

EMOTIONAL QUOTIENT (E.Q.) AND EMOTIONAL INTELLIGENCE

Emotional Quotient represents the relative measure of a person's emotional intelligence similar to intelligence quotient (I.Q.).

We know that one's intelligence is an innate as well as acquired intellectual potential. Every child is born with some intellectual potential which grows and develops with the help of maturity and experiences. Similarly, one is also born with some innate emotional intelligence in terms of one's level of emotional sensitivity, emotional memory, emotional processing and emotional learning ability. This potential (unlike intelligence) is liable to be developed or damaged as a result of one's experiences. The difference here is between the development pattern of innate emotional intelligence and general intelligence as a result of maturity and experiences.

Where general intelligence is generally not subjected to decline or damage with life experiences (it always picks up the rising trend), the emotional intelligence can be either developed or destroyed depending upon the type of environmental experiences one gets in one's future life. More specifically, if a child starts with a certain level of innate mathematical abilities, he has generally almost no chance of getting his potential lowered through training or experiences since no teacher, parent or television programme teach him that $2 + 2 = 5$ or 3 . However, here are enough chances that unhealthy environmental influences or lessons taught by the parents, teachers and other models may lead to the declining or damaging of one's innate or previously held level of emotional intelligence. In this way, whatever a person's emotional intelligence at a particular time in life is that level of his emotional intelligence which is with him at that time as a result of the ongoing emotional lessons or life experiences.

This level or potential of one's emotional intelligence is relatively measured through some tests of situations in life, resulting in one's emotional quotient (E.Q.), a relative measure of one's emotional intelligence or potential. Consequently, *the term emotional quotient (E.Q.) may be defined as a relative measure of one's emotional intelligence possessed by him at a particular period of his life.*

Emotional Intelligence—Meaning and Definition

Emotional intelligence, like general intelligence, is the product of one's heredity and its interaction with his environmental forces. Until recently, we have been led to believe that a person's general intelligence measured as I.Q. or intelligence quotient is the greatest predictor of success in any walks of life—academic, social, vocational or professional. Consequently, the I.Q. scores are often used for selection, classification and promotion of individuals in various programmes, courses and job placements etc. However, researches and experiments conducted in the 90s onwards have tried to challenge such over-dominance of the intelligence and its measure intelligent quotient (I.Q.), by replacing it with the concept of emotional intelligence and its measure, emotional quotient (E.Q.). These have revealed that a person's emotional intelligence measured through his E.Q. may be a greater predictor of success than his or her I.Q.

Historically speaking, the term emotional intelligence was introduced in 1990 by two American University professors Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a scientific measure for knowing the differences in people's ability in the areas of emotions. However, the credit for popularizing the concept of emotional intelligence goes to another American psychologist Daniel Goleman (1995).

Let us now consider the views and definitions of the term emotional intelligence given by eminent psychologists and researchers in the field of emotional intelligence.

1. Although the term emotional intelligence has been defined in many best sellers including Dr. Daniel Goleman's 1995 book "Emotional Intelligence" in a number of ways, comprising many personality traits such as empathy, motivation, persistence, warmth and social skills, the most accepted and scientific explanation of the term emotional intelligence may be found in the following definition given by John D. Mayer and Peter Salovey (1995).

Emotional intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it.

According to this definition, every one of us may be found to have varying capacities and abilities with regard to one's dealing with emotions. Depending upon the nature of this ability, he or she may be said more emotionally intelligent or lesser, in comparison to others in the group.

A person will be termed emotionally intelligent in proportion if he is able to

- (a) identify and perceive various types of emotions in others (through face reading, body language and voice tone etc.);
- (b) sense his own feelings and emotions;
- (c) incorporate the perceived emotions in his thought (such as using his emotions feelings in analysing, problem solving, decision making etc.);
- (d) have proper understanding of the nature, intensity and outcomes of his emotions;
- (e) exercise proper control and regulation over the expression and use of emotions in dealing with his self and others so as to promote harmony, prosperity and peace;

emotion. These are times when the emotion follows an attitude, or is colored by an attitude. Unless the attitude is challenged, the emotion will continue to be felt in the same direction. Action is the behaviour you take based on emotion and attitude.

The above viewpoint of Yetta Lautenschlager clearly emphasizes that, for developing as an emotionally intelligent individual, one must develop the ability of (i) emotional awareness (knowing the feelings of the self and the others), (ii) cognitive realization that emotional expression may be irrational or unhealthy and hence one should be cautious in utilising his emotions for action, (iii) have a fresh look or acquire a desired attitude for the proper utilisation of emotional feelings, (iv) resulting ultimately into proper behaviour for the progress of the self, in proper tune with others.

Based on these, we may understand one's emotional intelligence as a unitary ability (related to, but independent of standard intelligence) helpful in knowing, feeling and judging emotions in close cooperation with one's thinking process to behave in a proper way, for the ultimate realize of the happiness and welfare of the self in tune with others.

Importance of knowing about one's Emotional Intelligence (E.Q.). Knowing about one's emotional intelligence in terms of an emotional quotient has wide educational and social implications for the welfare of the individual and the society. This fact has now been recognized and given practical shape and implications all around the globe. The credit of giving due publicity and acquainting the world-wide population about the importance and significance of emotional intelligence goes to the famous American psychologist Dr. Daniel Goleman through his best selling books like *Emotional Intelligence—Why it can matter more than I.Q.* and *Working with Emotional Intelligence*, has stressed the following factors while showing the importance of emotional intelligence:

1. Emotional intelligence is as powerful, and at times more powerful than I.Q. While I.Q. contributes only about 20% of success in life, the other forces contribute the rest. We can infer that emotional intelligence, luck and social class are among those other factors.
2. Unlike I.Q., emotional intelligence, may be the best predictor of success in life. Emotionally intelligent people are more likely to succeed in everything they undertake in their life.
3. Unlike what is claimed of I.Q., we can teach and improve in children and in any individual, some crucial emotional competencies, paving the way for increasing their emotional intelligence and thus making their life more healthy, enjoyable and successful in the coming days.
4. The concept of emotional intelligence is to be applauded not because it is totally new but because it captures the essence of what our children or all of us need to know for being productive and happy.
5. I.Q. and even Standard Achievement Tests (SAT) scores do not predict any person's success in life. Even success in academics can be predicted more by emotional and social measures (e.g. being self assured and interested, following directions, turning to teachers for help, and expressing needs while getting along with other colleagues) than by academic ability.

6. In working situations too, emotional intelligence helps more than one's intellectual potential in terms of one's I.Q. or even professional skills and competencies. A professionally competent person having poor emotional intelligence may suffer on account of his inability to deal with his self or getting along properly with others.
7. A person's emotional intelligence helps him much in all spheres of life through its various constituents or components namely knowledge of his emotions (self awareness), managing the emotions motivating oneself, recognizing emotions in others (empathy), and handling relationships. The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in his life. It can only be possible through his potential of emotional intelligence and its proper development.

The viewpoints and ideas propagated by Daniel Goleman have brought a revolution in the field of child care, home, school and work place management. It has also provided sufficient support to guidance and counselling services including physical and mental health programmes. Although there may seem a bit exaggeration in the tall claim that emotional intelligence is a sure guarantee for unqualified advantage in life, there is no denying the fact that one's emotional make up counts quite substantially towards one's ability to live, progress and adjust to others. In all sense, emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings. Since these qualities count significantly towards a person's success in his area of achievement, it may induce him likewise to achieve the required success. Most of the problems in our life, whether childhood problems, adolescent problems, home and family problems, work situation problems or political, regional or international problems are the results of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals, group of individuals, society and the nations. If proper efforts are made for training the emotions and developing proper emotional intelligence potential among the people right from their childhood, then it will surely help in bringing mutual emotional understanding, empathy, accompanied with right actions and behaviour on the part of the individuals and groups, to lead a better life in peace and cooperation.

To progress and let others progress and to live and let others live are thus the ultimate goals of any education or training provided for developing one's potential of emotional intelligence.

How to help in the proper development of emotional intelligence? The following measures may prove helpful in this direction.

1. Try to help yourself and the youngsters develop the ability to understand feelings in the right manners both in oneself and others.
2. Do not give away to misgivings and misinterpretations of feelings in others. It leads to a hostility and bias. Remember that love always begets love, while suspicion, hatredness and aggressions are rewarded with similar emotions.

3. In all situations, self-awareness of the feelings and emotions are important. Try to teach the children and help yourself know what you feel at a particular time.
4. For understanding others and their feelings develop the trait of a good listener. People who have a high E.Q. (emotional quotient) also have a high score on empathy and empathy occurs through effective listening.
5. Try to do away with the wrong notion that thought is most appropriate when not clouded by emotions. Try to learn the integration of thoughts and emotions, heart and mind for appropriate behaviour at the right time. Therefore, do not try to suppress emotions (as every feeling has its value and significance); strike a balance between rational thought and emotions.
6. Teach the children and yourself that all emotions are healthy (because emotions unite the heart, mind and the body). Anger, fear, sadness, the recalled negative emotions are as healthy as peace, courage and joy. The important thing is to learn the art of expressing one's feelings or emotions in a desirable way at the desirable time in a desirable amount. In this connection, the remark of the Great Greek Philosopher Aristotle can be referred to as a guideline:

Anyone can become angry—that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way—that is not easy.

7. Try to practise and teach the children the art of managing the feelings and emotions as adequately as possible. This is especially important for the distressing emotions of fear, pain and anger.
8. Do not allow the emotions and feelings be obstacles in your path. Use them as a motivating agent or a force for achieving your goals.
9. Teach yourself and your children the lessons of empathy, i.e. developing a sense of what someone else is feeling.
10. Learn the methods of proper development of social skills for better communication and inter-personal relationship with others. Express your feelings with an equal sense of attending and listening to other's feelings for the better management of relationships.
11. Try to devote more time and take efforts to develop not only the cognitive professional skills but also the affective skills for the development of emotional intelligence.
12. Last but not the least is to provide yourself a model or a companion for maintaining proper emotional bonds. If you have developed yourself as an emotionally intelligent individual, you may inspire or lead others to become so. However, it is not essential to be perfect or complete or guide others as parents, teachers or bosses. You just need to see what others need, and be there to meet their needs.

The measurement of emotional intelligence. For the measurement of one's intelligence we make use of one or the other intelligence test (verbal or non-verbal). Similarly for the measurement of one's emotional intelligence we can

make use of such measures called emotional intelligence tests or scales. These tests and measures are not available easily or in a sufficient quantity. A few references of such well-known measures of emotional intelligence may be cited:

1. Mayer Emotional Intelligence Scale (MEIS) constructed and standardized by Dr. John Mayer of the University of New Hampshire, U.S.A.
2. Mayer, Salovey and Caruso Emotional Intelligence Test (MSCEIT) constructed and standardized by Dr. John Mayer, Dr. Peter Salovey and Dr. David Caruso of U.S.A.
3. Bar-On Emotional Quotient Inventory (EQ-i) constructed and standardized by Dr. Reuven Bar-On and published by Multi-Health Systems, U.S.A. for the first time in 1996. This test covers five areas: intrapersonal, interpersonal, adaptability, stress management and general mood.

In addition to such well standardized measures, we may also come across some emotional intelligence measures which have a limited value or somewhat meant for just a fun or amusement. However, these may provide vital clue to what is expected from an emotionally intelligent person in an arbitrarily assumed emotional situation. The sample items of such tests are reproduced here to give an idea.