

EMOTIONAL INTELLIGENCE – AN ESSENTIAL FACET OF THE HOLISTIC DEVELOPMENT OF STUDENTS

Dr. Shaila Nibjiya

Assistant Professor

Department of Commerce and Management

Brijlal Biyani Science College, Amravati

Email- drshailanibjiya@gmail.com

Abstract

With the dynamic and fast changing global ecosystem, it is becoming crucial for students not only to learn but also to know how to learn. It is the need of hour that the education becomes more creative and multidisciplinary. It should also inculcate in the students critical thinking skills, problem solving skills, **adaptability, innovation and absorption of new material in this fast moving world. National Education Policy 2020 proposes changes in education to provide the nation with better students, better professionals and better human beings. NEP 2020 is a draft focused to give equal importance to creativity and innovation and striving for transforming India into a “vibrant knowledge society” over the next decade. (<https://leadschool.in>blog>salient>).**

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Introduction

Emotional intelligence has been, for some time now, a buzzword among education circles, for a good reason. Along with IQ (Intelligence

Quotient), EQ (Emotional Quotient) ranks high up in an educationist’s endeavour to create successful, holistically groomed accomplished individuals. EMOTIONAL INTELLIGENCE helps students empathize with each other and also their own self and also to deal with difficult situations without getting frazzled. It affects relationships, academic performance, critical thinking and the way students handle pressure.

In a world where all our attention is focused on academic excellence advocating the importance of emotional intelligence is definitely a task. Research today talks about how emotions affect learning. A research conducted around medical students in a medical school found that students with a higher emotional intelligence showed better academic performance and handled pressure effectively. Their empathy levels were much higher and helped them justify their faculty of medical studies.

1.The Why...

This project is a brief study dedicated to understand the most complex concept that has ever existed under the sun i.e. “Human Emotion”. Man, being a social animal, both influences & is influenced by the society. Human emotion is nothing but a conglomerate

of what a man feels about himself & that about his surrounding. Thus rather than any other attribute, it's a person's emotion that defines & decides the complete personality of a person. The study & the actions there of have the potential to transform a man's complete thought process & there by inculcating radical changes in him. Mastering one's EQ is a major key to success in the highly competitive & stressful corporate life & hence should rather be a differentiator of any Management student.

2.The What...

Some definitions of EI:

Emotional Intelligence is an innate ability which gives us our emotional sensitivity and a potential for learning healthy emotion management skills.

In other words, Emotional Intelligence is described as an ability or capacity to perceive, assess, and manage the emotions of one's self, and of others. Our Emotional Quotient, is how one measures Emotional Intelligence.

Emotional Intelligence is a term that comprises a broad collection of individual skills and dispositions, usually referred to as 'soft skills' meaning inter and intra-personal skills that are outside the traditional areas of general intelligence, technical, and professional skills. Professionals of the area are of the view that in order to be an adequately functioning member of society, one must possess traditional intelligence (IQ) as well as emotional intelligence (EQ). The above view fits with the traditional notion that one needs 'something' more than brains to succeed in life. That 'something' is what we popularly call "emotional intelligence" now.

3.The then...

In 1981, James Dozier discovered the power of emotional intelligence. It saved his life. Dozier was a U.S. Army brigadier general who was kidnapped by the Red Brigades, an Italian terrorist group. He was held for two months before he was rescued. During the first few days of his captivity, his captors were crazed with the excitement surrounding the event. As Dozier saw them brandishing their guns and becoming increasingly agitated and irrational, he realized his life was in danger. Then he remembered something he had learned about emotion in an executive development program at the Center for Creative Leadership in Greensboro, North Carolina. Emotions are contagious, and a single person can influence the emotional tone of a group by modeling. Dozier's first task was to get his own emotions under control—no easy feat under the circumstances. But with effort he managed to calm himself. Then he tried to express his calmness in a clear and convincing way through his actions. Soon he noticed that his captors seemed to be “catching” his calmness. They began to calm down themselves and became more rational. When Dozier later looked back on this episode, he was convinced that his ability to manage his own emotional reactions and those of his captors literally saved his life (Campbell, 1990).

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, 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.

4. The disciplines..

This tree of Emotional Intelligence has the following five branches:-

1. Intrapersonal

○ **Emotional self-awareness:** Ability to be aware of one's feelings and emotions, to be able to differentiate between them, to know what one is feeling and why, and to know what caused the feelings. Thrive on open and honest feedback.

○ **Assertiveness:** The ability to express feelings, beliefs and thoughts and defend one's rights in a non-destructive manner. Assertive people are not over-controlled or shy. They can express themselves without being aggressive or abusive.

○ **Self-regard:** The ability to accept one's perceived positive and negative aspects as well as one's limitations and possibilities. This person possesses inner strength and confidence.

○ **Self-actualization:** The ability to realize one's potential capabilities. It is an on-going, dynamic process of striving towards maximum development of one's abilities, capacities and talents. This student persistently tries to improve himself.

○ **Independence:** The ability to perform autonomously versus needing protection and support. These students possess inner strength, confidence and a desire to meet expectations and obligations, without becoming a slave to them.

2. Interpersonal

○ **Empathy:** The ability to be aware of, understand and appreciate the feelings of others. It is being sensitive to what, how and why students feel the way they do. Being empathetic means being able to emotionally read other students.

○ **Interpersonal Relationship:** The ability to establish and maintain mutually satisfying relationships that are characterized by intimacy and by giving and receiving affection. It is also associated with the ability to feel at ease and comfortable in such relations.

○ **Social responsibility:** The ability to demonstrate oneself as a cooperative, constructive and contributing member of one's social group. This ability involves acting in a responsible manner, even though one may not benefit personally. This student takes on community oriented responsibilities.

3. Adaptability

○ **Problem solving:** The ability to identify and define problems as well as to generate and implement potentially effective solutions. This student logically and methodologically goes through a problem and picks the best possible solution. It is also linked to a desire to do one's best and to confront problems rather than avoiding them.

○ **Reality testing:** The ability to assess the difference between what is experienced and what objectively exists. This student searches for objective evidence to confirm, justify and support feelings, perceptions and thoughts. In simple terms, reality testing is the ability to accurately size up the immediate situation.

○ **Flexibility:** The ability to adapt to unfamiliar, unpredictable and dynamic circumstances. Flexible students are agile, synergistic and capable of reacting to change, without rigidity. These students are willing to change their minds when evidence suggests that they are mistaken. They are usually open to and tolerant of different ideas, orientations, way and practices.

4. Stress management

○ **Stress tolerance:** The ability to withstand adverse and stressful situations without falling apart by actively and positively coping with stress. Also involves problem solving, optimism and knowledge of stress coping strategies and practice using them. Students who have this skill tend to face crisis and problems, rather than surrendering to a feeling of helplessness.

○ **Impulse control:** The ability to resist or delay an impulse, drive or temptation to act. Problems in Impulse control are manifested by low frustration tolerance, impulsiveness, anger control problems, abusiveness, loss of self control, and explosive and unpredictable behaviour.

5. General mood

○ **Happiness:** The ability to feel satisfied with one's life, to enjoy oneself and others, and to

have fun. Happy students often feel at ease and they are able to enjoy the opportunities for having fun. Happiness is a by-product and/or barometric indicator of one's overall degree of emotional intelligence and emotional feeling.

○ **Optimism:** The ability to look at the brighter side of life and to maintain a positive approach to life, even in the face of adversity. Optimism assumes a measure of hope in one's approach to life. It is a positive approach to daily living. Optimism is the opposite of pessimism which is a common symptom of depression.

5. The wings...

• Perception Appraisal and expression of emotion

○ Ability to identify emotion in one's physical states, feelings, and thoughts.

○ Ability to identify emotions in other people, designs, artwork, etc. through language, sound, appearance, and behavior.

○ Ability to express emotions accurately and to express needs related to those feelings.

○ Ability to discriminate between accurate and inaccurate, or honest vs. dishonest expressions of feeling.

• Emotional Facilitation of thinking

○ Emotions prioritize thinking by directing attention to important information.

○ Emotions are sufficiently vivid and available that they can be generated as aids to judgment and memory concerning feelings.

○ Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view.

○ Emotional states differentially encourage specific problem-solving approaches such as when happiness facilitates inductive reasoning and creativity.

• **Understanding and analyzing emotions; Empowering emotional knowledge**

○ Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving.

○ Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss.

○ Ability to understand complex feelings: simultaneous feelings of love and hate or blends such as awe as a combination of fear and surprise.

○ Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction or from anger to shame.

• **Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth**

○ Ability to stay open to feelings, both those that are pleasant and those that are unpleasant.

○ Ability to reflectively engage or detach from an emotion depending upon its judged informativeness or utility.

○ Ability to reflectively monitor emotions in relation to oneself and others, such as

recognizing how clear, typical, influential or reasonable they are.

○ Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey.

6.General EQ building principles

Knowledge is necessary but not a sufficient condition. Understanding what EQ is does not automatically translate into EQ gains. Quite frequently, knowledge does not translate to behaviour. For example: Drugs, Seat belts, Eating well, stress control, Safe sex, Parenting skills, Exercise, Speeding etc.

A behaviour change is required in students. EQ gains can be seen only if a behaviour change occurs. This may require a lot of practice and time. It may take months or even years.

Some of the general EQ building principles are meditation, journal writing, prayer, emotion log. Motivation is one of the major factors which affect the EQ building abilities in individuals. Without motivation, there's no mobilization.

The following are the 4 levels of readiness for a behaviour change:

• **Oblivious:** Students in this level cannot see the problem itself. They deny that there is any problem.

• **Contemplation:** Students in this level realize that there is a need for improvement, but they substitute thinking about it for acting.

- **Preparation:** The students in this level focus on the solution; develop a plan – usually in response to some crisis event.

- **Action:** At this level, students start changing how they act. Students should strive to move into this level as fast as possible.

To encourage motivation, one needs to relate change to a student's values, hopes, goals and dreams. Change comes from learning that fits a student's life, resources, interests and goals.

Developing EQ:

It took the corporate world some time to come to terms with the fact that personality counts for success at work. Interestingly EQ can be learned over time. Also, unlike IQ, emotional quotient can be enhanced. But, EQ cannot be learned as a result of a three-day training programme. It requires much more than a few training sessions.

EQ is fundamentally different from the normal 'soft skills' training like active listening, problem solving, or team building. The difference lies in the fact that other soft skill training is focused in content while EQ training is oriented towards broader parameters like organizational and behavioral changes and receptiveness, implementing intensive EQ training for students, requires quite an effort. In order to develop long lasting behavioral changes in the student that impact the bottom-line one has to:

- Identify various role competencies
- Assess current EQ levels of students
- Fill in the gaps with EQ training.
- Work towards fulfilling predefined expected, outcomes of the EQ exercise
- Create avenues for students to improve their emotional competency levels on a regular basis through feedback, support, follow-up programmes, and role modeling.

7.Measuring EQ

Following are some of the instruments to measure EQ:

- **Multifactor EI Scale:**

- It has scores for 4 branches of emotional intelligence (Identifying emotions, Using emotions, Understanding emotions and managing emotions)

- Chuck Wolfe at Wolfe and Associates: Cjwolfe5@earthlink.net

- **Mayer Salovey-Caruso EI test:**

- MSCEIT(tm) – new version of the above assessment.

- <http://www.mhs.com> – available from this company.

- **Online EQ tests:**

- Most of these tests are unproven. Results may have nothing to do with your actual EQ.

- <http://www.queendom.com/emotionaliq.html>

- **Emotional competence Inventory 360 degree Evaluation:**

- Developed by Richard Boyatzis and Daniel Goleman.

- http://www.eiconsortium.org/eci_360.htm

- **Work profile Questionnaire – emotional intelligence version:**

- http://www.eiconsortium.org/wpq_ei.htm

- <http://www.cimtp.com/page8.htm>

• **Bar-on Emotional intelligence:**

○ <http://eqi.mhs.com>

○ Has a youth version, an adult version, an interview version and a 360 degree evaluation version.

○ This one and the ability measure (MSCEIT) are the best around.

Following are some of the methods to increase the emotional quotient of an individual:

- Understand that emotions are part of you and they have a purpose.
- Work out what your emotions are telling you.
- Listen to your emotions, don't judge them.
- Be your own best friend.
- Give yourself permission to take positive action.
- Actually take a positive action.
- Deal with your basic emotional needs
- Smile more

The following methods to be advocated to promote EMOTIONAL INTELLIGENCE for the students

Identify individual competencies from multiple ratings sources such as 360-degree assessments and locate the gaps between desired and available competencies.

- Link learning goals to personal values.
- Build positive expectations by showing learners that social and emotional competence can be proved and that such improvement will

lead to valued outcomes. Build and share realistic goals.

- Foster a positive relationship between the trainers and learners. Trainers who are genuine and empathetic will be most effective.
- Encourage self-directed change. Allow students to tailor their learning program to their unique needs.
- Be clear about what the competence, how to acquire it and how to use it at work.
- Break the goals into manageable steps
- Provide opportunities for sustained practice on the student.
- Provide ongoing performance feedback
- Build in support by forming groups, coaches and mentors.
- Enhance insight through self-awareness. Help learners acquire greater understanding about how their thoughts, feelings, and behavior affect themselves and others.
- Develop value based culture to support learning.
- Evaluate the change. Assess impact on important issues related outcomes and indicators of adjustments such as absenteeism, grievances, health status, etc.

Successful EQ training confirm that three basic elements need to be covered in any programmes; namely, theory, practice and application. It has to start from the background of what EQ is and why it is important to actual skills that students can use to become more emotionally intelligent, and finally helping students to apply those tools to their situations and needs. And it is interesting to observe that training sessions in EQ can last from a few days to several weeks. So that means duration of the training sessions is not important. For example, much of the emotional competence training consists of techniques to deal with emotions in the learning place, especially negative ones i.e., students are taught a skill called 'freeze frame' which is primarily a stress-busting tool. The process begins with recognizing and accepting

the feeling of stress; and then goes on to diverting attention away from the negative emotion by recalling memories of a positive emotion from one's life. The learner then goes on the search for a better response to the stressful situation and follows what his/her heart says. A group of 15 to 20 participants is optimal for EQ training.

Trainers recommend a heavy dose of practice for EQ learners. But still, EQ awareness and training has still a long way to go. Companies only put aside a miniscule portion of the training budget aside for soft skills. Most of the expenditure is set aside for technical and computer-related skill training.

To conclude, empathy, flexibility, and self-confidence are not just soft skills to be categorized as 'preferable' on the appointment ad. Emotional competencies of this nature will actually improve the bottom-line.

8. EQ (vs.) IQ

- EQ gets you through life. IQ gets you through school.
- Appealing to reason and emotions to convince someone (vs.) Trying to convince someone by facts alone.
- Using your emotions as well as your cognitive abilities to function more effectively (vs.) Relying solely on your cognitive skills.
- IQ is a threshold competence. It can get someone into a certain field, but it doesn't make him a star. EQ can do this.
- IQ has the least power in predicting success.
- Unlike IQ, which is pretty much established at birth, EQ can be learned, implemented and improved upon at any age.

- The EQ concept argues that IQ, or conventional intelligence, is too narrow; that there are wider areas of emotional intelligence that dictate and enable how successful a person is. Success requires more than IQ (Intelligence Quotient), which has tended to be the traditional measure of intelligence, ignoring essential behavioural and character elements.

Example: Students who are academically brilliant but are socially and inter-personally inept are not very successful.

Theories of human emotions are a prerequisite to advances in the understanding of human behaviour. Emotions are powerful drivers of human behaviour. They mainly operate subconsciously and subjects are often not aware of their emotions. In all human societies there exist pervasive, subconscious, emotional behaviour patterns that can be used to influence human behaviour deliberately. We don't need to concern ourselves with the schisms and conflicts in the world of EMOTIONAL INTELLIGENCE .

The Benefit of Emotional Intelligence for Students

Increased Self-Awareness

An emotionally intelligent student will have an increased level of self-awareness, making him or her take charge of their learning proactively. The sense of responsibility towards completing tasks is higher. Self-awareness is the ability of being in touch with one's feelings, be they positive or negative. This self-awareness also raises the ability to tune out the negativity and focus on the positive.

Empathy

The key to developing lasting and positive relationships is empathy.. A child who is in tune with their own emotional side, however, acts from a place of empathy. This makes the child less prone to hurtful actions and more supportive towards their peers. It not only helps them create positive relationships but also aids their learning process. Empathy allows students to anticipate their own feelings as well as the feelings of others. This ability enhances the understanding of the world, something that is crucial for a student who is constantly learning and growing.

Self-Regulation

The critical factor that is inculcated in students is self-regulation. A student who takes charge of their own learning and academic growth, is unstoppable. When a student is actively taught self-regulation it not only helps them academically but is the foundation stone of healthy habits. Talking to the students regularly and teaching them ways they can better understand moderation are keys to helping them develop self-regulation.

Increased Problem-Solving Skills

Emotional intelligence helps students to better analyse situations. It not only helps students interact with others better but also helps them to tackle academic issues with greater panache. The better a student is able to come to grips with a situation, the more in control they are of it. Emotional intelligence allows them to understand a situation better instead of getting overwhelmed by it

Better Stress Management

A student who is able to manage his or her emotions well will not allow stress to rule their academic life. Emotional intelligence creates a strong buffer for students that helps them better

handle the factors that create stress in their minds. This can be a great benefit for their future professional lives

Better Satisfaction Levels

Having a strong emotional foundation can help students deal with their problems successfully. enabling them to set attainable goals, make better decisions, and deal with their problems in a healthier fashion making them happy and satisfied with what they are doing in life.

Talk About Feelings

The best part about students who are emotionally intelligent is that they do not shy away from talking about what they feel. Being able to talk about one's own mental state is an important aspect of being able to handle one's emotions. Students are usually reticent about talking about their feelings and problems. An emotionally intelligent student is well equipped to share their thoughts and discuss about their feelings.

Conclusion

What is evident from all the research, however, is that a higher EI is strongly correlated with a higher quality of life and thought. It is possible to raise EI levels through training.. Emotional intelligence can improve lives and help students manage themselves effectively. They can master their emotional intelligence. with a deep sense of purpose. They will be able to read other people better, understand them.

In a volatile world of information overload there is lot of chaos in the minds of the students. This is also making them emotionally fragile leading to disturbed mental health. This is the time Emotional Intelligence gains more impetus to be implemented in educational institutions. NEP 2020 is emphasizing on the

holistic development of students, and emotional intelligence plays a very vital role in the holistic development of students and make India vibrant with knowledge.

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