

Theoretical and Practical Approaches Regarding Emotional Intelligence

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Abstract

We notice in everyday life at school, work, on the street, eminent people with special education who make remarkable efforts, while others that are less obvious qualities bloom. In most cases, the answer is closely related to the concept of "emotional intelligence". Even if it is harder to measure and ascertain in comparison with accumulated experience or IQ, its force cannot be denied. Unfortunately, as a society, we continue to put more value on self-improvement, experience, intelligence and education. It would be great if among this things we an understanding of our emotions and those around us, but also to realize the major impact that emotions have on our lives every day. This paper aims to highlight the reasons why emotional intelligence is considered to be the most important basic competence that determine success in personal or professional life.

Key words: emotion, skills, IQ

J.E.L. classification: M10, O15

1. Introduction

Emotional intelligence is a different kind of cleverness. It is the power to act under pressure, the confidence to build fruitful relationships, the courage to make decisions and the vision to create the future. Emotional intelligence is a skill that can be learned. It consists in the power to sense feelings and to identify their source. Emotional competence is the demonstration of self-sufficiency in social transactions that require affectivity. Self-sufficiency here is used in the sense that one person believes that he or she has the ability and skills to achieve a certain purpose (Bar-On, 2011).

The five dimensions of emotional intelligence (self-knowledge, self-motivation, self-regulation, social consciousness and social skills) correspond to 25 emotional skills, but no one has it all. But to achieve remarkable performance, we need to be strong in just a few of these skills - around six - and to be "scattered" in all five areas of emotional intelligence (Goleman, 1998).

Emotional intelligence is about the awareness of one's own emotions, the mastery of these emotions (by controlling the generating causes), the inner motivation to evolve, doubled by initiative, optimism and dedication, empathy (the ability to understand emotions and feelings of others) and last, but not least, of social skills, meaning the ability to establish positive relationships, to cooperate and collaborate with others, to solve conflicts, to capture the attention. When we become aware that not only reason leads us to life, that personal feelings and compatibility guides others just as it guides us too, appears the superior understanding of the position in the groups in which we are part and the image which we are projecting outwards can be better managed.

2. Theoretical background

Even though over time has been some discussion of emotional intelligence, it has not yet been fully enforced. The term intelligence has a dual meaning: on the one hand, process of assimilation and processing of variable information, for optimal adaptation, on the other, of aptitude, residing in operational structures with certain qualities (complexity, flexibility, fluidity, productivity), which

ensures the efficiency of the conduct.

Emotional intelligence is self-awareness, self-consciousness, social sensitivity and the ability to communicate successfully with our fellows. It is that state of synchronization and social opportunity and manifests itself through the courage to recognize our mistakes, to express differences and to respect them (Everac, 1967). Other authors define emotional intelligence as "the ability to perceive and express, to feel emotions in thinking, to understand the prism of emotions and to regulate the emotions of oneself and others" (Caruso, Mayer, Salovey, 2000).

It can be said that intelligence brings precision and objectivity, but people characterized by these attributes are seen and described by others as inexpressive and cold, detached, unfriendly. Instead, a person with high emotional intelligence is perceived as being sympathetic, communicative, sociable, funny, natural and detached, pleasant and working. Most importantly is that, just like academic intelligence, emotional intelligence can be educated and developed. The first step is the recognition that we are people led by feelings, that others like us are allowed to be mistaken or subjective (but not biased). Another step is to adapt our communication to those we communicate with.

3. Emotional intelligence and IQ

The five components of emotional intelligence widely accepted as primordial are: *self-consciousness*, namely the ability to meditate on our own lives, to enrich our knowledge of ourselves and to use this knowledge either to improve ourselves, or to compensate our weaknesses; *personal motivation*, which refers to what really urges people to act - vision, values, goals, desires and passions that are considered as priority; *self-balancing*, that is the ability to lead ourselves to the fulfillment of our vision and value; *empathy*, namely the ability to sense the feelings and opinions of those around us about the world around us; *social and communicative skills*, which relate to how people try to solve problems, find creative solutions and interact optimally to achieve the shared goals.

Academic intelligence has little to do with emotional life. Many people who have a high IQ can fall prey to terrible passions and uncontrolled impulses. Daniel Goleman says that IQ, in the happiest case, contributes 20% to the factors that determine success in life. The remaining 80% remain prey to other forces. Most of the places someone finds in society are determined by factors unrelated to IQ, ranging from social classes and reaching to luck.

Several studies of Daniel Goleman show that emotionally-aware people - who know and master their feelings and who effectively understand and address others' feelings - are advantageous in any area of life. Those with well-developed emotional capabilities are even more likely to be content in life and efficient, to master the mental habits that underlie their own productivity. On the other hand, those who cannot control their emotional life and lead internal battles end up sabotaging their ability to focus on work and on clear thinking (Goleman, 1998).

4. Acquiring fundamental emotional elements

Temperament can be defined according to states that fit us into a certain category of emotional life. To some measure, we each have a certain favorite emotional range; with temperament we are born thanks to the genetic lottery, which has tremendous force over the life. Every parent has observed this: from birth, the child will be calm and quiet or capricious and difficult. The question is whether this emotionally determined biological set can be changed through experience.

The clearest answer to this question comes from the Jerome Kagan's study, a development psychologist at Harvard University. Kagan claims there are at least four temperamental types - shy, daring, merry and melancholic - and each is due to a different pattern of brain activity (Kagan, Snidman, Arcus, 1992). The impact of parents on emotional training is emerging all the way from the cradle. Dr. Berry Brazelton, Harvard's eminent pediatrician, has a simple test to diagnose the profile that a child will have in life since he was born. He gives an eight-month-old baby two cubes and then shows how he wants to arrange them. A child hoping for life, who trusts his abilities, will take the cube, put it into his mouth, rub it on his head, throw it to a side of the table, watching if someone can recover it for him. Only after that he does what he has been asked for - that is, he puts

the cubes on top of each other. Instead, children from gloomy, chaotic or negligent homes go through these small tasks in a way that marks the fact that they are already expecting to fail.

The difference between the two perspectives - of the children who are confident and optimistic and of those who expect to fail - begins to take shape from the early years of life. Parents, from the perspective of Brazelton, need to understand how they can, through their actions, help generate confidence, curiosity, the pleasure of learning and understanding the limits, which has great benefit to the success of the child's life (Brazelton, Sparrow, 1992).

5. Research on emotional intelligence among students. Research results

Most of us are controlled by emotions and we do not have the skills to find and use them for our own benefit. Awareness and understanding of emotions are not taught at school. We enter on labor market by knowing how to write, read and relate to sets of knowledge, but we often lack the skills to handle our emotions when we are caught up in the challenges we face. Good decisions imply much more than factual knowledge. They are taken with self-knowledge and emotional control when it is most needed.

This research is based on descriptive analysis and the questionnaire was used as a method of investigation. The purpose of the study is to enhance the way emotional intelligence manifests itself among students from "Ovidius" University of Constanta, based on the components of the concept of emotional intelligence. The study was conducted on a sample of 100 people (students of the Faculty of Economic Sciences) of which 62 are women and 38 are men. Of the 100 students who answered the 18 questions of questionnaire, 77 came from urban environment and 23 from rural environment. Young students have between 18 and 32 years old.

Unfortunately, we all have many moments in which we lose our temper, in which we cannot master our emotions. At this moment of emotional blockage it is very important to realize what is happening to us, in order to immediately find an emotional balance. How much the students realize about this state of mind is shown in figure no 1. The ability to prioritize is essential because it can help you bring life to order, reduce the stress that presses you at work or in everyday activities and to be successful. How much prioritization is given to important activities by students from Economic Sciences it is shown in figure no 2.

Figure no.1. Loss of temper

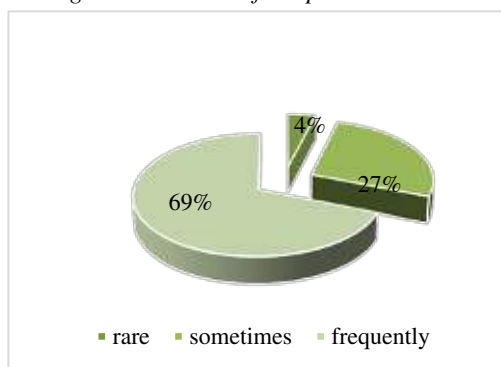
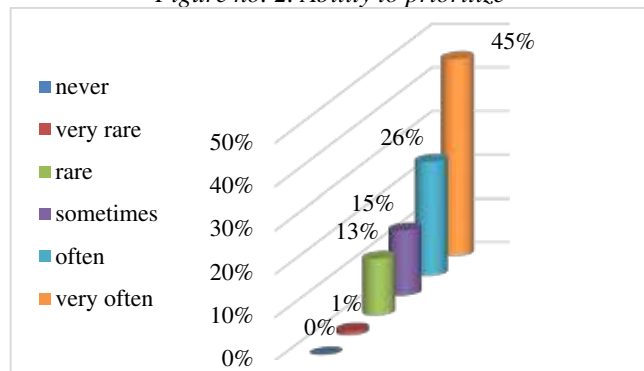


Figure no. 2. Ability to prioritize



Source: own processing based on the results of the questionnaire

We face stress when we are in difficult or high-intensity situations for us. Emotional blockages, increased irritability, loss of interest, emotional instability, depression are just a few responses to stress. If the young people surveyed admit when they are stressed, the data are presented figure no 3. 70% of the interviewed students consider it very important to be aware of their own emotions at all times. This is essential to be flexible and to steer positive behavior into delicate situations.

Figure no.3. Stress recognition

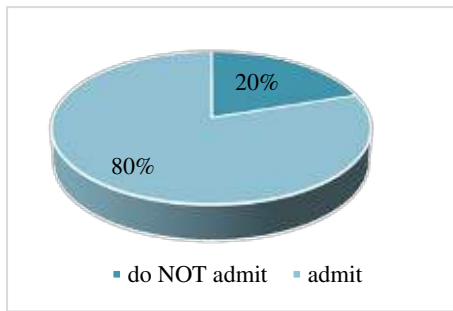
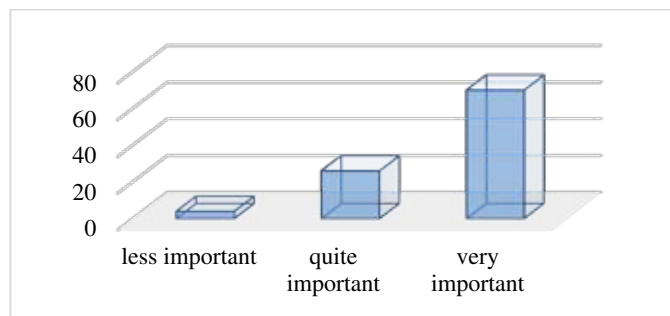


Figure no. 4. Awareness of own emotions



Source: own processing based on the results of the questionnaire

Emotions have been known to us since the early moments of our lives. They give us the mood. Through the power of controlling the states of mind, we, can self-motivate, recognize and understand our own states of mind, accept the others' states of mind and avoid as far as possible the negative states around us. How much the students can consciously control the mood it is shown in figure no 5. It is important to know why you have emotions. Either you are afraid that you will not be liked by others, whether you will be perceived as annoyingly insistent, we do all sorts of problems that give birth to negative emotions and stress us. Knowing the source of your fear is an important part of the process of overcoming the obstacles you encounter in a discussion. It is equally important for young economists to analyze the emotions of the interlocutors to find out what they really think (data presented in figure no 6).

Figure no.5. Mood control

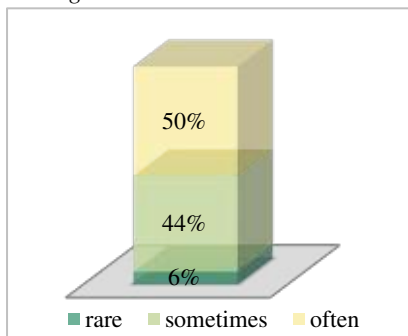
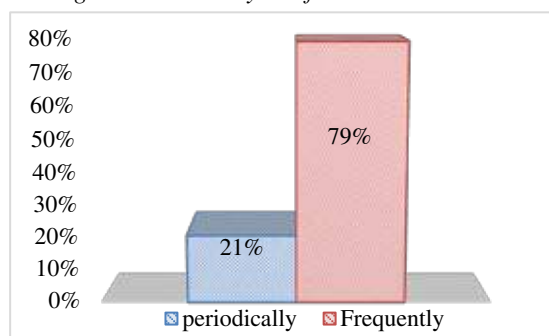


Figure no. 6. Analysis of interlocutor emotions



Source: own processing based on the results of the questionnaire

Anxiety is the emotional state lived in various life situations from early ages. It is based on a state of restlessness, a diffuse feeling of insecurity, discomfort, in which we expect something bad to happen to us. If the students know how to explain why they are in an intense state of anxiety, it is represented in figure no 7.

Figure no.7. Reason of anxiety

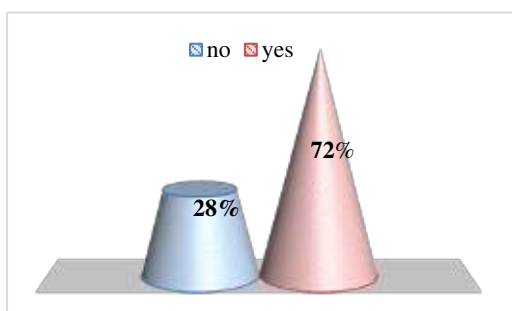
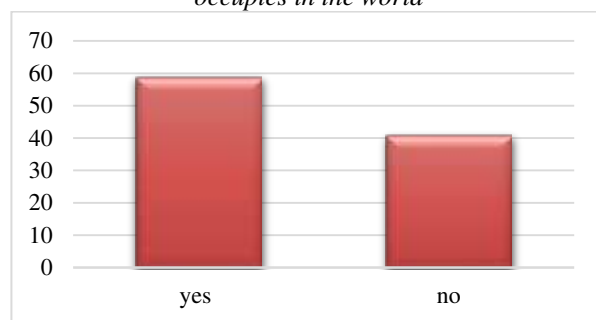


Figure no. 8. Reflecting on the place human occupies in the world



Source: own processing based on the results of the questionnaire

The following figure shows whether the students allocate time to reflect on the place they occupy in the world. Thus, 59% of students reserve their time frequently - once every 2-4 weeks – to analyze their place in this world. It can be noticed the small difference in the percentage between answers.

Happiness, euphoria, anguish, indignation, sadness, depression, tension, anger, agitation are states that are within everyone. It is absolutely natural to move from one state to another. The chance for students to transcend from euphoria / happiness to upset / indignation and vice versa in a relatively short time is represented in figure no. 9. For the next question, 85% of the students questioned think it is important to insight the emotions of interlocutor in a discussion. It is very important to know the source of the fears or reasons that make the others near us happy. So we can handle the game in a favorable situation for us. Inadvertently, no matter how much we to abstain from this, emotions are expressed. Whether they are positive or negative, through mimics and expressive gestures, we express what we think.

Figure no.9. Changing the state of mind in a short time

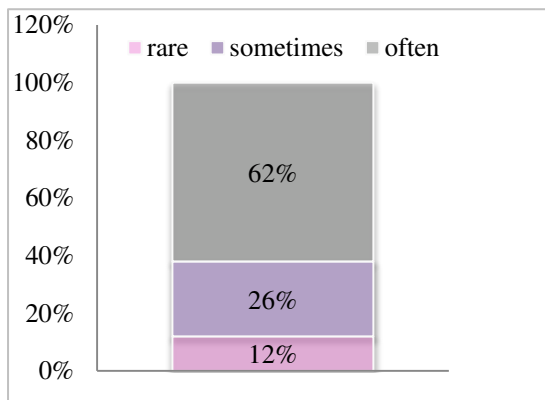
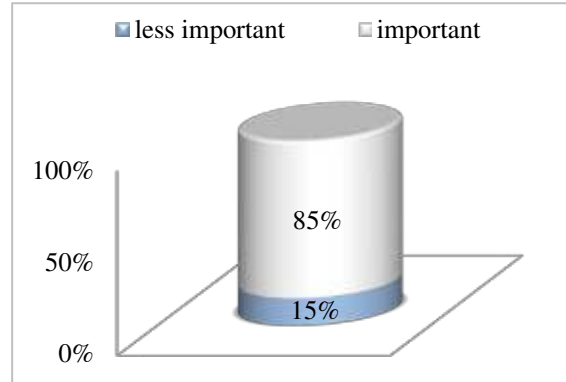


Figure no. 10. Intuition of interlocutor emotions



Source: own processing based on the results of the questionnaire

The way we respect and accept ourselves as we are, determines not only the respect of those around us, but all our results in everyday life. To what extent is the young people surveyed, observed and accepted their defects and their failures, is shown in figure no. 11.

Figure no.11. Respecting and accepting who we are

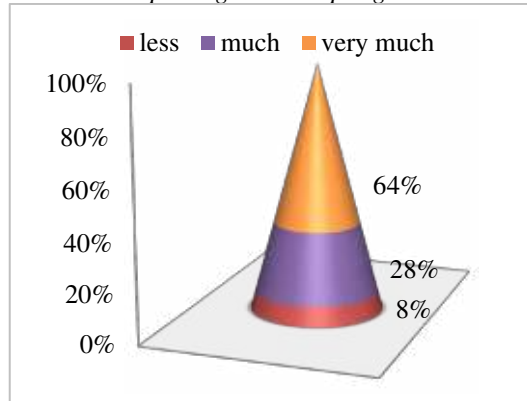
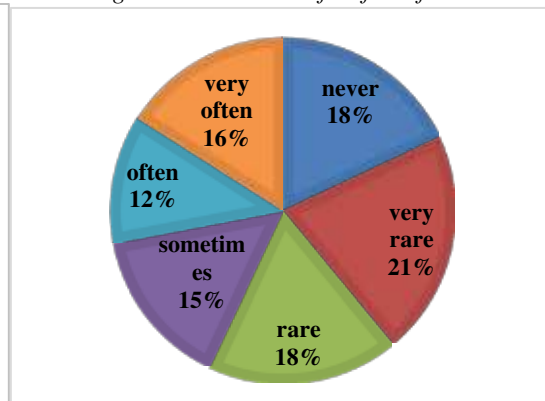


Figure no. 12. Lack of self-confidence



Source: own processing based on the results of the questionnaire

The feeling of inferiority is considered by specialists, the backbone of the lack of confidence. This feeling of inferiority is found in each of us, but in different proportions. Figure no. 12 highlights how much the lack of self-confidence students feel.

6. Conclusions

The study revealed that there is a close link between young economists and emotional skills, which supports the idea of researchers that social, emotional and relational skills (emotional intelligence) are factors of school success and success in life.

The following are the conclusions of the application of the questionnaire among the students: 31% of the young economists do not realize immediately when they lose their temper, 14% of the students do not give priority to the important activities at the workplace/daily activities, 20% of students surveyed do not recognize when they are stressed, 70% of young economists consider the awareness emotions a very important element for them, 50% of economics students fail to consciously control their own mood, 79% of the students surveyed frequently analyze the emotions of the interlocutors to find out what they actually think, 28% of the students do not can explain the reason why they have an intense anxiety state, 41% of young people interviewed do not have periodic time to reflect on the place they occupy in the world and the vision of life, 62% of those questioned often experience a shift from euphoria / happiness to anger / indignation and vice versa in a relatively short time, 85% of young economists believe it is important to insight the emotions of the interlocutor in a discussion, 64% of the students surveyed have a sense of respect for themselves and accepted them as they are, including their defects and inadequacies, 43% of young people have an increased sense of inferiority or lack of confidence in them that they try to hide.

The study concludes that young people need understanding, emotional support and communication from their parents. This will make adolescents feel safe and encourage them to learn from the experiences they live, which favors the development of autonomy.

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The results of the study confirmed the idea that emotional and social skills can and must, be taught in school as this will help pupils have a better childhood, better incorporate into society and adapt more effective in the professional environment. Emotional intelligence will also support them to be more effective, to think positively and to communicate affective.

We can conclude that the emotionally intelligent teenager profile is based on the following defining elements: social responsibility, awareness of emotions, emotional independence, recognition of own and others' emotions, channeling and managing emotions, managing interpersonal conflicts, assessing own state of mind, expressing his feelings, stress indulgence, control of impulses, defeat of negative impulses, generosity, openness to new ideas, self-respect, tolerance, self-confidence and self-satisfaction.

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