

Emotional Intelligence as Related to Adjustment to Adolescents

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Introduction

Human beings are creatures of feelings and emotions. If there had been no emotions in the life of organism, the life would have been without any aspirations. And also in the absence of emotion, social and family life would have ceased and progress would have been checked. The term "EMOTION" has been derived from the Latin word 'Emovere' which means to stir up, agitate, excite and move. George Mandlea says that emotions are not a single thing at all, but rather a 'CHAPTER HEADING TERM' a board umbrella stretched over many related concepts. Emotions have been referred to as the 'dynamics of behaviour' which term refers to the energies of forces that initiate activity. Emotion in the organism is the dynamic interval adjustment that operates for the satisfaction and welfare of the individual.

If animal do something they call it instinct. If we do exactly the same thing for same reason they call it intelligence. I feel what they mean is that we all make mistakes, but intelligence enables us to do it on purpose. An encompassing deflection has given by D. Wechsler(1943) " Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment."

Meaning of Emotion

Emotion is the complex psychophysiological experience of an individual's state of mind as interacting with biochemical (internal) and environmental (external) influences. In humans, emotion fundamentally involves "physiological arousal, expressive behaviors, and conscious experience."^[1] Emotion is associated with mood, temperament, personality and disposition, and motivation. Motivations direct and energize behavior, while emotions provide the affective component to motivation, positive or negative.

No definitive taxonomy of emotions exists, though numerous taxonomies have been proposed. Some categorizations include:

- "Cognitive" versus "non-cognitive" emotions
- Instinctual emotions (from the amygdala), versus cognitive emotions (from the

prefrontal cortex).

- Categorization based on duration: Some emotions occur over a period of seconds (for example, surprise), whereas others can last years (for example, love).

A related distinction is between the emotion and the results of the emotion, principally behaviors and emotional expressions. People often behave in certain ways as a direct result of their emotional state, such as crying, fighting or fleeing. If one can have the emotion without the corresponding behavior, then we may consider the behavior not to be essential to the emotion

The James–Lange theory posits that emotional experience is largely due to the experience of bodily changes. The "functionalist" approach to emotions (for example, Nico Frijda and Freitas - Magalhaes) holds that emotions have evolved for a particular function, such as to keep the subject safe.

Categories of Emotion

There are basic and complex categories, where some basic emotions can be modified in some way to form complex emotions (for example, Paul Ekman). In one model, the complex emotions could arise from cultural conditioning or association combined with the basic emotions. Alternatively, analogous to the way primary colors combine, *primary emotions* could blend to form the full spectrum of human emotional experience. For example interpersonal anger and disgust could blend to form contempt.

Robert Plutchik proposed a three-dimensional "circumplex model" which describes the relations among emotions. This model is similar to a color wheel. The vertical dimension represents intensity, and the circle represents degrees of similarity among the emotions. He posited eight primary emotion dimensions arranged as four pairs of opposites. Some have also argued for the existence of meta-emotions which are emotions about emotions.

Another important means of distinguishing emotions concerns their occurrence in time. Some emotions occur over a period of seconds (for example, surprise), whereas others can last years (for example, love). The latter could be regarded as a long term *tendency* to have an emotion regarding a certain object rather than an emotion proper (though this is disputed). A distinction is then made between emotion episodes and emotional dispositions. Dispositions are also comparable to character traits, where someone may be said to be generally disposed to experience certain emotions, though about different objects. For example an irritable person is generally disposed to feel irritation more easily or quickly than others do. Finally, some theorists (for example, Klaus Scherer, 2005) place emotions within a more general category of "affective states" where affective states can also include emotion-related phenomena such as pleasure and pain, motivational states (for example, hunger or curiosity), moods, dispositions and traits.

The neural correlates of hate have been investigated with an fMRI procedure. In this experiment, people had their brains scanned while viewing pictures of people

they hated. The results showed increased activity in the medial frontal gyrus, right putamen, bilaterally in the premotor cortex, in the frontal pole, and bilaterally in the medial insula of the human brain. The researchers concluded that there is a distinct pattern of brain activity that occurs when people are experiencing hatred (Zeki and Romaya, 2008).

Meaning of Intelligence

Intelligence derives from the Latin verb *intelligere* which derives from inter-legere meaning to "pick out" or discern. A form of this verb, *intellectus*, became the medieval technical term for understanding, and a translation for the Greek philosophical term *nous*. This term was however strongly linked to the metaphysical and cosmological theories of teleological scholasticism, including theories of the immortality of the soul, and the concept of the Active Intellect (also known as the Active Intelligence). This entire approach to the study of nature was strongly rejected by the early modern philosophers such as Francis Bacon, Thomas Hobbes, John Locke, and David Hume, all of whom preferred the word "understanding" in their English philosophical works.^{[2][3]} Hobbes for example, in his Latin *De Corpore*, used "*intellectus intelligit*" (translated in the English version as "the understanding understandeth") as a typical example of a logical absurdity.^[4] The term "intelligence" has therefore become less common in English language philosophy, but it has later been taken up (without the scholastic theories which it once implied) in more contemporary psychology.

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Emotional Intelligence

Emotional intelligence (EI) is an ability, skill or, in the case of the trait EI model, a self-perceived ability to identify, assess, and control the emotions of oneself, of others, and of groups. Various models and definitions have been proposed of which the ability and trait EI models are the most widely accepted in the scientific literature. Criticisms have centered on whether the construct is a real intelligence and whether it has incremental validity over IQ and the Big Five personality dimensions.

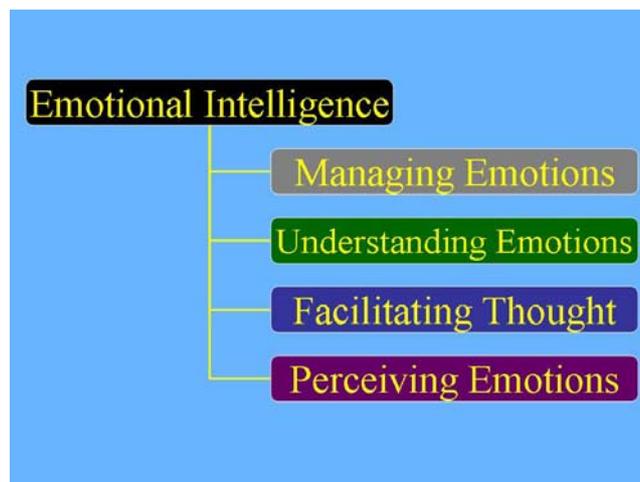
The concept of emotional intelligence is a new one. No one can say exactly how much of the variability from person to person in life's course it accounts for but what data exists suggest it can be as powerful and at times more powerful, than I.Q.

The concept of emotional intelligence taken together means, how intelligently we can control our emotions. Emotional intelligence refers to the capacity for recognizing own feelings and those of others, for motivating ourselves and for managing emotions well in us and in our relationships.

What factors are at play, for example, when people of high I.Q. flounder and those of modest I.Q. do surprisingly well? That difference quite often lies in the abilities called here emotional intelligence, which include self control, zeal, persistence and the Ability to motivate oneself and these skills as well, can be taught to children, giving them a better chance to use whatever intellectual potential, the genetic lottery may have given them.

There are two different types of intelligence – intellectual and emotional, expressed the activity of different parts of the brain. The intellect is based solely on the working of neocortex the more recently evolved layers at the top of the brain and the emotional centers are lower in brain, in the more ancient subcortex, emotional centers at work in concert with the intellectual centres.

E.Q. gives us awareness of our own and other's feelings. It gives us empathy, compassion, motivation and the ability to respond approximately to pain and pleasure. The Emotionally Intelligent person is skilled in four areas –Identifying emotions, using emotions, understanding emotions and regulating emotions.



Daniel Goleman (1998) for the first time developed a frame work of emotional competencies, which determines the extent of emotional intelligence acquired by an individual. This earlier frame work consisted of five domains or dimensions such as self-awareness, self-regulation, self-motivation, empathy and social skills. This was further refined by Richard Boyatzis, Goleman and Rhee in the year of 2000. Two more domains are added such as self-esteem and confidence, interpersonal skills.

Seven Basic Competencies of Emotional Intelligence

Now Emotional Intelligence includes Seven basic emotional and social competencies:

1. Self-Awareness and Appraisal
2. Self-Regulation and Responsibility
3. Self- Motivation
4. Empathy and Acceptance of others
5. Social- Skills

6. Self-Esteem and confidence
7. Inter-Personal Relations

Self-Awareness

1. **Emotional Awareness-- People with this competence:**

Know which emotions they are feeling and why Realize the links between their feelings and what they think and say Recognize how their feelings affect their performance Have a guiding awareness of their values and goals

2. **Accurate Self-Assessment -- People with this competence:**

Are aware of their strengths and weaknesses Reflective, learning from experience Open to candid feedback, new perspectives, continuous learning, and self-development

Able to show a sense of humour and perspective about themselves

BLIND SPOTS: Blind Ambition-need to win or be right at any cost
Unrealistic Goals- sets overly ambitious, unattainable goals for group
Relentless Striving- compulsively hardworking at expense of all else, vulnerable to burnout Drives Others-pushes others too hard, takes over instead of delegating

Power Hungry- seeks power for own reason rather than for company

Insatiable need for recognition- addicted to glory-takes credit for other's work and blames them for mistakes

Preoccupation with Appearance-needs to look good at all costs-craves material trappings Need to seem perfect-enraged by or rejects criticism, can't admit mistakes

3. **Self Confidence --People with this competence:**

Present themselves with self-assurance; have "presence"

Can voice views that are unpopular and go out on a limb for what is right . Are decisive, able to make sound decisions despite uncertainties and pressures

Self-Regulation

1. **Self-control --People with this competency:**

Manage their impulsive feelings and distressing emotions well

Stay composed, positive and unflappable even in trying moments

Think clearly and stay focused under pressure

2. **Trustworthiness and conscientiousness --People with this competency:**

Trustworthiness--Act ethically and are above reproach

Build trust through their reliability and authenticity

Admit their own mistakes and confront unethical actions in others

Take tough, principled stands even if they are unpopular

Conscientiousness --Meet commitments and keep promises

Hold themselves accountable for meeting their objectives

Are organized and careful in their work

3. **Innovation and Adaptability --People with this competency:**

Innovation - Seek out fresh ideas from a wide variety of sources Entertain original solutions to problems

Generate new ideas take fresh perspectives and risks in their thinking

Adaptability - Smoothly handle multiple demands, shifting priorities, and rapid change .Adapt thier responses and tactics to fit fluid circumstances .Are flexible in how they see events

Motivation

1. **Achievement Drive --People with this competency:**

Are results-oriented, with a high drive to meet their objectives and standards.

Set challenging goals and take calculated risks

Pursue information to reduce uncertainty and find ways to do things better.

Learn how to improve their performance

2. **Commitment --People with this competency:**

Readily make sacrifices to meet a larger organizational goal

Find a sense of purpose in the larger mission

Use the group's core values in making decisions and clarifying choices

Actively seek out opportunities to fulfill the group's mission

3. **Initiative and Optimism --People with this competency:**

Initiative: Are ready to seize opportunities

Pursue goals beyond what's required or expected of them

Cut through red tape and bend the rules when necessary to get the job done.

Mobilize others through unusual, enterprising efforts

Optimism: Persist in seeking goals despite obstacles and setbacks.

4. Operate from hope of success rather than fear of failure

See setbacks as due to manageable circumstance rather than personal flaw

Social Competence

Empathy

1. **Understanding Others --People with this competency:**

Are attentive to emotional cues and listen well

Show sensitivity and understand others' perspectives

Help out based on understanding other people's needs and feelings

2. **Developing Others --People with this competency:**

Acknowledge and reward people's strengths and accomplishments. Offer useful feedback and identify people's needs for further growth. Mentor, give timely coaching, and offer assignments that challenge and foster a person's skills

3. **Service Orientation --People with this competency:**

Understand customers/clients needs and math them to services of products.

Seek ways to increase customers' satisfaction and loyalty. Gladly offer appropriate assistance

Grasp a customer's perspective, acting as a trusted advisor

4. **Leveraging Diversity --People with this competency:**
Respect and relate well to people from varied backgrounds
Understand diverse worldviews and are sensitive to group differences.
See diversity as opportunity, creating an environment where diverse people can thrive. Challenge bias and intolerance
5. **Political Awareness --People with this competency:**
Accurately read key power relationships, Detect crucial social networks
Understand the forces that shape views and actions of clients, customers, or competitors. Accurately read organizational and external realities

Social Skills

1. **Influence --People with this competency:**
Are skilled at winning people over
Fine-tune presentations to appeal to the listener
Use complex strategies like indirect influence to build consensus and support
Orchestrate dramatic events to effectively make a point
2. **Communication --People with this competence**
Are effective in give-and-take, registering emotional cues in attuning their message
Deal with difficult issues straightforwardly
Listen well, seek mutual understanding, and welcome sharing of information fully
Foster open communication and stay receptive to bad news as well as good
3. **Conflict Management --People with this competency:**
Handle difficult people and tense situations with diplomacy and tact
Spot potential conflict, bring disagreements into the open and help to de-escalate
Encourage debate and open discussion
Orchestrate win-win solutions
4. **Leadership --People with this competency:**
Articulate and arouse enthusiasm for a shared vision and mission
Step forward to lead as needed, regardless of position
Guide the performance of others while holding them accountable
Lead by example
5. **Change Catalyst --People with this competency:**
Recognize the need to change and remove barriers
Challenge the status quo to acknowledge the need for change
Champion the change and enlist others in its pursuit
Model the change expected of others
6. **Building Bonds --People with this competency:**
Cultivate and maintain extensive informal networks
Seek out relationships that are mutually beneficial
Build rapport and keep others in the loop
Make and maintain personal friendships among work associates

7. **Collaboration and Cooperation --People with this competency:**

Balance a focus on task with attention to relationships
 Collaborate, sharing plans, information and resources
 Promote a friendly, cooperative climate
 Spot and nurture opportunities for collaboration

8. **Team Capabilities --People with this competency:**

Model team qualities like respect, helpfulness, and cooperation
 Draw all members into active and enthusiastic participation
 Build team identity, esprit de corps, and commitment
 Protect the group and its reputation, share credit

Empathy: refers to one's ability to understand the feelings transmitted through verbal and nonverbal messages, to provide emotional support to people when needed, and to understand the links between others' emotions and behavior.

Self-Esteemed and Confidence: Confidence is one's worth or abilities as well as respect and admiration for one's ownself. A feeling of trust in one's abilities, qualities and judgements.

Interpersonal Relations: Inter-personal Relationship is taking about feelings effectively , handling emotions in relationships well and accurately.

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