managing change. They recognize the need for change, challenge the status quo and champion the change.

- **Communication**: Communication has a significant place in emotional intelligence. It means listening openly, sharing of information, receptive to other’s views.

### 2.1.7 MAYER AND SALOVEY’S “FOUR BRANCH MODEL” OF EMOTIONAL INTELLIGENCE:

Emotional Intelligence must some how combine two of the three states of mind: cognition and affect, or intelligence and emotion. “Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions regulate emotions so as to promote emotional and intellectual growth” *(Mayer & Salovey, 1997)*.

1. **Emotional Perception and Expression**: The ability to accurately identify and express feelings.
• The ability for self-awareness; to be aware of your own feelings as they are occurring.
• The ability to become emotionally literate. The ability to learn to identify and label specific feelings in yourself and others and the ability to clearly and directly communicate and discuss these emotions.

2. Use of Emotions: The ability to use your feelings constructively.

• The ability to let your feelings guide you to what are important to think about.
• The ability to use your feelings to help you make better discussions.

3. Emotional understanding: The ability to understand the meanings of emotions and how they can change. This includes the ability to understand.

• The purpose of emotion; understanding their survival value to the species.
• The relationships between emotions; how and why they can change from one feeling to another.
• The emotions which lead to the behaviour in yourself and others.
• The relationship between thoughts and feelings.
• The causes of emotions and their relationship to our human psychological needs, especially our unmet emotional needs.
4. Emotional Management: The ability to manage emotions for personal and social growth.

- The ability to take responsibility for one’s own feelings 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.

Mayer & Salovey ability model of emotional intelligence is new, unique and exciting. Above all – it defines a set of skills or competencies, which always helps the individual in every walk of life. Emotional Intelligence plays an important role in many areas of our lives.

- Identifying emotions
  - One must be aware of their own feelings and emotions so that they are not blinded by their emotions.
  - Being aware of other’s emotions is a key to working with people.

- Using Emotions
  - Creative ideas can come from one’s own ability to generate a mood or an emotion.
  - Feeling for other people, having empathy may be based in part upon one’s own ability to generate a feeling that other people feel.
Understanding Emotions

- Know what motivates people
- Understand other people’s point of view
- Understand and handle team interactions

Managing Emotions

- Stay aware of one’s own emotions, which have valuable information and use them to solve problems
- Take a feeling of sadness, find out why one is disappointed and solve the problem
- Take a feeling of anger, find out why one is frustrated and solve the problem
- Take a feeling of anxiety, find out why one is worried, and solve the problem
- Take a feeling of joy, find out why one is happy, and do it again.

2.1.8 CAN EQ BE MEASURED?

EQ unlike IQ is not an easily quantifiable measure. It pivots on such intangibles as social deftness, persistence & empathy. Cyberia shrink (2000) developed a test on emotional intelligence. It consists of 70 items to complete by the subject in 35-40 minutes.

Baron Emotional Quotient inventory EQ-I

Reuven Baron developed an inventory to measure emotional intelligence. This inventory consisted of 133 items and takes approximately
30 minutes to complete. It gives an overall EQ score as well as scores for 5 composite scales & 15 subscales.

*Multifactor Emotional Intelligence scale:*

This MEIS has been created by the co-developers of the theory of emotional intelligence, *John D. Mayer and Peter Salovey.* They have been conducting research on emotional intelligence since the late 1980’s & they have been a driving research force in this area.

*David R. Caruso,* a management psychologist also joined in the development of MEIS. This is an ability test designed to measure the four branches of emotional intelligence. (i.e)

- Identifying emotions
- Using emotions
- Understanding emotions
- Managing emotions.

In 1995, *Essi systems Inc., and Advanced Intelligence Technologies (AIT)* joined together to create the first ever EQ map. A measurement of the various Qualities and competencies of EQ, the EQ map determines not how smart you are, but how you are smart. The EQ map is a unique, non-judgmental, interactive approach to assess the emotional intelligence including stress and creativity.
Its scoring version is self administered, confidential, and easy to use and understand. It comes complete with a questionnaire, scoring grid, interpretation grid, and action planning worksheets.

Emotional intelligence can be defined as knowing what feels good, what feels bad, and how to get from bad to good. A more formal academic definition refers to emotional awareness and emotional management skill which provide the ability to balance emotion productivity and happiness.

Emotional intelligence includes traits like self– awareness, social deftness, and the ability to delay gratification, to be optimistic in the face of adversity, to channel strong emotions and to show empathy towards others. Goleman identifies to five elements as the components of emotional intelligence: Self – awareness, Self - regulation, Motivation, Empathy, and Social Skills.

**Self - awareness**

The success knows oneself, 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 shortcomings 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 candid sense of one’s personal strengths and weakness. One becomes aware of one’s personal strengths and weaknesses. One becomes aware of one’s blind spots and able to find 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 confidence. These people are decisive assertive and have a strong sense of one’s self worth.

Thus, an awareness of one’s emotions, assessment of one’s strengths and weaknesses and self – confidence help persons to emotionally managing not only themselves but also others in their relationships and dealings.

**Self – regulation:**

Self – regulation refers to managing and handling impulses, distressing feelings and upsets rather than denying or repressing these feelings. Self – regulation 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:** Trust-worthiness means displaying honesty and integrity. These are credible, take responsibility for their actions and are principles.

**Conscientiousness:** It involves commitment. They fulfill their obligations; attempt to keep their promises.

**Adaptability:** Adaptability 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:** Their perspective is very wide which helps them in coming up with original solution to problems.

**Motivation**

Motivation helps in the achievement of goals. It is an ability to pursue goals with energy and persistence. It provides the drive and zeal to shape 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. They take calculated risks and readily face any type of challenges.
**Commitment:** It refers to aligning oneself, identifying oneself with the goals of a group or organization. They do not yield to any pressure or threat.

**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. The mere physical presence of persons with high motivation makes a lot of difference in the atmospheres. Their optimistic view encourages others.

**Empathy**

It refers to the ability to put oneself into another’s shows and look at think form his point of view. It can be called the foundation skill for all the social competencies. 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:** Service orientation means reorienting the service aspects by anticipating, recognizing and meeting the consumer’s needs. An emotional bond is created between the buyer and seller. Products are matched with customer’s needs, trying to increase customer satisfaction and loyalty.
**Leveraging diversity:** It means being sensitive to group differences and relate to people according to their background. They see diversity as opportunity and create and environment in which diverse people can survive.

**Developing others:** They recognize other’s strengths and accomplishments and help in developing their personality. They provide useful feedback, give timely coaching, and offer challenging assignments.

**Political awareness:** It means reading a group’s emotional currents and power relationships. It is being aware of the social and political currents of the situation, to accurately read key power relationships, to detect crucial social networks, to understand forces that shape views and actions of clients and competitors.

**Social Skills**

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

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

**Conflict management:** It refers to negotiations and resolving disagreements. Conflict management helps to handle difficult people and tense situations with tact and encourage debate and open discussions.
Does ‘emotional intelligence’ matter in the workplace?

_Goleman_ focuses on the need for emotional intelligence at work, an area often considered more head than heart. Not only do bosses and corporate leaders need high doses of emotional intelligence, but every people – oriented job demands it too, Goleman argues. Also, where IQ is relatively fixed, emotional intelligence can be built and learned, he claims.

However, while some psychologists view Goleman’s proposition as an encouraging prescription for building career skills, others say its validity is as yet unproven. Some of the theory’s critics question the way emotional intelligence is defined and claim it cannot be taught. Others maintain that cognitive and technical skills ultimately qualify people for the best jobs and help them excel at those jobs.

**Definition**

_Mayer_, emotional intelligence is the ability to understand how others’ emotions work and to control one’s emotions.

_Goleman_ defines emotional intelligence more broadly, also including such competencies as optimism, conscientiousness, motivation, empathy and social competence.

Psychologist _Edward Gordon_, says that emotional intelligence deals largely with personality and mood, aspects of the individual that cannot be changed.
**Gordon** claims that improving employees’ literacy and analytical skills, not their emotional skills, is the best way to boost job performance. ‘Work success is mostly cognitively driven,’ says Gordon. ‘Emotion by itself won’t get you very far’.

The term “emotional intelligence” appears to have originated with **Charles Darwin** in 1872, who theorized of a broader emotional social intelligence used for survival and adaptation in humans. *(Bar On, 2005).* The term however was popularized by **Daniel Goleman (1995)**, who has published several books and articles about emotional intelligence and its application to business. As is the case in so many fields, language is a major barrier and primary cause for bias when it comes to determining a subject’s origin or history. **Payne** has coined the phrase for the Anglo – Saxon world, but historically he was a bit late – in fact, about 20 years late. In the early Sixties Dutch science fiction author **Carl Lans** published 2 novels in which he not only elaborates on the concept, he also actually uses the phrase Emotional Quotient. These books were never translated. They formed the base of an immensely popular radio show.

Research on the concept originated with **Peter Salovey and John “Jack” Mayer** starting in the late 1980s in 1990, their *seminar paper (1990)* defined the concept as intelligence. **Mayer and Salovey** continue to research the concept. The term “emotional quotient” seems to have originated in an article by **Keith Beasley (1987)**. There are numerous other assessments of emotional intelligence each advocating different models and measures.
In October of 1995, Nancy Gibbs wrote an article on emotional intelligence that appeared in Time Magazine, wherein she mentioned Goleman’s book and the work of Mayer and Salovey. Her article added to the book’s popularity and caused a domino effect of media interest in emotional intelligence.

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. In the area of emotion (i.e. EQ) the distinction between intelligence and knowledge is dark. Current definitions of EQ are inconsistent about what it measures: Some (Such as Bradberry and Greaves 2005) say that EQ is dynamic, and can be learned or increased; whereas others (like Mayer) say that EQ is stable, and cannot be increased. Still there is no final theory on this aspect.

2.1.9 MEASURES OF EMOTIONAL INTELLIGENCE

Some researchers believe EI is a cognitive ability just as is IQ (e.g. Mayer & Salovey, 2000), others believe it is a combination of perceived abilities and traits (e.g. Schutte etal 1998), These opposing views have inspired separate domains of inventories.

Self - report measures of EQ

Self - report measures of EQ include the Emotional Intelligence Appraisal by Bradberry and Greaves, (2005). The Emotional Intelligence Appraisal measures the four EQ skills from Daniel Goleman’s model:
• Self - Awareness
• Self – Management
• Social – Awareness
• Relationship Management

**Ability – Based measures of EI**

The MSCEIT *(Mayer – Salovey – Caruso Emotional Intelligence Test)* purports to measure emotional intelligence across the following domains:

• Experiential Area
  ➢ Perceiving Emotions Branch
  ➢ Facilitating Thinking Branch

• Strategic Area
  ➢ Understanding Emotional Meaning Branch
  ➢ Managing Emotions Branch

**Training in Emotional Intelligence**

There is a dispute on whether or not emotional intelligence can be taught or whether it is static like IQ. Top educators in the field use psychometric tests like the SEI, Bar On EQi, the EQ Map, ECI, and EI 360, to measure pre and post training scores. Top Ei training specialists
(Freedman, Brovedani, Cannon, Darnell, and Orme) have documented case studies which show measurable differences in pre and post training scores and have anecdotal data which shows improvement in social and emotional functioning.

**Emotional Intelligence to Resolve Conflicts**

An important subfield of EI explores how emotional intelligence can be applied to benefit people dealing with a conflict or negotiation. Researchers conducting work on emotional intelligence and conflict include Roger Fisher and Daniel Shapiro of Harvard’s Negotiation Project, Foo, Elfenbein, Tan, and Aik (2004) who examine the effects of emotional intelligence on creating and claiming value in a negotiation: Alfred, who examines the role of compassion and anger in negotiation; and Fulmer and Barry (2004) who study ways that intelligence – both cognitive and emotional affect the negotiation process.

“Emotional Intelligence” refers to our ability to manage our emotional mind with intelligence in every facet of life.

In a very way, our human intelligence affords us the ability to regulate our emotions. Every decision we make is directly influenced by our emotions – a specific part of the brain, the amygdales, handles all basic emotional reactions, such as fear and anger. The neocortex, or “thinking” part of the brain, allows us to full comprehend situations – our reactions are the result of our unique and individual combination of “thinking” and
“feeling”. Our specific manner of comprehending situations dictates our subsequent reactions.

Measuring Emotional Intelligence

Different approaches to the measurement of emotional intelligence are available. But every measure of emotional intelligence is tied to a particular definition. To measure emotional skills or to test emotional intelligence as the ability to reason with and about emotions, one needs to use an ability test.

Here are ways in which emotional intelligence assists us in our work, based upon the four – branch theory of emotional intelligence.

Identifying emotions:

- Need to be aware of one’s feelings so that one is not blinded by emotions
- Being aware of other’s emotions is a key to working with people

Using Emotions:

- Know what motivates people.
- Understand other people’s point of view.
- Understand and handle team interactions.
Managing emotions:

- Be aware of your emotions and use them to solve problems.
- When disappointed try to find out the cause and take remedial measures.

Career development

Emotional intelligence plays an important role in many areas of our lives. A recent book on the best career opportunities closely examined the skills and aptitudes required to succeed at those jobs with a future. Career Smarts: Jobs with a future *(Ballantine, 1997)*, by career expert Martin Yate, discusses the role of emotional intelligence in careers and actually rates the level of emotional intelligence required for each field.

Some jobs do not require a great deal of emotional intelligence. These careers focus mainly on tasks, which can be accomplished individually or by working with others in fixed, set or structured ways. That is not to say that if you have a high level of emotional intelligence that you won’t succeed in these careers. Emotional intelligence may be just the thing that sets you apart from your colleagues and leads you to success in the workplace. Some jobs involve working in informal teams, or require empathizing with and understanding others. Without a high level of emotional intelligence, one may find these careers to be difficult, or perhaps less satisfying.

Emotional Intelligence has 8 factors divided in 2 dimensions: Emotional Intelligence, like IQ is hierarchically organized. The
psychologists who worked on this test divided the EQ. into a two-dimensional model, which was further broken down into four subdivisions:

<table>
<thead>
<tr>
<th>Personal Dimensions</th>
<th>Relational dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Emotional self–knowledge</td>
<td>- Empathy</td>
</tr>
<tr>
<td>• Self - control</td>
<td>- Emotional expression</td>
</tr>
<tr>
<td>• Self – Motivation</td>
<td>- Conflict resolution</td>
</tr>
<tr>
<td>• Self – Esteem</td>
<td>- Assertiveness</td>
</tr>
</tbody>
</table>

The term “Emotional Intelligence” entered the mainstream only with DANIEL GOLEMAN in 1995. He argues in his book the IQ contributes only about 20% to success in life, and other forces contributes the rest. We can infer that emotional intelligence, luck, and social and social class are among those factors. He also says that emotional intelligence is a new concept indeed, but the existing data imply that it can be as powerful as IQ and sometimes even more.

And at least, unlike which is claimed about IQ, we can reach and improve in children some crucial emotional competencies. Emotionally intelligent people are more likely to succeed in everything they undertake.
2.2.0 COMMERCE APTITUDE

Subject Aptitude

According to English and English (1988) Aptitude may be regarded as “the capacity to acquire proficiency with a given amount of training”.

Dictionary of Education (1989) aptitude is defined as a “pronounced innate capacity for or ability in a given line of endeavour such as a particular art, school subject or vocation”.

The New Oxford Encyclopedia Dictionary (1992) defines Aptitude as a “capacity to acquire skill in a particular field of bodily or mental performance”.

Freeman (1965) has defined aptitude as a “Combination of characteristics indicative of an individual’s capacity to acquire (with training) some specific knowledge, skill or set of organized responses such as the ability to speak a language, to become a musician, to do mechanical work”.

Aptitude in Great Illustrated Dictionary (1984) is defined as “a natural talent, skill or ability, quickness in learning and understanding”.

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Webster’s Ninth New Collegiate Dictionary (1986) defines aptitude as “a natural ability: talent, capacity for learning: aptness, general suitability”.

When a psychologist speaks of an aptitude, he has in mind the potentiality of a person has to succeed in an occupation or jobs or school attainment.

According to Warren,

“Aptitude is defined as a condition or set of characteristics regarded as symptomatic of an individual’s ability to acquire with training some specified knowledge, skill or set of responses such as the ability to speak of language, to produce music etc.”

Aptitude is a present pattern of traits but it always refers to future potentialities or performance. The state of definition does not say whether aptitude is inborn or acquired. It is the product of two – ability and interest – Aptitude is with specific sensory, motor, mechanical, artistic or professional ability while intelligence is general mental abilities.

Aptitude refers to specific ability (Berk 2000), such as carrying out arithmetical calculations or recalling facts from information that has been read. Aptitudes from as a result of the interaction between individual characteristics and learning opportunities in the environment (Cohen & Swerdlik 2000). They, therefore, represent information and skills which are gradually acquired.
Aptitudes can be measured and are used to predict a person’s potential for achievement in a defined area. If a person displays an aptitude for a type of activity by currently showing high specific ability in that field, one may predict that his or her performance will increase significantly with additional training in that area (Reber 1995)

### 2.2.1 MEASURING APTITUDE

Aptitude is measured through the use of aptitude test. Aptitude tests tap a combination of learning experiences and inborn potential that was obtained under uncontrolled and undefined conditions (Cohen & Swerdlik 2002). Test results obtained can then be used to predict a learner’s probable success in a future course or career.

Nichols and Mittelhotz (1996) stated in aptitude test measures mental abilities that are neither so stable that they cannot be changed, not so easily changeable that they can be modified by a minor change in the situation where the aptitude is being used.

Nichols and Mittelholtz (1996) point out that the prediction of achievement using a score on an aptitude test assumes that a specific aptitude is a necessary ability in that area. One could assume that visual perceptual speed is important to achievement school level since much school work involves the reading, scanning and comparing of information.

Coher & Swerdlik (2002) stated that at entry level an aptitude test is called a readiness test as the test is being used to measure the individual’s readiness for learning.
2.2.2 CHARACTERISTICS OF APTITUDE

The following are the characteristics of aptitude –

- It is an abstract phenomenon and integrative part of personality.
- It is the present condition with a future reference and it is symptomatic of potentialities.
- There are individual differences in potentialities. People do not inherit the same endowments nor do they develop equally.
- Aptitude of an individual is fairly stable but not perfectly constant and do not alter.
- Aptitude implies the prediction about the individual future performance or occupation.
- Aptitude brings the excellence in the job performance.

The concept of aptitude carries within certain assumptions-

- An individual’s potentialities are not equally strong.
- Individuals differ one from another in their potentialities.
- Many of these differences are relatively stable.
- The differences are of two types – inter and intra or within individual differences.

Characteristics of individual differences are as follows;

- Individuals differ from one another. They do not have the same endowments nor develop equally.
The individual differences have been recorded with regard to almost any measurable ability or trait - musical, artist educability, mechanical ingenuity.

Regarding the distribution of individual differences do not permit region holding every one into contrasted types on assumption that a person must be either quick or slow and extrovert, dominant or submissive distinctively college material clearly unable to profit by liberal education.

It is important to bear in mind what ever may be implied by such characterization of the individual difference in a trait. It means that certain aptitude is evenly distributed.

There are important trait differences within the make – up of each individual, we find that the tendency of the abilities of individuals in a representative population to cluster around the average for that group, is matched by similar tendency for the different group or of a single individual to cluster about his own average.

The individual differences depend on specific trait and ability or job performance or certain activity.

A counsellor is properly concerned with helping an individual to see clearly the difference between his various capacities. The psychology of aptitude implies that person’s potentialities are fairly stable. The present performance of the individual has the future course of potentialities.
2.3.0 ACADEMIC ACHIEVEMENT

It becomes necessary to measure and evaluate that continuously progressing ability so as to motivate children further on the path of progress. The quantity of knowledge that students have obtained in a given period, the extent to which they have transferred this knowledge to real life situations, etc., are elements evaluated through achievement tests.

Evaluation of the progress of child has been started from his infancy. Child tries to solve his problems has to pass through various conditions throughout his life. He gets success and some times he faces failure.

Educational process and the process of measuring achievement through tests are not new. In fact this process of teaching and evaluation has a very long heritage. Vedic inscriptions and citation of Upanishads are the evidences of many measuring academic achievement. In Asia, achievement tests have a standing of 4000 years. Even today, achievement tests determine the progress of students. His quality and quality of achievement expresses his progress.

2.3.1 DEFINITION OF ACHIEVEMENT TEST

Scholars have defined achievements in the following words;

Garrison and others- The achievement test measures the present ability of the child or the extent of his knowledge in a specific content area.
Thorndike- When we use an achievement test, we are interested in determine what a person has learned after he has been exposed to specific kind of instruction.

Super- Achievement or proficiency test is one designed to measure a student’s grasp of some body knowledge or his performance.

Good C.A. - A test is designed to measure a person’s knowledge, skill, understanding etc, in a given field taught in school, for example, a mathematics test or an English test in practice an achievement test may include measures of served types of subject matter and may yield separate score for each subject, such a test is usually called an achievement test

In a school, the objectives of education are achieved through a definite syllabus. Through achievement tests give at regular intervals, the teacher determines the extent to which students have absorb the knowledge communicated to them in the class as well as the extent to which he has succeeded in achieving the goals of education.

Freeman has defined achievements tests in the following words “A test if educational achievement is designed to measure knowledge, understanding or skills in a specified subject or group of subjects.
The objective of achievement test is to measure acquired knowledge, skill, capacity and ability of an individual. The main objectives of achievement test are following.

- To evaluate the curricular achievement of the students.
- To evaluate teaching skills of the teachers.
- To classify the students according to the abilities.
- To motivate the students for further studies on the basis of marks obtained.
- To change the curriculum on the basis of data obtained.
- To assess the success of methods of teaching.
- To achieve educational objectives on the basis of tests.
- To give promotion to the students.
- To manage teaching on the basis of individual differences.
- To help in problem solving.

2.3.2 USES OF ACHIEVEMENT TESTS:

The achievement tests are of the following uses:

➢ To determine whether an individual has attained the required ability field of knowledge or activity.
➢ To select the desirable candidate for training and to classify them for placement.

➢ To help in counseling and guidance. *Anastasi* has pointed out that “an appraisal of the individual in current skills and knowledge is an obvious first step in the educational and vocational planning that constitutes important objectives of the counseling situations.”

➢ To plan for a suitable remedial teaching programme for the pupils after determining their achievement level.

➢ To discover the effectiveness of teaching and to suggest the required improvement in the process of teaching.

➢ Above all, to judge the effectiveness of a course and to revise the existing curriculum.

**CHARACTERISTICS OF THE PERSON WHO HAVE HIGH ACHIEVEMENT**

- The level of aspiration of such people is found to be high. But they raise it step by and always set it in the intermediate zone where there is moderate risk. They show greater persistence’s in work.
- They are found to derive more pleasure from success than the people who are weak in achievement motive.

- They show more efficiency or a higher level of accomplishment.

- There is strong desire to excel, and beat others or to perform the best and shine in material terms, among such persons.

- They are found to possess more anxiety about getting success in comparison to the people who are weak in achievement motive.

- Persons having materialistic attitude, belonging to higher caste and capitalistic strata are found to possess strong achievement motive.

Detailed conceptual framework has been dealt in the chapter and the review of researches done in the related concept is given in the next chapter.