

Some Considerations regarding Emotional Intelligence

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Abstract

Emotions are equivalent to "the spirit that moves us". These can lead us to a better mobilization, no matter how logical and rational we are, even if we are on the wrong paths. Although it is frequently discussed about emotional intelligence, it has not yet reached its full strength. We still continue to focus on education, self-improvement, intelligence, experience and we still think that the intellect is separate from emotions, even superior to them. Things would be different if we understand that intellect and emotions are not mutually exclusive, but have a similar importance and impact in our lives. The purpose of this paper is to highlight the reasons why emotional intelligence is decisive in professional success, but also in personal life.

Key words: IQ, emotions, IQ

J.E.L. classification: M10, O15

1. Introduction

Intelligence is the ability to retrieve new information, to assimilate and to implement it quickly and efficiently. Emotions help us make decisions, create and maintain social ties, protect ourselves, be creative, discover our potential, presenting physical, behavioral and cognitive aspects that interact with each other (Roco, 2004). The significance of emotional intelligence is based on the bonds between emotions and thoughts, between feeling, thinking and action. Emotional intelligence is a skill that can be learned and consists of the power to acknowledge feelings and identify their source. Emotional intelligence is about the awareness of one's own emotions, inner motivation, optimism, empathy and last but not least, social skills, that is, the ability to establish positive relationships, to collaborate with others, to resolve conflicts (Bar-On, 2011).

2. Theoretical background

Other researchers have defined emotional intelligence as "the ability to perceive and express, to feel emotions in thinking, to understand the prism of emotions and to adjust the emotions of oneself and others (Caruso, Mayer, Salovey, 2002).

Surely, we've all met people who are able to handle even the most uncomfortable situations, that always make others feel good. These individuals possess what psychologists call emotional intelligence. Daniel Goleman, suggested that there are five components of emotional intelligence: *self-awareness* (the ability to meditate on our own lives, to enrich our knowledge of ourselves and to use them either to compensate for weaknesses or to overcome our limits), *self-balancing* (emotional intelligence requires us to adjust and manage emotions, respectively the expectation of the right moment to express them correctly), *social abilities* (it refers to how people try to find creative solutions to problems and to interact optimally in order to achieve the common goals),

empathy (those competent in this field are able to understand who has power in different relationships, understand how these forces influence feelings and behaviors), *motivation* (internal rewards like:pleasure to undertake an activity, to obtain top experience, to fulfill their own needs and goals) (Goleman, 1998).

Emotional intelligence will make the difference between an efficient person and a remarkably efficient person. Not long ago, it was supported the idea that feelings should be released to avoid inconvenience. It is now known that emotions can reshape and educate and the benefits of this process are significant.

Emotional intelligence redefines the image of the world and people, emotions becoming the most important resources of human. Howard Gardner's theory was adopted by theoreticians in education and applied by teachers. By evaluating the type of intelligence that we have starting from school, we can develop and capitalize it on the career we choose. According to the Harvard Educational Psychology Specialist, there are seven types of emotional intelligence: musical, kinesthetic, logic-mathematical, spatial, linguistic, interpersonal, intrapersonal (Gardner, 1983).

3. Emotional Intelligence and Academic Intelligence

Emotional Intelligence (EQ) and academic intelligence (IQ) are not opposing competences, but rather separate. While the intellect helps us solve problems, compute or process information, emotional intelligence allows us to be more creative and use our emotions to solve problems.

Daniel Goleman reports that emotional and social skills offer people benefits in areas such as love or relationships where such skills can make a difference.

Table no. 1. EQ vs. IQ

	EQ	IQ
<i>Definition</i>	Emotional intelligence is the ability to identify, evaluate and manage your own emotions and others.	IQ is used to determine academic abilities and to identify individuals who have a wide range of information.
<i>Abilities</i>	Identify, control and express own emotions. Perceiving and evaluating the emotions of others. Understanding emotional meanings.	Ability to learn, understand and implement information held; characteristics: logical reasoning, mathematical abilities, abstract and spatial thinking, filtering irrelevant information.
<i>In the workspace</i>	Teamwork, leadership, successful relationships, service orientation, initiative, collaboration.	Success in difficult tasks, ability to analyze opportunities, research and development.
<i>Can be identified at</i>	Leaders, team players, people who work best alone	Capable or talented people, mentally or specially developed individuals.

Source: (Goleman, 2006)

For a long time, IQ was considered the only measure for career success and life in general. However, some critics have begun to realize that not only the high intelligence guarantees the achievements of life, but also the concept, poorly analyzed, which fully embraces a wide range of emotional and emotional knowledge. Although IQ is still recognized as an important element of success, the concept of emotional intelligence has had a powerful impact in many areas, corporations and large organizations starting to use EQ tests during the hiring process (Goleman, 2008).

Social knowledge allows people to interpret tone, language, facial expressions and body language. In 2014, researchers Thompson and Voyeur found a general advantage of women in emotional recognition. Studies have also found that men are more unlikely to make social judgments than women (Thompson, Voyeur, 2014). Psychologist Jack Block has made a comparison of two pure types: people with high IQ vs. people with high emotional abilities. Profiles differ from men to women. Men with a high IQ present a wide range of intellectual interests, are ambitious, productive, self-confident, but can become critical, hard to please, indifferent and inexpressive. In opposition, those who have well-developed emotional intelligence

are cheerful, assume responsibilities, provide affection and support to others, but most importantly they are emotionally balanced and happy with their life. Women with a high level of intellectual intelligence, express their thoughts fluently, appreciate intellectual issues, tend to fall prey to feelings of guilt and anxiety. Women with a high EQ are categorical, spontaneous, cheerful, communicative, can easily establish new relationships and resist stress and choose positive thinking (Goleman, 2006).

4. Research methodology

Before defining the term Emotional Intelligence, its features were defined by terms such as "character", "personality", "abilities", "maturity". Unfortunately, in school there not treated topics such as awareness and understanding of emotions and once you enter the labor market, there are many situations where we find that we lack the skills to manage our behavior.

The purpose of the study is to identify how EQ is manifested among all people, based on the components of the concept of emotional intelligence. The central objective of the study is to balance the hypotheses created on the basis of the theories and the results of our own research. The study was conducted on a sample of 100 randomly selected individuals.

This research is based on descriptive analysis and the questionnaire was used as a method of investigation. The questionnaire consists of five chapters: chapter I (general information on respondents: age, gender, background, civil status), chapter II contains six statements by which the interviewees discover self-awareness, chapter III contains the following six affirmations regarding the management of one's own emotions, chapter IV contains six statements about the identification and understanding of the emotions of others and chapter V includes six statements about how the emotions of those around us are managed.

Of the 100 questioned 60% are women and 40% are men, aged 15-25 (65persons), 23-36 years (13 persons), 37-47 years (10 persons) 48-58 years old (7 persons) and 59-75 years (5 persons), 56% come from urban area and 44% from the rural area, 30% are married and 70% are unmarried.

5. Research results

Self-awareness. Of the 100 people surveyed 34% claimed that they only admit their disappointment sometimes, when they do not get what they want. A fairly low percentage of respondents do not assume what they feel and try to mask the feeling of frustration. Half of the subjects responded equally that often or always they are aware of the regret that occurs as a result of poor employment or poor performance.

Figure no. 1. Admit disappointment

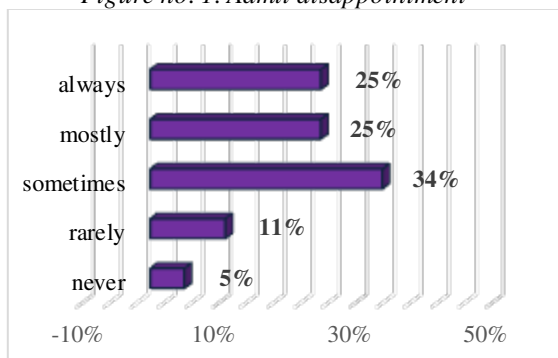
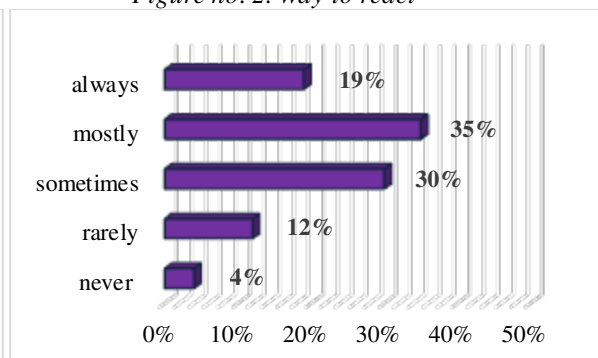


Figure no. 2. Way to react



Source: own processing based on the results of the questionnaire

When we are in a difficult situation, we are confronted with emotional blockages, emotional instability and depression. If respondents are aware of how they respond when they are being criticized, the data are presented in figure no 2. 35% of the people often know how they feel and do what they have to do after a critique, whether they take revenge or are indifferent or empathize with it. Those who are very secure on their senses are 19% and those who do not master their feelings own at all are 4%.

Managing your own emotions. Often or even always, people are extremely sincere and say directly what they think. In the percentage of 21% and 29% are included the respondents who choose to hide their suffering and when they accumulate, they explode. There are also weak subjects who can not cope with a confrontation, as seen in figure no 3. In the next figure, the highest percentage is characteristic to people who, with all their desire not to create a conflict, also have moments of weakness and they explode. Subjects who calm down, always before sending a response to a disturbing email, are considered rational people who hate conflicts. Sometimes or very rarely people act at the first impulse regardless of consequences. Surprisingly, have answered the question of the questionnaire and those for whom the scandal is a way of life, without thinking about the discomfort of everyone around.

Figure no. 3. Transparency of feelings

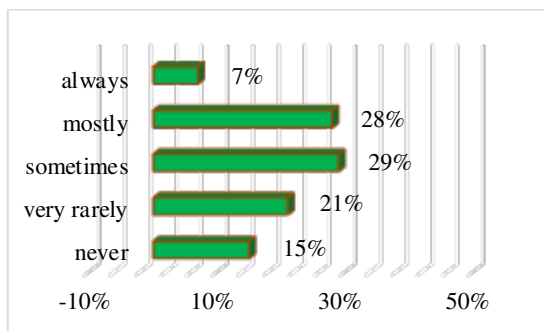
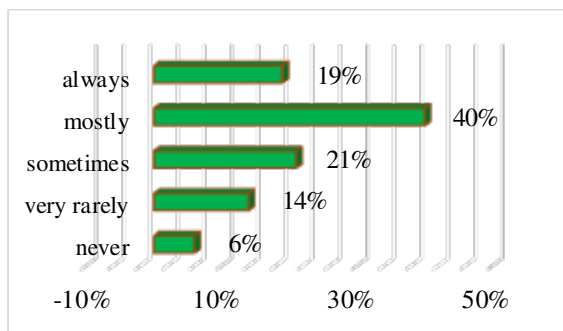


Figure no. 4. Attitude towards conflict



Source: own processing based on the results of the questionnaire

Among the people surveyed, there are also individuals who will always be conscientious, for whom their image is very important. Often or sometimes there are people who, not always, are aware of the impact they have on other people. The last two variants with low percentages were chosen by subjects whose self-esteem is not very high, thus risking appearing in front of the crowd nervous and completely unprepared to support a presentation, as seen in figure no 5.

In figure no 6, respondents' answers to this question are included mainly in the first two variants, showing their satisfaction for each compliment received. Sometimes or very rarely, 15% and 4%, are people who do not expect praise from everywhere, but only from a small group of friends, family. Following the analysis, it is obvious that there are no individuals, among the individuals questioned, who do not accept compliments.

Figure no. 5. Impact on others

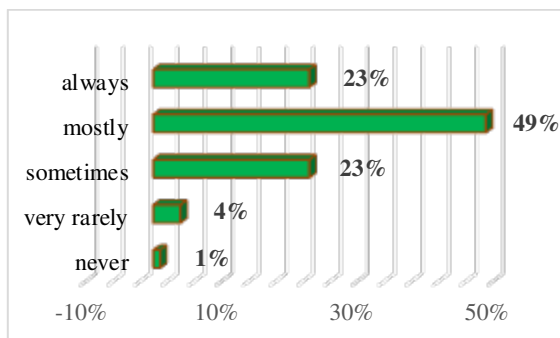
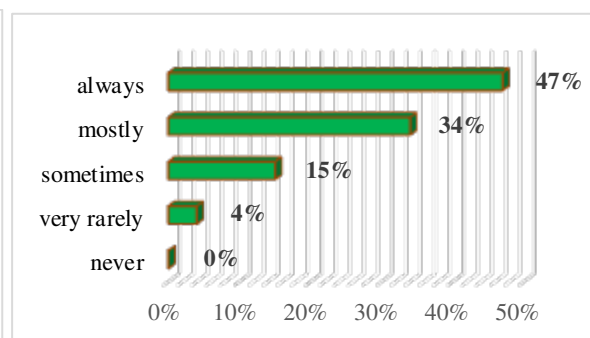


Figure no. 6. Attitude towards compliments



Source: own processing based on the results of the questionnaire

Identifying and understanding the emotions of others. There are always subjects who have the impression that they are good psychologists and can evaluate any person without being deceived about their character. The highest percentage falls on those who think deeply, connoisseurs of human psychology, but are aware that people can change their behavior. People questioned for whom do no matter the feelings that friends show, answered in percentage of 30% and 10%. To a small extent, 1% responded those individuals who can not assess the emotions of others, not even theirs, as can be seen in figure no 7.

Most times or sometimes, the subjects have the patience to wait the right time to say things to others. Those who know their life partner very well responded in a relatively low percentage, only 13%. Very rarely some people have encountered a refusal and it does not really matter the moment when they choose to say something. The 10% is the category for which the refusal is certain, as figure no 8 presents.

Figure no. 7. Understanding the feelings of others

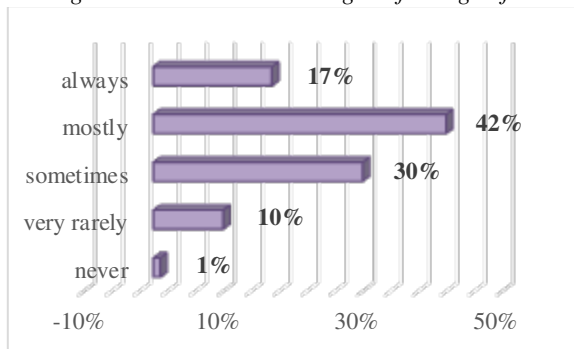
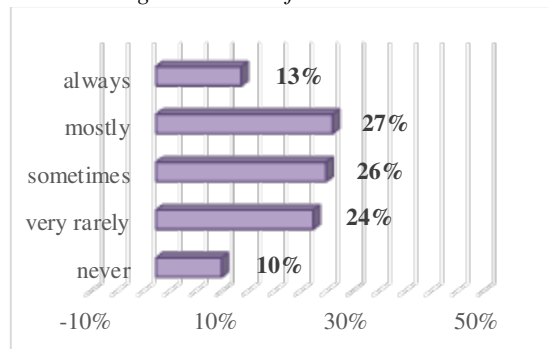


Figure no. 8. Refusal encountered



Source: own processing based on the results of the questionnaire

In the following, we will note with S1 = the statistic variable that denotes Self-consciousness, S2 = the static variable denoting Managing own emotions, S3 = the static variable that denotes Identifying and understanding the emotions of others. The values of the variables S1, S2, S3 were obtained by calculating the average score of an individual obtained as an average of the answers to the questions in data from Set 1.

We begin by checking whether there is a correlation between the variables S1 - Self-awareness and S3 - Identifying and understanding the emotions of others.

Table no. 2. Testing correlation between Self-awareness and Identifying and understanding the emotions of others.

<i>Regression Statistics</i>					
Multiple R	0.237762397				
R Square	0.056530957				
Adjusted R Square	0.046903722				
Standard Error	0.615223616				
Observations	100				
<i>ANOVA</i>					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	2.222546	2.222546	5.871983	0.017219
Residual	98	37.09301	0.3785		
Total	99	39.31556			

Source: own processing

The Pearson correlation coefficient between the variables S1 and S3, respectively the statistical variable that denotes the Self-consciousness and the static variable that denotes the identification and understanding of the emotions of the others is 0.237762.

Although the correlation between S3 and S1 is much lower than 1, we have determined the linear regression model for the variable S3, having the variable S1 as the explanatory variable. Thus, the significance level F of the resulting model is 0.017, less than 0.05, so we can express that the pattern obtained is significant.

Using the same method, we check that there is a correlation between S2 and S3. The test results indicate a Pearson correlation coefficient between S2 and S3 of 0.379684. We can interpret that there is a positive correlation between Managing our emotions and Identifying and understanding the emotions of others. Therefore, we calculated the linear regression model, which explains the variation of the variable S3 based on the variable S2.

The resulting model is $S3 = 0.41 * S2 + 2.14$

The value of the significance level associated with the F statistic of the model is $9.78E-05 \ll p (= 0.05)$, therefore much lower than the specified significance level ($p = 0.05$).

The p values associated with the coefficient of S2, respectively the free term, are also lower than $p = 0.05$. We deduce that the pattern obtained is significant.

Since the correlation coefficients between S1 and S3, S2 and S3, respectively, did not show a strong association between the variables, we calculated a linear regression model to explain $S3 =$ Identifying and understanding the emotions of others according to both variables, $S1 =$ Self-awareness and $S2 =$ Managing own emotions.

Table no. 3. Testing correlation between Managing own emotions using Self-awareness and Identifying and understanding the emotions of others.

<i>Regression Statistics</i>	
Multiple R	0.40016689
R Square	0.16013354
Adjusted R Square	0.142816705
Standard Error	0.583447066
Observations	100

ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	2	6.295739072	3.14787	9.247276	0.000210958
Residual	97	33.01981648	0.34041		
Total	99	39.31555556			

Source: own processing based on the results of the questionnaire

The equation of the resulting linear pattern is: $S3 = 1.763771 + 0.16 * S1 + 0.37 * S2$.

The linear model obtained by regression is statistically significant for Set 3, having a significance $F = 2.1 * 10^{-4} \ll 0.05$ established level.

The correlation coefficient of the model (MR) is 0.4, which argues a positive but not very strong correlation, being less than 1. This leads us to the idea that although the variables S1 and S2 are useful for explaining and predicting the S3 variable, there may be additional variables that are currently unknown, which contribute explaining the S3 variable.

6. Conclusions

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

Following the questionnaire, the following conclusions can be noticed: 34% of the respondents sometimes admit disappointment; 50% of the subjects are always aware of the regret that occurs as a result of failure; 19% of people who wanted to answer the questions always calm down before sending an irritating e-mail; 40% of people cannot appreciate their strengths; 23% are people who will always be conscientious, for whom their image is very important; 24% have encountered refusal and it does not matter the moment when they something.

The study shows that emotional intelligence stimulates passion and enthusiasm, besides supporting motivation and devotion. People who have developed emotional skills know better, know more empathy, increase self-esteem and enjoy harmonious, inter-human relationships, aware of how their feelings affect them first and foremost others. Even if an individual proves to have enough knowledge, if he does not recognize and fails to manage his emotions, he may encounter obstacles in building relationships with others or a successful career.

The results of the study confirmed the idea that emotional and social skills should be learned in school as this will help students to better integrate into society and adapt more effectively to the professional environment. Over time, emotional intelligence will help young people become more effective, think positive and communicate emotionally. Emotional intelligence is the ability to control your own mood and to quickly emerge from confused situations by adopting instant solutions. This concept plays an important role in self-motivation, in solving the problems of others, as well as in the awareness of our own emotions.

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