

EMOTIONAL INTELLIGENCE: A REVIEW

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ABSTRACT

The development of emotional maturity as a theory is traced in this article, which also includes a literature assessment. It goes through the many ideas and views about emotion and cognition, as well as how the theory of emotional maturity came to be. It also covers the three main models of emotional maturity, their contributions to the theory, and a short assessment of how the theory may be improved in the future.

KEYWORDS: *Acceptance, Emotional Intelligence, Expression, Improvement, Feeling.*

1. INTRODUCTION

Let us not forget that our little impulses are the huge captains of our life, and we blindly follow them. Van Gogh, Vincent, 1889. Emotions are what make a person who they are. Emotions determine a man's fate and form his outlook on life. Mano Matram Jagat; Mano Kalpitam Jagat (the world is as the intellect sees and feels it; the world as the brain knows of it) is a popular Sanskrit proverb. A dictionary definition of emotion is "a emotional state involving opinions, physiological changes, and a proactive attitude or behavior." However, theologians, psychologists, philosophers, scientists, and researchers have developed and continue to develop different theories to try to comprehend its bottomless vast stretches of intrigue and fascination. While theologians examine emotions, or rather their management, as a way of knowing the Supreme Being, social psychologists has debated the importance of emotions to the person and society[1].

Natural scientists, such as physiologists, are more interested in the origins, origins, and function of emotions. Humans are a highly emotional and rational species. While logic allows them to make mathematically precise judgments, emotions allow them to comprehend and sympathize with others, making them more "human." Traditionally, individuals with strong reasoning abilities and a logical bent of mind were thought to be cleverer. Only the thinking and logical ability of the individual were evaluated in the IQ tests that were intended to determine a person's intellect and competence[2]. IQ tests were deemed successful, according to Woodworth (1940), when they examined a person who was "not frightened, furious, or curious about topics that evoked emotions." Emotions were believed to be disruptive in nature, impeding a person's ability to think clearly. "Jupiter has given much more emotion than reason — you might calculate the ratio as 24 to one," Erasmus of Rotterdam, a sixteenth-century humanist, said. In contrast to Reason's lone might, he built up two roaring tyrants: wrath and desire. The ordinary life of man demonstrates how far reason may triumph against the combined powers of these two." Goleman

(1995) cites this source. Young (1943) described emotions as "acute individual disruptions..." and thought that emotions caused individuals to "lose control." However, not everyone experienced or accepted feelings as "disorganized disruptions". "... emotions are of very remarkable significance in the overall economy of living beings and do not deserve to be pitted against „intelligence,” according to Mowrer. Emotions seem to be a higher level of intellect in and of themselves.” There was a change in emphasis from treating emotions as a source of disruption to treating them as a source of cognitive assistance. The "cognitive theorists," who believed that emotions were based on personal interpretation or evaluation of a specific experience, established the positive connection between emotions and cognition[3].

Any event or occurrence has a personal meaning for each individual, and the individual responds in accordance with this personal meaning and his assessment of the event based on his own well-being. Others, such as Stanley, Schachter, and Jerome Singer, argued that emotion included both physiological and cognitive activation. Even when individuals experienced a condition of "nonspecific physiological arousal," such as anger, happiness, or others, they attempted to analyze and reason it out to find out what such arousals meant for them. Some theorists described the process of emotion as first recognizing the objects or occurrences, then evaluation, third physiology, fourth action or expression, and lastly control, according to the author. There is no doubt that emotion will disturb cognition since the evaluation occurs first and then the emotion[4].

Researchers have progressed from believing that emotions are disruptive to believing that emotion and reason are intertwined and that, in most cases, cognition or reasoning comes before emotions. Intelligence and emotion, which were formerly regarded distinct disciplines, have now been combined into a single field called "Cognition and Affect". Emotions are seen from a variety of viewpoints. Because of the subjective character of emotions, it's difficult to come up with a universally recognized definition or theory. It's almost difficult to scientifically comprehend something that can only be felt and experienced. Various theories on emotions have been proposed in an effort to comprehend the nature of emotions and how individuals perceive them. While the James-Lange theory holds that a specific event or event produces a physiological change, which is subsequently translated into an emotion, the Cannon-Bard hypothesis holds that we experience both the physiological change and the emotion simultaneously[5].

The Schachter-Singer Theory incorporates a conceptual perspective that intervenes between physiological change and emotion categorization. The Lazarus hypothesis states that thinking comes first, followed by emotion perception, whereas the Facial Feedback theory states that emotions are experienced via facial expressions (for example, when someone smiles, he feels pleasure - the expression comes first, followed by cognition). Language impacted thinking, according to Sapir-Whorf, while language and cognition, according to Chomsky, are distinct mental capacities. There are many ideas and notions to consider. Although emotion is "a complex, diffuse concept that can be expressed differently at different levels of abstraction", the beauty and appeal of each of these concepts lies in the fact that they each have their own significance and have revolutionized how people perceive emotions. Emotions were no longer seen only as a source of distress; it was becoming clear that they played a critical role in cognition and motivation. "Emotions guide our attention and encourage us to participate in particular behaviors," writes Caruso (2008). Emotions, he claims, "do not obstruct excellent

decision making; in fact, they are essential and crucial for all successful decisions.” The effectiveness of emotions will be addressed in more depth later, but for now, suffice it to say that emotions are not inherently antagonistic to reason, as was previously assumed; rather, they aid successful thinking and decision-making. But, before we go any further, it's important to understand the difference between the terms "emotion" and "feeling," as well as why "emotion" is chosen over "feeling." Although the two terms are often used and interchanged, it is important to be exact in word choice and use, particularly since the whole study is centered on emotions and their wise control[6].

2. DISCUSSION

1. *Emotion or feeling:*

“Feelings are what matter the most in life,” stated scientist Charles Birch. It is debatable if it matters the "most," but it is undeniably important. As Wierzbicka points out, the words "feelings" and "emotions" are often interchanged, and some languages (French, German, and Russian) lack a comparable phrase for the English word "emotion." However, there are several key distinctions between "feelings" and "emotions." A "feeling" may be a bodily sensation that is felt, such as a flushed face, a knot in our stomach, or a general sense of discomfort that is caused by an emotion. It is possible to talk about a "hunger sensation" rather than a "hunger emotion." When asked to name a few feelings, one could answer things like happiness, sorrow, guilt, and so on. So, are "feelings" better for physiological or physical reactions, while "emotions" are better for thought? What does person mean when he or she expresses a "sense of loneliness" in this case? Is it something you've thought about or something you've experienced physically?

When we say "emotions," we're referring to the characteristics of all three - feeling, thinking, and bodily experience. Many psychiatrists prefer the term "emotion" over "feeling" since "emotion" seems to be more objective than "feeling", and objective things are simpler to logically and rationally evaluate than subjective things. If "knowledge" is defined as "thinking and reasoning," and emotions are defined as "the character of thinking combined with feeling," can it be assumed that feelings, like any other intelligence, can be studied and assessed? This is the foundation of the emotional intelligence hypothesis, which stresses the significance of emotional regulation and oversight in one's life. The next section recounts the theory's development[7].

2. *The evolution of the theory of emotional intelligence:*

Only intelligence and knowledge were ever associated with intelligence. It was thought that there was only one kind of "intelligence," referred to as "g" for general intelligence. A person is born with a particular level of intellect that may be measured using short response tests (IQ tests). Psychologists also thought it was difficult to alter this intellect. Can intelligence, however, be defined only by reasoning and mental skills? Gardner raises an interesting issue when he asks if, if IQ testing were to vanish from the world, it would be impossible to determine whether a person is bright or not. Such issues have led us towards a new realm of knowledge in which we have agreed that, in addition to academic power, an individual's natural talents should also be considered when evaluating his or her ability. When tracing the development of the emotionally intelligent hypothesis, one can see that Thorndike emphasized the importance of "non-intellective" components as early as 1920. “The fundamental issue is whether non-intellective, that is, emotional and conative skills, are acceptable as elements of general intelligence,” wrote

David Wechsler in 1940. Such variables are not only acceptable, but also essential, in my opinion. I've attempted to demonstrate that, in addition to intellectual considerations, there are clear non-intellectual variables that influence intelligent conduct. If the preceding findings are true, we can't hope to assess overall intelligence unless we incorporate some measurements of non-intellectual elements in our tests [8].

3. The Trait Model of Bar-On:

Bar-concept On's of emotional intelligence is more procedure than outcome-oriented, focusing on the "potential for success" but instead of success itself. Emotional intelligence, he claims, may be taught and improved over time via training, coding, and treatment. In contrast to Goleman's approach, the Bar-On model incorporates stress management as well as general mood components such as optimism and pleasure. Aside from this, he uses reality testing to determine how conscious a person is of the difference between the actual meaning and his interpreted interpretation of a scenario, as well as impulse control, which is the capacity to keep oneself from responding recklessly to a circumstance On's model divides the world into five components, each of which is further divided into fifteen subcomponents.

Self-Respect: Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization are all intrapersonal traits. Empathy: Social Responsibility and Interpersonal Relationships are all interpersonal concepts. Adaptability: Problem-solving, flexibility, and reality testing Stress Tolerance: Impulse Control are two aspects of stress management. Optimism and Happiness are two general mood components[9].

4. The effectiveness model:

Mayer and Salovey described EI as "the capacity to monitor one's own and others' thoughts and emotions, to differentiate among them, and to utilize this knowledge to guide one's thoughts and behavior" when they first presented the term in 1990. They thought that every job included "affective information," and that knowing and controlling it would aid people in "solving issues and regulating behavior". They devised a set of abilities that they thought would aid a person in emotional regulation. They recognized three main skills: "emotion assessment and expression," "emotion control," and "emotion use," which were further divided into:

A) Emotion evaluation and regulation: If oneself (verbal and non-verbal perception) and many others (non-verbal perception and empathy) — a person who can correctly detect his feelings will be able to appropriately react to them, and therefore will be better at expressing them to others. At the same time, he should be able to comprehend other people's feelings. As a result, he is able to adjust to the circumstance and improve his social skills. Emotional intelligence necessitates the processing of emotions in oneself and others, thus these abilities are a component of it[10].

b) Emotion regulation: in self and others - Emotions may be triggered and controlled according to a person's will if he is skilled at consciously detecting those things that make him feel good and those that don't. This talent also sharpens his senses in terms of detecting others' emotions and successfully adjusting or influencing others depending on the circumstance. As the authors admit, this may have a detrimental impact since individuals may attempt to influence others to fulfill their own needs, whether good or harmful.

c) *Emotional intelligence*: Flexible planning, creative thinking, redirected attention, and motivation - this skill is included in the construct since individuals with emotional intelligence should be more adept at adapting to difficulties. He can organize his activities, think imaginatively, shift his attention, and push himself to make the most out of any circumstance if he is conscious of his emotional condition. The original idea was to concentrate on recognizing and controlling emotions. The authors redefined the theory as "Emotional Intelligence is the able to sense accurately, properly assess, and express emotion; the way to obtain and/or start generating emotions to facilitate thought; the ability to empathize with other people; and the ability to manage stress to promote emotional and psychological well-being". Based on this description, a four-branch model was developed, with the four branches progressing from fundamental to more sophisticated psychological processes. They also think that someone with a high emotional intelligence may advance through these four stages and master the majority of them quicker than someone with a low EI. Each of the four branches was further split into four skill sets[11].

5. *The Competency Model of Goleman:*

As previously said, Goleman's impact to the area of EI is remarkable in the sense that he disseminated the idea to the point that it was featured on the front page of "Times" almost immediately. With his book "Emotional Intelligence: Why it Can Matter More Than IQ" in 1995, he popularized the subject by making bold assertions that bordered on hyperbolic at times, such as EI being the cause for "almost 90% of the difference" between star performers and mediocre performers. Goleman continued research in emotional maturity after being inspired by Salovey and Mayer's results, and developed a four-branch model that was further categorized into twenty soft skills. He added some few personality characteristics including trustworthiness, inventiveness, team player, and others to Salovey and Mayer's EI model, earning the critique that it was "preposterously all-encompassing. He thinks that emotional skills may be learned and cultivated rather than being inherent abilities. As a result, a person's ability to acquire these emotional skills was determined by their emotional intelligence, which he considers to be a latent, inborn capacity. Emotional maturity and emotional competence are apples and apple sauces, respectively. Emotional skills are an outgrowth of EI, which is innate. a) Self-Awareness: Emotional Self-Awareness, Accurate Self-Assessment, and Self-Confidence, according to his four-branch model (2001). b) Ego: Self-control, dependability, conscientiousness, adaptability, achievement motivation, and initiative. c) Empathy, Social Orientation, and Organizational Awareness are all aspects of social awareness. d) Relationship Management: Coaching, Influence, Communication, Conflict Resolution, Leadership, Change Catalyst, Bonding, Teamwork, and Cooperation[12].

3. CONCLUSION

Individuals' life skills may be predicted and improved using the idea of emotional intelligence. The theory's proponents think that understanding, evaluating, and regulating one's own and others' emotions is the key to a better quality of life. Because theorists must first develop a tool or improve on existing measures to properly evaluate and evaluate a person's emotional abilities, the first and most important difficulty they confront is to operationalize their theory. This will also put to rest the second key issue as to whether emotional maturity is a different kind of intelligence or just old wine in a new bottle. Another issue with the concept is there are too many

meanings and methods. While this is necessary and beneficial for any new theory, it often causes researchers to get confused about which term or approach to use. As a result, some have dismissed the idea as mere hype, dismissing and dismissing the hypothesis as non-existent. However, as Cherniss et al. (2006) point out, "there is still no agreement on what IQ is or the best method to test it" after a decade of study. It's time to reconsider using a different criterion to evaluate or condemn EI.

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