



EMOTIONAL INTELLIGENCE AND FIXATION OF EMOTIONAL QUOTIENT

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ABSTRACT

Emotional Quotient offers parents guidance in recognising and nurturing emotional intelligence in their children, both within the home and outside. To excel in life, a child needs to master the art of compassion, impulse control and self-motivation. EQ affect how good one feels, how much one can achieve and the quality and richness of one's relationships. It impacts parents as well as children. Increasing EQ offers quick dividends and affects many area of one's life.

INTRODUCTION

Goleman (1998), described that Emotional intelligence can be developed by upgrading emotional skills. However, it is commonly believed that individuals inherit certain emotional characteristics from their parents. However, it is a false premise that emotional intelligence is fixed at birth. It is something, which an individual learns in the social interaction. The development of emotions and of emotional intelligence resembles of the facets of growth and development in the child. The healthy development of emotions in children is vital to both their ability to learn when young and to their success and happiness as adults.

All human beings are not created emotionally equal. All have widely differing natural temperaments. The way one acts out, express oneself and utilise one's emotions can be changed significantly. Unlike I.Q. E.Q. can be significantly raised. Scientific work done in this area also confirms that it is possible to develop Emotional intelligence, this may lead to improved interpersonal relations among human beings in the family, at the work place and elsewhere.

CONSEQUENCES OF LOW AND HIGH EQ

If EQ matters, then it is important to know the consequences of having a low or high EQ. It is understood that EQ is a matter of degree and that it may not have anything to do with IQ. Dilip Singh (2004) examined the impact of having low and high E.Q. In the following paragraphs, the impact of having a low or high EQ will be examined.

Low EQ is likely to lead to general unhappiness as seen in the feeling of:

Anger	Failure	Fear	Disappointment
Frustration	Dejection	Guilt	Resentment
Emptiness	Victimisation	Bitterness	Dependence
Depression	Loneliness	Disability	Stress

High E.Q. is associated with feelings of general happiness.

Individuals possessing high EQ are more likely to recognise both the source of their negative feelings, and have the confidence to take right actions, thus increasing long term happiness. They set their own standards by closely examining their own values and beliefs and lead their life according to their own value systems rather than governed by society's norms. Research on EQ has revealed that people high on EQ are happier, healthier and successful in their relationships. They strike a balance between emotion and reason, are aware of their feelings, empathic and compassionate towards others, and also show signs of high self-esteem.

EMOTIONAL INTELLIGENCE AND DECISION-MAKING

Emotional intelligence is the ability to manage and monitor emotions from minute to minute, to motivate oneself towards a goal, to have empathy for others, and to handle conflicts and relationships well.

Daniel Goleman (1995) stated emotional intelligence as the capacity to recognize our feelings and those of others, to motivate us, and to manage emotions well within ourselves and in our relationships. Emotions enable people to respond appropriately to varied environmental situations. So it is clear that the decision-making process is governed by emotional intelligence of people.

TRAINING PROGRAMME FOR EMOTIONAL DEVELOPMENT

The Consortium for Research on Emotional Intelligence in Organisations (2000) has prepared guidelines for developing EQ in organisations, based on the best available knowledge on how to promote emotional learning. This includes defining and simplifying training procedures. Many business leaders agree with the basic message that success is strongly influenced by personal qualities such as perseverance, self-control and skill in getting along with others. These leaders cite the example of 'sure salespersons' that have an uncanny ability to sense what is most important to customers and develop a trusting relationship with them. But, what about the many employees, who lack these important elements of emotional competence? It is possible for them to become socially and emotionally more competent? Many business leaders are less certain about this question.

It is being increasingly recognized the world over that with effective training emotional learning can be mastered. The training process includes four basic phases. The first phase occurs even before the individual begins formal training. This initial phase, which is crucial for effective social and emotional learning, involves preparation for change. The preparation occurs at both the organisational and individual levels. In the second phase, the training focuses on the change process itself. This includes the processes that help people change the way in which they view the world and deal with its social and emotional demands. The third phase, which involves, transfer and maintenance focus on what happens following the formal training experience. The final phase involves evaluation, given the current state of knowledge about emotional learning. The complexity of programme designed to promote such learning and in unevenness in the effectiveness of existing programmes, evaluation should always be

part of the process. Each phase is examined in depth to obtain greater insight into the processes involved.

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