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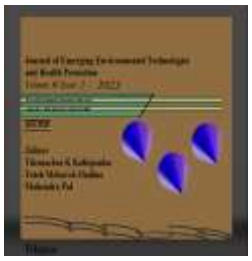

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Emotional Intelligence with Reference to Arts and Science - Literature Review

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Abstract

This paper presents a useful literature review for emotional intelligence with Reference to Arts and Science. A relative literature review is investigated so as to promote the importance of knowing about emotional intelligence and productive opportunities within sustainable development for safe public health environments. The results are useful for stakeholders in management sector.

Keywords: Business administration, management, sustainability, public health.

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1. INTRODUCTION

Nowadays, motivation is the ability to propel our- selves towards a specific goal. The first 4 components (self-awareness, self-regulation, social skill, and empathy) are the most important and relevant for practicing academicians for their sustainable safe environments, protecting public health .

However, James Lee Dozier (born April 10, 1931) is a retired United States Army officer. In December 1981, he was kidnapped by the Italian Red Brigades Marxist militant group. He was rescued by NOCS, an Italian SWAT force, after 42 days of captivity. General Dozier was the deputy Chief of Staff at NATO's Southern European land forces headquarters at Verona, Italy. The Red Brigades, in a statement to the press, stated the reason behind kidnapping an American general was that the US and Italian governments had enjoyed excellent diplomatic relations and that Dozier was an American soldier invited to work in Italy, which justified their abduction. To date, Dozier is the only American flag officer to have been captured by a VNSA. James Lee Dozier was the first man who have used Emotional Intelligence and escaped from the terrorists group which kidnapped him [19, 60-70].

Moreover, the term emotional intelligence (EI) had not been coined in 1981, but James Dozier provided a vivid example of what it is: "The ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others" (Mayer, Salovey, & Caruso, 2000, p. 396). Dozier's experience illustrates emotional intelligence in action. He perceived accurately the emotional reactions of his captors, and he understood the danger that those reactions posed for him. He then was able to regulate his own emotions, and by expressing those emotions effectively, he was able to regulate the emotions of his captors [30-40, 50-58].

Furthermore, before defining 'Emotional Intelligence' it would be desirable to define the term emotion itself. Psychologist have defined and explained the term 'emotion' differently but all agree that it is a state of mind involving bodily changes of widespread character such as breathing, pounding heat, flushed face, sweaty palms, high pulse rate and gland secretion on the psychological side and on the mental side a state of excitement marked by strong feelings.

Moreover, cross cultural studies have identified various quite distinct and universally felt emotions (Joy, anger, sorrow, love etc) There is no generally accepted theory of emotion among psychologists though there are areas of agreement. Emotions originate from exposure to specific situations. The nature and the intensity of emotions are usually related to cognitive activity in the form of perception of the situation. Emotions are human being warring system that alert them to what is really going on around them. Emotions are our responses to the world around us and they are created by our thought, feeling and actions. The term emotion is an umbrella which includes the situation, the interpretation /perception of the situation and the response or feelings related to the perception of the situation.

Thus emotions are reactions consisting of physiological reactions, subjective cognitive state and expressive behaviors. Emotions influence the way we think i.e. how we process information about ourselves of the external world. Smith and Shaffer (1991) findings suggest that person in a good mood are able to process information effectively but they are less motivated to do so when in a neural mood. When emotions are good constructively, enhance intellectual performance. Roenthal (1991) has shown that when the subjects are treated warmly while being administered Intelligence Quotient (IQ) Test, they scored higher as compared to when they were treated harshly. People who have control over their life can manage and know their feelings well and read and deal effectively with other peoples feeling. While the people who do not have control over their emotional life fight inner battles that sabotage their ability to focus on work and think clearly (Goleman 1996). This all is controlled by a type of social intelligence which is termed as emotional intelligence [30,34,65-76].

2. LITERATURE REVIEW

The most distinct roots of emotional intelligence can be traced to Darwin's early work on the importance of emotional expression for survival and second adoption. In the 1900, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem solving, several influential researchers & psychologists had begun to recognize the importance of non cognitive aspects such as feelings, moods etc.

Thorndike (1920) has long ago identified a dimension of intelligence and named it social intelligence. Thorndike kept a special place for social intelligence away from other types of intelligence. He described social intelligence as the 'ability to understand and manage men and women, boys and girls to act wisely in human relations'. It is an ability that shows itself abundantly in nursery, on the play ground, in factories and sales room. He found that social intelligence was a complex of several abilities and measuring these traits was not as simple as measuring IQ. Thus Thorndike definition included almost everything relating to human intelligence ranging from social, psychological, economic, emotional, personality types, affective and non affective [1-9,11-19,19,22-32].

Similarly David Wechsler (1940) described the influence of non-intellectual factors on intelligent behavior and further argued that models of intelligence would not be complete until we can adequately describe these factors. Wechsler defined intelligence as 'the aggregate or global capacity of the individual to act purposefully, to think rationally, and deal effectively with his environment'. He referred to intellective and non intellective elements by which he meant affective, self and social factors. He proposed that non intellective abilities i.e. emotional abilities are essential to determine one's ability to succeed in life [19,33-43].

Thus Wechsler (1943) emphasized the affective ability in general intelligence. In 1983, Howard Garder's 'Frames of Mind: The theory of Multiple Intelligence' which include both interpersonal intelligence and the capacity to understand the intentions, motivations and desires of other people) and intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations) In Garderer's view, traditional types of intelligence, such as IQ fail to fully explain the cognitive ability. Thus even though the names given to the concept varied, there was a common belief that traditional definition of intelligence and lacking in ability to fully explain performance outcomes. Although his reference to interpersonal and intrapersonal intelligence has attracted the least attention from the academic world so far. Nonetheless, the fact remains that Gardeners did mention, emotional intelligence as a concept to define 'Interpersonal' and Intrapersonal intelligence [19, 60-63, 65-70].

Stenberg (1985) talked about triarchi theory of intelligence that consists of componential intelligence, experiential intelligence and contextual intelligence. The third component contextual intelligence is very much overlapping with EI because it manages our ability to handle everyday life affairs in an efficient and practical way [19, 55-65, 70-76].

The central ideas are our capacity to make adjustment to various contacts with proper selection of context that we can improve our environment in a better way to meet our need. Street mart or business senses are the best word to express contextual intelligence without having high IQ one can have high contextual intelligence (Zimbardo and Gerring, 1996) [15, 18, 19, 44-54].

The first use of the term 'Emotional Intelligence' (EI) is usually attributed to Wayne, Payn's doctoral thesis 'A study of Emotion "Developing Emotional Intelligence from 1985. However, prior to this the term emotional intelligence had appeared in Leuner (1966), Greenspan (1989) also put forward an EI model followed by Salovey and Mayer (1990) and Goleman (1995). In his doctoral thesis Wayne (1985) say emotional intelligence involves relating creativity to fear, pain and desire and offers guidance on 'how to relate them in emotionally intelligent ways.' [5-10,17,19, 20,21].

Emotional Intelligence (EQ) Goleman, Daniel (1998) referred to emotional intelligence as - the capacity or ability to understand one's own emotions as well as the emotion of other individuals and proceeds suitably in accordance with those emotions. EQ is all about emotive thinking, habit bound, pattern-recognizing which lets u get promoted in their respective job. Many individuals who are look smart but in short of emotional intelligence end up working for people who have lower IQs than they but who excel in emotional intelligence skills. An overall approach of emotional intelligence was proposed in 1990 by two psychologists, Peter Salovey, at Yale, John Mayer, defining emotional intelligence in terms of being able to monitor and regulate one's own and others' feelings, and to use feelings to guide thought and action. Goleman, Daniel has highlighted the following five emotional competencies (the term emotional competency includes both social and emotional competencies).

3. RESEARCH OUTCOMES

Based on the above the next useful outcomes for relative investigated stakeholders there will exist for sustainable development, secure places and public health protection.

(a) **Self-awareness:** Knowing what we are feeling at that time, and using those options to pilot our decision making; having a realistic assessment of our own abilities and a well- grounded sense of self-confidence.

(b) **Self-regulation:** Handling our emotions so that they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; recovering well from emotional distress.

(c) **Motivation:** Using our deepest preferences to move and guide us toward our objectives, to aid us to take actions and compete to improve, and to proceed in the face of obstacles and frustrations.

(d) **Empathy:** Sensing what individuals perceive, being able to handle their viewpoint, and cultivating relationships and attunement with a wide mixture of people.

(e) **Social skills:** Handling emotions in relationships well and accurately reading social situations and networks; interacting smoothly; using these skills to persuade and guide, effectively settling conflicts, for cooperation and teamwork.

In table 1 are presented relative literature review outcomes.

Table 1. Evolution of Emotional Intelligence

Year	Author	Description
1930	Edward Thorndike	Social Intelligence – the ability to get along with other people.
1940	David Wechsler	He suggests that affective components of intelligence may be essential to success in life.
1950	Abraham Maslow	Describes how people can build emotional strength.
1975	Howard Gardner	Introduces the concept of Multiple Intelligence in his book "The shattered mind"
1985	Wayne Payne	Introduces the term " Emotional Intelligence" in his doctoral dissertation entitled "A study of emotions; Developing Emotional Intelligence; Self – Integration, relating to fear, pain and desire"
1987	Keith Beasley & Reuven Bar-on	Beasley use the term "Emotional Quotient" in a Mensa magazine article and Bar-on use the same term in his unpublished version of graduate thesis.
1990	Peter Salovey & John Mayer	Publish their landmark article "Emotional Intelligence" in the journal Imagination, Cognition and personality.
1995	Daniel Goleman	Popularizes the concept of Emotional Intelligence
1996	Consortium For Research on Emotional Intelligence in organization	Conducts research to identify emotional and social factors that are important in job success

Based on the above and according to a research relative working study [19] it is appropriate and important that academic development is the first and foremost goal of colleges and universities. An Emotionally Intelligent academic staff will be a better guide. The greatest asset of education system will then be its Emotionally Intelligent academic staff. The responsibility of an Emotionally Intelligent academic staff is to create a well-balanced healthy society and future citizens. Academic staff needs to be equipped with skills to help them tackle these new and more complex problems.

Goleman (1995) indicates that EI increases with age and maturity. Therefore, a difference was expected based on tenure in the institution. Explanations for this may have been that high EI tends to reduce turnover (Abraham, 1999;Goleman, 1998; McClelland,1999; Spencer & Spencer, 1993) or that those who choose not to change careers after a short time already possess high levels. Also, Ashkanasy (2003) found while completing his research that those with higher EI were more likely to participate in the voluntary activities involving EI training.

Good teachers need a strong emotional intelligence. Understanding what makes a particular student "tick" emotionally can be important in helping with individual learning. One hundred and fifty-eight secondary school teachers were assessed on their perceived emotional intelligence (Schutte et al., 1998) and general self-efficacy and self- efficacy toward helping others (Schwarzer, 1993). An item factor analysis yielded four dimensions of perceived emotional intelligence, leading to the construction of four corresponding empirical scales [19, 70-75].

Teachers scored most highly on positive utilization and emotional appraisal, followed by empathic sensitivity and positive regulation. Using the four components of perceived emotional intelligence as predictors of self-efficacy beliefs, positive regulation emerged as the significant predictor in predicting general self- efficacy whereas empathic sensitivity emerged as the significant predictor in predicting self-efficacy toward helping others. Implications of the findings for exploring the relationships between various components of perceived emotional intelligence and various specific self-efficacy beliefs for different groups of teachers and the need for further studies.

Moreover, Berr, Church and Waclawski (2000) assert that it is easy to see how pretending to know everything when they do not. The scholars state that this can create situations that can be problematic for the entire organization as a leader. On the other hand, when they take responsibility for what they do not know, they benefit both themselves and they organization. On an interpersonal level, self-awareness of the strengths and weaknesses can net them the trust of others and increase they credibility both of which will increase they leadership effectiveness. On an organizational level, the benefits are even greater. When they acknowledge what they have yet to learn, they are modeling that in the organization it is okay to admit they do not have all the answers, to make mistakes and most importantly, to ask for help. These are all characteristics of an organization that is constantly learning and springboards to innovation and agility two hallmarks of high performing organizations. The extent to which these are applicable in Rubaga South Secondary schools leadership was subject to this study.

Childs (2004) asserts that for social awareness to be effective, the leader has to know when strength might be played out. The scholar states that most likely, they strengths are what got them to this point in they career. As they role in the organization changes, they must be careful not to overplay a former strength to the point that it actually becomes a weakness. For example, let us say they are great with detail and have done good things for the organization as an individual contributor and get rewarded with a management role. Continuing to delve in the details once they are responsible for projects and people will cause they to lose ground with the reports, who will feel unnecessary; and they superiors, who may rethink they readiness for managerial responsibility. It was not clear whether leaders in secondary schools in Rubaga South recognize such changes. This was part motive of the investigated study [19,20, 70-76].

Kerr, Garvin, Heaton and Boyle (2006) assert self-awareness describes those managers who have an accurate understanding of their strengths and weaknesses. Ratings on self- awareness were related to impulse control and stress tolerance. If they find that they explode into anger easily, it is likely that others don't see they as very self-aware. In addition, it appears that others may draw conclusions about them self-awareness from how they handle difficult and challenging situations. If they get anxious, others may interpret this as a lack of self-awareness.

The socio emotional approach of EI has been described as a mixed model (Mayer, Caruso and Salovey 2000). This perspective of emotional Intelligence includes not only abilities, but also a set of skills, traits, competencies, and key personalities.

Bar-On's (1997) theoretical approach to EI is wider and more comprehensive than Mayer and Salovey's model (1997). From Bar-On's point of view «…emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands» (Bar-On, 2006). The accent on «non-cognitive» factors represents a withdrawal from the traditional conceptions of intelligence which underlined the relevance of cognitive factors. The aim of this proposal was to find out the key factors and components of social and emotional functioning that lead individuals to a better psychological wellbeing (Bar-On, 2000, 2004, 2006) [19,20, 65-75].

Bar-On's model defines the construct «emotional-social intelligence», which is formed by a cross-section of inter-related emotional and personality traits that are well established and interact together in the individual.

The present literature refers to the base for a working study that includes primarily studying emotional intelligence of Academic Staffs of Arts and science colleges at Thanjavur District

- To study the conceptual framework of Emotional Intelligence.
- To identify the aspects induced to regulate of Academic Staff's emotions for the relationship with others both in personal and professional context.
- To study the level of Emotional Intelligence among Academic Staff of Arts and science colleges at Thanjavur District.

- To study the association of Emotional Intelligence of Academic Staff with demographic variables such as age, gender, education, experience, and geographic location etc.
- To study the distribution and analysis of Emotional Intelligence skills (self awareness, self management, social awareness, relationship management) of Academic Staff of Arts and science colleges at Thanjavur District [25-30]

- To explore the designation, department, type of college of the academic staff serving in Arts and Science colleges in Thanjavur District
- To identify the teaching experience of academic staff serving in Arts and Science colleges in Thanjavur District
- To identify how many of the academic staff possessing the UGC required qualifications and how many of them are pursing the required qualifications.
- To explore the academic staff's Emotional self awareness, accurate self assessment, and Self confidence pertaining to Self Awareness of Emotional Intelligence.
- To identify the academic staff's Emotional Self-Control, Transparency, Adaptability, Initiative, Achievement and Optimism pertaining to Self Management of Emotional Intelligence.
- To find the Empathy and awareness about their respective colleges and Service Orientation of academic staff serving in Arts and Science colleges in Thanjavur District.
- To explore the required relationship management qualities of academic staff such as developing others , Inspirational Leadership, Change Catalyst, Teamwork and Collaboration and Influence of academic staff serving in Arts and Science colleges in Thanjavur District.

The investigated working study base has lots of benefits not only for the academic staff, but also has tremendous significance for other faculties, stakeholders. However, some of the points relevant to this study are as follows:

- This research will help the academic staff to cope up with Emotional Intelligence in prevailing Educational institution.

- This research will help to know the status of Emotional intelligence and to eliminate low performance and to achieve better job satisfaction and to relieve the stress.
- This investigated research will help to know the Emotional intelligence of academic staff which will be helpful in their performance appraisal and promotions.

A person with emotional self-control, find ways to manage their disturbing emotions and impulse, and even to channel them in useful ways. A hallmark of self- control is the person who stays calm and clear - headed under high stress or during a crisis or who remains unflappable even when confronted by a trying situation. Additional associated topics should be investigated for stakeholders within safe public health environments and sustainability.

4. CONCLUSIONS

The presented literature review study aims at inculcation of different national as well as international values such as equality, fraternity, democracy, freedom, cooperation etc. among the people through our educational system. There are also topics related to history, culture, religion etc. But these days, students do not prefer to read much, especially in art subjects from where they get awareness about our culture, tradition, value system, brotherhood, social living, adjustment, adaptations etc.

However, the present generation believes in scientific theories and experiments, neglecting religion, religious practices, cultural traditions and values. Therefore, it is important for the education system to launch Emotional Intelligence programmes because it includes all the basic qualities required for the success of an individual in personal and social life within a safe public health at sustainable environments.

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