

A SYNTHETIC REVIEW ON EMOTIONAL INTELLIGENCE IN HIGHER EDUCATION

¹Dr. Kiran Soni*, ²Prashant Turray

¹Assistant Professor, Geetanjali Institute of Technical Studies, Udaipur

²Research Scholar, Pacific Institute of Higher Education and Research University, Udaipur

ABSTRACT

This Article introduces the topic of emotional intelligence and its relationship with work place and higher education. Generally speaking, emotional intelligence improves an individual's social effectiveness. Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim it is an inborn characteristic. Emotional intelligence was found to be positively associated with work experience. The five dimensions are self-monitoring, self-regulation, self-motivation, empathy, and social skills. Emotional intelligence plays an important role in ensuring success in the workplace and it should be nurtured and practiced by all parties in facing the challenges of globalization and competitive business.

In the proposed research paper, 12 studies have been reviewed, on the theme of Emotional Intelligence in Higher Education. Towards the end, a synthesis of reviewed work has also been attempted.

Keywords:- Emotional Intelligence, Higher Education, Job Satisfaction, Workplace.

INTRODUCTION

This Article introduces the topic of emotional intelligence and its relationship with work place and higher education. Generally speaking, emotional intelligence improves an individual's social effectiveness. "The higher the emotional intelligence, the better the social relations".

Emotional Intelligence (EI) has been defined as the ability of an individual to monitor one's own and other's emotions, to discriminate among the positive and negative effects of emotions and to use emotional information to guide one's thinking and actions (Salovey and Mayer 1990).

Goleman described emotionally intelligent people as those with four characteristics:-

- A. **Self-awareness:-** Better understand emotions.
- B. **Self-management:-** Managing emotions properly.
- C. **Social awareness: -** Empathetic to the emotional drives of other people.
- D. **Social skills: -** Handling other people's emotions properly and in a better way .



Sources:- <http://www.bakencom.com/emotional-intelligence-or-mindfulness/>

Emotional intelligence (EQ) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impacts many different aspects of your daily life, such as the way you behave and the way you interact with others. (helpguide.org 2015)

Emotional intelligence is an intelligence having to do with discerning and understanding emotional information. Emotional information is all around us. Emotions communicate basic feeling states from one individual to another -- they signal urgent messages such as "let's get together" or "I am hurting" or "I'm going to hurt you."

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim it is an inborn characteristic. A number of testing instruments have been developed to measure emotional intelligence, although the content and approach of each test varies. The following quiz presents a mix of self-report and situational questions related to various aspects of emotional intelligence. What is your emotional intelligence quotient?

Emotional intelligence (EI) is the ability to recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior Coleman (2008).



Sources:- <https://www.linkedin.com/pulse/why-you-need-emotional-intelligence-succeed-dr-travis-bradberry>

The present research paper is focused on emotional intelligence in higher education and work place. In the present article, systematic reviews of 12 papers have been done in the areas of Emotional Intelligence in Higher Education.

Following table (1) gives an overview of referred and reviewed papers.

Subject	National Authors		International Authors	
	No. of Referred Paper	No. of reviewed paper	No. of Referred Paper	No. of reviewed paper
Review Of Literature On Emotional Intelligence	8	1	12	4
Review Of Literature On Emotional Intelligence And Job Satisfaction	10	1	13	3
Review Of Literature On Emotional Intelligence In Higher Education Sector	12	2	9	2

Source: - Authors Compilation

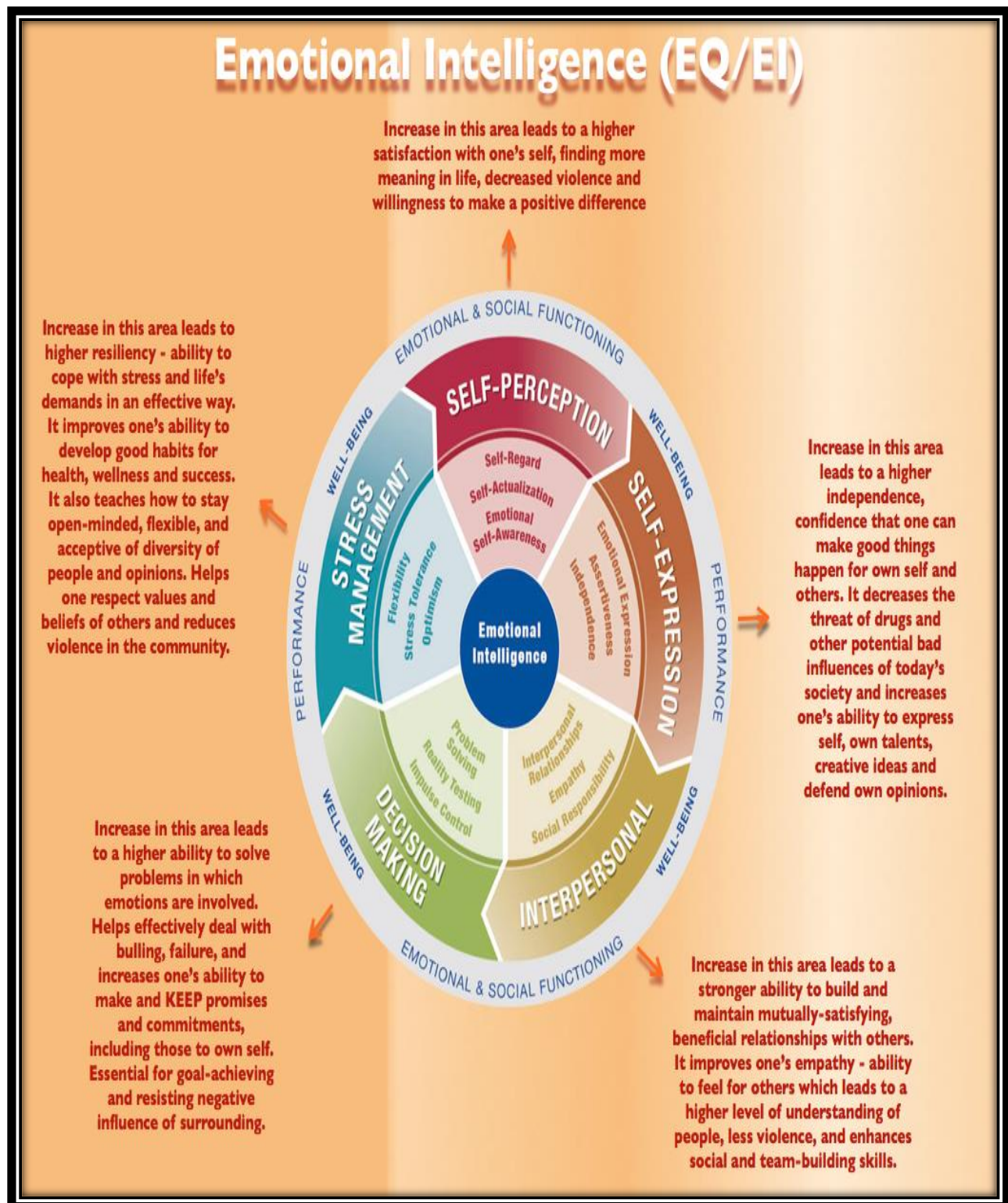
REVIEW OF LITERATURE ON EMOTIONAL INTELLIGENCE

Emotional intelligence as being 'knowledge of self and others' and, more specifically, 'the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking'.

Salovey and Mayer (1990) defined Emotional intelligence as a subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. It was analyzed that emotional intelligence also helps in identifying problems and further creativity and flexibility for finding alternative course of action.

Barling, Slater and Kelloway (2000) examined the relationship between emotional intelligence and transformational leadership. Their research findings showed that emotional intelligence is associated with three aspects of transformational leadership (namely, idealized influence, inspirational motivation, and individualized consideration), and contingent reward. In contrast, active and passive management by expectation, and laissez-faire management were not associated with emotional intelligence.

In the words of **YengKeat (2009)**, Emotional intelligence plays an important role in ensuring success in the workplace and it should be nurtured and practiced by all parties in facing the challenges of globalization and competitive business. Emotional intelligence is the ability of an individual's internal that exists to manage and control their emotions as well as others. Then, it is also a positive encouragement to create human relations hip that can lead to the achievement of common goals and organizational effectiveness.



Sources:- <https://www.breakthroughpsychologyprogram.com/the-4-pillars-of-emotional-intelligence.html#sthash.M0qjKUPJ.dpbs>

In another study of **Goleman (1998)** said that the richer the organization in terms of emotions, the higher the emotional intelligence is likely to be. In order to enrich emotional intelligence there are certain requirements that are

the desire to change, self reflection, the desire to know the feelings of others, develop emotional control, desire to learn more listening skills etc.

The present study aims to investigate emotional intelligence in higher education and work place environment.

REVIEW OF LITERATURE ON EMOTIONAL INTELLIGENCE IN HIGHER EDUCATION

Drago (2004) examined the relationship between emotional intelligence and academic achievement in non-traditional college students. Since students differed in cognitive ability, with some students being better prepared for the collegiate environment than others, the role of emotional intelligence in academic achievement must be better understood. Non-cognitive factors such as emotional intelligence may supplement or enhance student cognitive ability. In this study, emotional intelligence, achievement motivation, anxiety, and cognitive ability were predictor variables. The criterion variable was academic achievement as measured by student GPA. Results demonstrated that emotional intelligence to be significantly related to student GPA scores, student cognitive ability scores, and student age.

Jeffrey L. Kleinberg (2000) stated that applying EQ to a psychodynamic group integrates the cognitive behavioral approach often associated with executive coaching and manpower development with an insight orientation that explains the frequently overlooked to unproductive actions and reactions in the workplace. Another benefit of adopting EQ in the treatment process is that therapists can better explain to prospective patients the deficits that get in the way of better on –the- job performance and suggest specific problems that could be addressed in treatment.

Jackson and Segrest (2010) studied the relationship between emotional intelligence, as measured by the Trait Emotional Intelligence Questionnaire Short Form (TEIQue SF) and academic performance were examined in a sample of undergraduate business students (N=193). Emotional intelligence was found to be positively associated with work experience. Despite this finding, emotional intelligence was not significantly associated with age. Global trait emotional intelligence was not significantly associated with academic achievement, however, students in the mid-range GPA had a significantly higher mean “well-being” factor score than students in the lower and higher-range GPA. Implications and recommendations for developing emotional intelligence in students are discussed.

REVIEW OF LITERATURE ON EMOTIONAL INTELLIGENCE AND JOB SATISFACTION

According to **Bar-On (2000)** emotional intelligence refers to an effective understanding of ourselves and others have a good relationship with other people, and to adapt and cope with their environment to become more successful in dealing with environmental demands. Therefore, emotions must be managed properly to avoid adverse impact on a person or their performance. Emotional intelligence can lead to success in life and the workplace is believed by members of the general public, academia, and the business community.

Emotional intelligence plays an important role in ensuring success in the workplace and it should be nurtured and practiced by all parties in facing the challenges of globalization and competitive business. Emotional intelligence is the ability of an individual's internal that exists to manage and control their emotions as well as others. Then, it is also a positive encouragement to create human relationship that can lead to the achievement of common goals and organizational effectiveness (**YengKeat, 2009**).

However, **Hayward (2005)** also cited that emotions, if managed properly, can and do have successful outcomes. Besides, if the emotions are managed carefully, it can drive trust, loyalty and commitment and also can increase the productivity, innovation and accomplishment in the individual, team and organizational environment.

Emotional Intelligence (EI) refers to the capability, competence, and expertise or in context of trait EI model, self-observed grand capability to explore, examine, evaluate, organize and control the emotions of one's own and of

people around. Studies have concluded that EI has been playing vital role in today's working environment (**George, 2000 & Nordin, 2012**).

Whereas **Robinson et al. (2004)** defines employee engagement as a positive attitude held by the employee towards the organization and its value which means it is one step up from commitment.

Moreover, emotions have an impact on everything that people do. This is because emotions can lead to an increased morale amongst employees, but it also can be otherwise. **Hayward (2005)** said that individual leads to the absenteeism and apathy is caused by negative emotions such as fear, anxiety, anger and hostility, use up much of the individual's energy, and lower morale.

The purpose of this study was to determine the relationship between emotional intelligence and job satisfaction.

SYNTHESIS

After the review of available literature, it is abundantly clear that the emotional intelligence is very important in higher education and work place.

Emotional intelligence (EI) is the ability to supervise one's own emotional state and be able to observe other people's emotions and to distinguish between different emotions and identify them appropriately. When emotional states are able to be observed and discerned for their quality, one may use this emotional sensory information to help guide and direct thinking, behavior and actions. The emotional intelligence ability model, developed by Peter Salovey and John Mayer, focuses on the individual's ability to process personal and impersonal emotional information and to develop skills to navigate the social environment.

Emotional intelligence is the ability to perceive emotion, integrate emotion to help facilitate thought, understand emotions and to regulate emotions that are put in service to promote personal growth and development in every situation in life. As one increases emotional intelligence this also increases self-awareness and knowledge of the deeper or hidden levels of the self. When one has cultivated emotional intelligence, it lends the capacity to put emotions in proper point of view and to enhance thinking and problem solving. When one has the abilities to accurately perceive emotions, it gives greater access to the source of generated emotions which assist in thought processes and to better understand emotions and emotional knowledge. When we integrate emotional intelligence as a base of self-knowledge, we can reflectively regulate emotions so as to promote increased emotional, intellectual and spiritual growth.

Many studies related to the applicability in general as well as in higher education sector and work places have been reviewed. The systematic review reveals that emotional intelligence is extremely useful in various aspects of functioning of work place and in higher education.

Finally conclude that the five dimensions are self-monitoring, self-regulation, self-motivation, empathy, and social skills are important for all types of organizations. And it's also reviewed that the consortium is interested in not only specific programs but also whole organizations -- profit and nonprofit -- that value the nurturing of social and emotional competence.

References:

- Barling, J., F. Slater, and Kelloway, E. K. (2000) "**Transformational Leadership and Emotional Intelligence: An Exploratory Study**", *Leadership and Organization Development Journal*, Vol 21, pp 157-161.
- **Baron, R. 2005** "**The Bar-On model of emotional-social intelligence**", In P. Fernández-Berrocal and N. Extremera (Guest Editors), *Special Issue on Emotional Intelligence. Psicothema*, 17.
- Coleman, Andrew (2008) "**A Dictionary of Psychology**", (3 ed.). Oxford University Press. ISBN 9780199534067

- **Drago, J.M. (2004) “The Relationship between Emotional Intelligence and Academic Achievement in Nontraditional College Students”**, Unpublished Ph.D. Thesis, Walden University.
- **George, J.M. (2000) “Emotions and leadership: The role of emotional intelligence”**, *Human Relations*, 3(8),1027- 1055.
- Goleman, D. (1998) **“Working with emotional intelligence”**, New York: Bantam Books.
- Hayward, B.A.2005 **“Leadership and emotional intelligence in a South African Parastatal organization”**, Master. Thesis. Rhodes University.
- Helpguide.org (2015), <http://www.helpguide.org/articles/emotional-health/emotional-intelligence-eq.htm> (date:- 06.06.2015)
- Jackson Mary Jo and Segrest Sharon Larisa (2010) **“The effects of emotional intelligence, age, work experience, and academic performance”**, Research in Higher Education Journal, <http://www.aabri.com/manuscripts/10535.pdf>
- Nordin, N. (2012) **“Assessing Emotional Intelligence, Leadership Behavior and Organizational commitment in a Higher Learning Institution”**, International Conference on Teaching and Learning in Higher Education (ICTLHE 2012) in conjunction with RCEE & RHED 2012 (pp. 643-651). Selangor: Procedia - Social and Behavioral Sciences.
- Robinson, D., Perryman, S., & Hayday, S. (2004), **“Job Engagement: Antecedents and Effects on Job performance”**, Academy of Managerial Journal, Vol. 53, No.3, pp- 617-635.
- Salovey, P., Mayer, J. D. (1990) **“Emotional Intelligence, Imagination, Cognition and Personality”**, Vol. 9, No. 3, pp 185-211
- YengKeat, O. (2009) **“Kepentingan Kecerdasan Emosi (EQ) Dalam Organisasi Masa Kini”**, Perpustakaan Sultanah Bahiyah.UUM.
- YengKeat, O. (2009) **“Kepentingan Kecerdasan Emosi (EQ) Dalam Organisasi Masa Kini”**, Perpustakaan Sultanah Bahiyah.UUM.
- <http://www.eiconsortium.org/measures/weip.htm>
- <https://www.energyresearchjournal.com/index.php/resource-tools/blog-timeline-shift/2529-building-confidence>