

Impact of Emotional Intelligence towards Human Behaviour - A Conceptual Overview

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Abstract

Emotional Intelligence dwells within one's ability to self-organize thereby influencing and controlling others in terms of feelings or behaviour to serve an intention. The last decade have made attempt to explain EI and its applications. Also, projected advancements in behavioural sciences and its role in understanding effects of emotions that plays in human life. The researchers found that more than Intelligent Quotient (IQ), emotional awareness and ability is quite indispensable to handle a feeling which determines the success and happiness in all walks of life. The corporate today have realised that IQ alone cannot account for measuring individuals' performance and success. The earlier researches on EI explain its predictability through various indicators like physical aspects and psychological health. However, existing researches have stated methodological limitations including over-reliance on self-report measure and also neglected the overlapping of EI between personality measures. Furthermore, interventions focusing on emotional perception, understanding, expression and emotional regulation seem to be potentially important for improving health and mental well-being. It has been an observation that research on EI has not yet been holistic and made a major contribution to restorative practice. This paper intends to review and examine the role of emotional intelligence (EI) towards well-being and health avenues along with issues pertaining to EI quotient for future research. The present research envisages on theories of multiple intelligence effect on human behaviour with various models, which facilitate the EI quotient within an organizational.

Keywords

Emotional Intelligence, Emotional Perception, Emotional Regulation, Intelligent Quotient, Over-Reliance

Introduction

Over years, scientists have begun to study why standard intelligence is not sufficient to predict performances of individuals. They have realised that there is another type of intelligence, which is not related to standard cognitive intelligence known as Emotional intelligence. Emotional intelligence is a type of intelligence how emotions help and guide individuals towards behaviour

and thinking with enhanced results (Weisinger, 1998). A study of emotional intelligence has its root in the work of Darwin, who expressed that emotional expression was essential for survival of a human being (Law, Wong & Song, 2004). EI involves combination of competencies, which allows people to be aware of, understand and be in control of their own emotions, to recognize and understand emotions of others. This knowledge is used to foster their self success and accomplishment of others. People with high EI are proven to be successful in their workplaces because they can understand their emotions and behave in a way for their goal accomplishment. They can apply their EI to truly understand others and their point of view. Thus, EI refers to an individual's ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge so as to regulate emotions to uphold emotional and intellectual growth (Caruso et. al. 2002). The structural paradigm of EI has been widely explored in various theories of management. They have been exposed partially on how emotional intelligence developed within organizational settings. As such, the aims of this paper are to explore the central trends in the theory surrounding the concept of EI, and methods that can be utilized by human resource development programmes to develop and enhance the EI of human resources within organizations. Moreover, dealing with potentially disruptive emotions requires a specific set of abilities, or competencies that allow an individual to cognitively utilise and manage emotions towards productive means (Dulewicz & Higgs, 2000). Also, Emotional intelligence would be advantageous to recognize their strengths and limitations and to build the self-worth and capabilities (Lakshmipriya, 2016). This lays the fundamental divergence within commentary of EI concept whether EI is made up of a specific set of abilities (Salovey & Mayer, 1990) or it is a function of competencies (Goleman, 1996, 2001) or a mix of both.

Conception of Emotional Intelligence

The requirement of emotional intelligence skills reflects in the transformation of social attitudes in human behaviours. Emotion is an automatic response towards a state of psychological arousal and expression. The concept of 'emotion' has been defined as a composite feeling condition with somatic, psychic and behavioural components that are inter-related to affect mood (Kalpan, 1998). Emotional intelligence was described formally by Salovey and Mayer (1990) as 'the ability to monitor one's own and others' emotions and feelings to discriminate among them and to use this information to guide one's thinking and actions. They also provided an initial empirical demonstration of the measure of aspect of emotional intelligence as a mental ability (Mayer et. al. 1990). The aforementioned literature explains emotional intelligence as a way to conceptualize the relation between cognition and affect. Historically, 'emotion' and 'intelligence' were viewed as being in opposition to one another (Lloyd, 1979). The theory of emotional intelligence suggests opposite emotions make cognitive processes adaptive and individuals can think rationally about emotions. Furthermore, emotional intelligence is an outgrowth of two areas of psychological research that emerged over forty years ago. The first area, cognition and affect involved on how cognitive and emotional processes interact to enhance thinking process. In addition to that, emotions like anger, happiness, and fear, as well as mood

states, preferences, and bodily states, influence how people think, make decisions, and perform different tasks (Forgas & Moylan, 1987; Mayer & Bremer, 1985; Salovey & Birnbaum, 1989). The study conducted by Ganesan in 2002 expressed that social characters like personality influence, motivation, need for achievement and need for affiliation influence human behaviour (Ganesan, 2002). It is rather than viewing intelligence strictly as how well one engages in analytic tasks associated with memory, reasoning, judgment, and abstract thought, the theorists and investigators commenced in considering intelligence as a broader array of mental abilities. Also, psychologists have explained intelligence in different ways, which includes logical capacity, abstract reasoning, understanding, emotional knowledge, self-awareness, communication, wisdom, memory, planning, inventive and problem solving skills. Furthermore, human intelligence is the mental quality, which consists of abilities to learn from experience, adapt to new situations, understand and handle abstract concepts and use of knowledge in manipulating their environment (Sternberg, 2014). In an emotionally illiterate environment, professionals neither aware of their own emotions nor emotions of others that leads to poor usage of self-intelligence. In a work environment, emotions are viewed from intelligence and experience point of view, which are detached from routine activities of workplaces.

Literature Review

A study conducted by Benbrown in 2005 explained a set of abilities, competencies and traits, EI is vital in the achievement of outstanding performance by leaders and teams as it provides a basis for the establishment of positive relationships, communicative norms, trust and understanding, and openness to adjustment, and support systems. In another study conducted by Byrnes (2001) argued that research cannot be used to support particular instructional practices. It can, however, be used to support in psychological theories of learning, which in turn can be used to design more effective forms of instruction. Matthews et al. (2005) argued that another critical problem for EI theory was that EI showed correlations with both personality measures and standard intelligence measures. Thus, it has been difficult to determine exactly how EI differs from some combination of IQ and personality factors. The transactional stress model explains that inability of individuals' cognitive processes and emotional reactions to manage strain environments may lead to increased occupational tensions Lazarus's (1994). Until the last century, the understanding of intelligence was related to cognitive functions such as problem-solving, memory and learning. In 1900's scientists begun to understand that non-cognitive aspects of intelligence also exist. In 1940, non-cognitive intelligence was developed by David Wechsler which was the traditional method. Gardner in 1983 developed non-cognitive intelligence which mainly focused on intra-personal intelligence. He further described it is the ability to understand one's own feeling, motivation and fear; interpersonal intelligence is the ability to understand others and their desires motivations and intentions. Gardner theorized that apart from these two intelligences, a grouping of seven intelligences more accurately accounts for the diversity of ways in which people acquire and utilize knowledge (Gardner, 1989). Furthermore, Gardner used biological as well as cultural research to develop a list of seven intelligences, includes first,

logical-mathematical intelligence, which is the ability to detect patterns, reason deductively and think logically. Most often associated with scientific and mathematical thinking. The second intelligence is, linguistic intelligence, which is the ability to use language masterfully to express oneself theoretically or poetically. Also, allows one to use language as a means to remember information. The third intelligence is spatial intelligence, wherein the ability to manipulate and create mental images in order to solve problems. Gardner not only limited the intelligence to visual sight, but also noted that blind children can possess spatial intelligence. The fourth intelligence is musical intelligence, which is the ability to read, understand, and compose musical pitches, tones, and rhythms. The fourth intelligence is bodily-kinaesthetic intelligence to which is the ability to use one's mind to control one's bodily movements. This challenges the popular belief that mental and physical activities are unrelated, which is the fifth type of intelligence derived by him. Sixth intelligence comes interpersonal intelligence, wherein the ability to apprehend the feelings and intentions of others. Lastly, intra-personal intelligence, which is the ability to understand one's own feelings and motivations, is the seventh type of intelligence (Gardner, 1983). It is Gardner's point of view that all individuals have various kinds of intelligence in different levels and types of intelligence at work, as each other's complementary item in the learning process. In his opinion multiple-intelligence has both biological and cultural basis. The neurological researches have shown that learning is the result of change in synaptic connections among nerve cells. In addition to biological basis, cultural elements are also influential in the development of various intelligences. Thus, depending on kind of intelligence, it is considered valuable, in different cultures and different types of intelligence are developed accordingly. During 1999, Gardner brought forward two other types of intelligence, that is the naturalist intelligence and the experiential intelligence.

Objective

To comprehend the advancement and impact of emotional intelligence towards human behaviour through occupational performance, leadership and organizational productivity

Emotional Intelligence and Occupational Performance

The professional development and leading emotional intelligence plays an important role in many areas of our lives, but it is not crucial for success in all professions and some businesses do not require intelligent emotionally high, while there is work requires a lot of emotional intelligence such as business. This in turn requires empathy and communication with people and understanding of others which includes working in a team, if the individual does not have a high level of emotional intelligence that the business is difficult and leads to less satisfaction. The Emotional Intelligence is a set of capabilities that may help managers in many ways to be more flexible in planning and motivating self and others, and in taking important decisions for management development. Emotionally intelligent behavior is to help managers to better plan in several ways including changing plans to meet current needs and adapt to the attitudes and use of successive plans changed when original plans fail. The emotionally intelligent managers have the

ability to understand their own emotions and emotions of others help them motivate themselves and their staff. Also, to assist individual's to continue working. They also have the ability to make important decisions and through the use of emotions to facilitate thinking and see things clearly when passions are strong (Cheng, 2003). A study on the relationship between emotional intelligence and effectiveness of team, emotional intelligence has been helping team found leaders inspiring them to be better in satisfying customers. However, it is not necessary to increase the efficiency with which they have carried out these behaviours (Mayer, 2000).

Impact of Emotional Intelligence on Leadership

Leadership is one of the most important aspects of studies of human behaviour in organization. It is the leader who creates working environment. The success of an organization depends upon the efficiency of the leader. It is the attributes, positive approach and problem solving abilities that make a leader. Leader should be able to turn the hopeless situation in his / her favour. In the environment of tough competition in the market where it is undergoing financial recession and layoffs is the order of the day. Moreover, market is facing poor demand for products because everybody has enough and poor or no growth situation persists. In this situation leader should not lose his balance but turn the situation in his favour. He should be able to evolve techniques and lead the organization to win-win strategy. Thus, leaders instill values of honesty take calculated risk and displays concern for employees and customers. Moreover, leaders do not stand and wait to see the despair things taking a shape (Kondalkar, 2007). A new psychology of leadership suggested that effective leaders must understand the values and opinions of their followers rather than assuming absolute authority to enable a productive dialogue with team members about their group standing and act accordingly. According to this new approach, no fixed set of personality traits can assure good leadership because most desirable traits depend on the nature of group being led. The leaders who adopt this strategy must try not only to fit in with their group but also to shape the group's identity in a way that makes their own agenda and policies appear to be an expression of that identity. The discoveries made in recent decades of studies on this new perspective of investigating human personality were immediately connected to the concept of economic efficiency of the person. As the leader's emotional competencies have an overwhelming influence on the climate of company on motivation of employees, customer relationships, and these skills can be improved. It is to be noted that the development of models of emotional intelligence, the detailing of emotional competencies of how they can be self-induced and shaped the preparation of assessment tests of these competencies is an important issue for the whole area of leadership. Emotional intelligence can become a multiplier factor of revenue of a company with millions of dollars. But, as the emotional qualities create a precise value added, their deficit has a high price. According to the analysis, a company's climate is responsible for 20% -30% of the business performances of the company concerned. The climate is determined at a rate of 50% -70% by one person, wherein the leader is the one who creates the condition that lead directly to people's ability to work with gain (Roberts, 2001). The leader who

wants to create an emotionally intelligent team can start by helping the team towards collective self-awareness.

Ethical Dimension & Emotional Intelligence

In psychology, ethics and morality are treated as an orthogonal independent dimension in a domain beyond the concerns at hand and the moral dimensions of Big Five personality factors and nor of personality dimensions like self-efficacy, optimism or extraversion. The influence of emotional intelligence on popular culture and academic community has been rapid and widespread. However, this has stimulated a surprising number of research initiatives across a wide range of domains within psychology and swiftness with which the concept of emotional intelligence has caught on perhaps inevitably created a gap between what we know and what we need to know. Understandably, this has led to a great deal of controversy and debate among researchers and practitioners wherein one can understand and apply the principles associated with emotional intelligence. Even though there may be significant issues to explore the intersection of ethics and EI. Goleman (1998) has speculated that certain aspects of EI may tend to promote pro-social behaviour. The aspects like Self-awareness must be deployed to act in accord with one's own sense of purpose, meaning, and ethics, whereas empathy appears an essential step in fostering altruism and compassion.

Implications & Future Framework

Emotional intelligence has been extensively researched in workplace settings. It has been related to increased success among those who share similar positions. Hiring individuals with higher levels of emotional intelligence as well as training the existing staff to be more emotionally intelligent has been associated with financial gains in the private sector. The training in emotional intelligence in the workplace can occur at all levels and several evaluated programmes have found success in developing more emotionally intelligent workforces. Emotional theories are not supported by sound or consistent validating empirical evidence. The reason being these theories do not respect the constraints provided by cumulative empirical evidence from cognitive neuroscience research, these theories should not be taught without providing the context of their existing empirical support. The enthusiasm for their application to classroom practices should be tempered by awareness that lack of having a sound empirical support on its application, which will have little real power to enhance student learning beyond that stimulated initial excitement of something new. Of course, future researches may throw some new light on these theories, and students, teachers, researchers, and theorists should remain open to new evidence and the relationship between emotional intelligence and personality. More number of researches is needed to determine the exact connection of emotional intelligence through personality constructs, may be developed to draw and derive models and / or measures of emotional intelligence that are accounting for additional variance in performance or behaviour over and above that of personality factors. Moreover, emotional intelligence provides competitive edge to the professionals at their workplaces (Otuedon, 2016). The researchers shall consider the

usefulness of such constructs and measures, which may only replicate or rename ideas that are already proved and established. Each theory has been put forward in an attempt to better understand and explain the skills, traits, and abilities associated with social and emotional intelligence. However, some might argue on the goal side of research which should be identify and define a singular theoretical framework to be labeled as “correct” version of emotional intelligence. In furtherance the other approaches would be developed to acknowledge and facilitates multiple theories, which can often serve to elucidate additional aspects of complex psychological constructs.

Conclusion

The concept of emotional intelligence has garnered considerable attention from the corporate productivity and occupational performance since 1990. The prominent three competing models of emotional intelligence have emerged along with their own corresponding measurement strategy. It is regarded with psychological evidence that human personality is individual, but its individuality is unified. Hence, personality is more susceptible to positive feedback. The guarantee of success and productive learning is the harmony of emotional intelligence and the intellect who administers it in a given situation. The function of development of emotional intelligence is to furnish students with competences that are necessary for success in school life within the so called real life later on. The underdevelopment of emotional intelligence strongly deteriorates individual performance. Moreover, education researchers and system creators have been representing that viewpoint in pedagogical theory. Moreover, literatures for decades paid in Hungary and in foreign countries too in practice. However, also taking into consideration the development of emotional intelligence in public education by no means exist as a general practice in this country. There are only a few alternative and experimental schools, wherein emphasis is laid on emotional education and development of emotional intelligence.

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