A Review paper on emotional intelligence:
Models and relationship with other constructs

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ABSTRACT

The concept of emotional intelligence is of unparalleled interest in both the popular literature and within academia. Much work is being done to discover exactly what emotional intelligence encompasses and how it would be most effectively applied. The present paper will attempt to review the literature surrounding emotional intelligence (E.I.). It shall study the construct of E.I. by reviewing the different models, the measures used to assess them, and the relationship between these models and other similar constructs. Further, it will review the applicability of the E.I. construct to applied academic settings and shall propose how future research in this area could be applied to various levels to enhance teacher effectiveness.

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1.INTRODUCTION

The topic of emotional intelligence has witnessed unparalleled interest in both the popular literature and within academia. Programs designed to increase emotional intelligence have been implemented in numerous settings, and courses on developing one's emotional intelligence have been introduced in organisations, universities, schools and other institutions.. But the question arise, what exactly *is* emotional intelligence? As is the case with all other constructs (i.e. intelligence, leadership, personality etc.), several schools of thought exist which aim to accurately describe and measure the notion of emotional intelligence. At the most general level, emotional intelligence (E.I.) refers to the ability to recognize and regulate emotions in ourselves and others (Goleman, 2001).

Thorndike,an influential psychologist in the areas of learning, education, and intelligence established that humans possess several types of intelligence, one type being called social intelligence, or the ability to understand and manage males and females, and to act wisely in human relations (Thorndike, 1920). Further David Wechsler, the originator of the Wechsler Adult Intelligence Scale (WAIS) intelligence tests, decsribed both non-intellective and intellective elements of intelligence. The non-intellective elements, which included affective, personal, and social factors, he later proposed were significant for predicting one's ability to succeed in life (Wechsler, 1958). Later in the century, Gardner's multiple intelligences (1983) also mentioned the significance of emotional expression in organisation behavior. Emotional intelligence represents two of the seven intelligences categorized by Gardner (1983): Interpersonal and intrapersonal intelligences while other five intelligences include verbal intelligence, logical intelligence,visual intelligence, kinesthetic intelligence and musical intelligence.Gardner referred interpersonal intelligence as the ability to understand other people such as motivation of their behavior, working style and attitude while intrapersonal intelligence as the ability to set norm for oneself and use that in life.

Research in the field of emotional intelligence is dominated by three primary theorists including Bar-On, Mayer and Salovey and Daniel Goleman.Reuven Bar –On, a prominent researcher and originator of the term "emotion quotient" views emotional intelligence as being concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands (Bar-On, 1997).Salovey and Mayer (1990) termed emotional intelligence as "a subset of social intelligence seperable from general intelligence which entails the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Later on they expanded their model and defined EI as the ability of an individual to perceive accurately ,evaluate and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (Mayer and Salovey, 1997).

Daniel Goleman, a psychologist and science writer discovered the work of Salovey and Mayer in the 1990's. Inspired by their findings, he began to conduct his own research in the area and eventually wrote Emotional Intelligence: Why It Can Matter More Than IQ (Goleman, 1995), the landmark book which familiarized both the public and private sectors with the idea of emotional intelligence.Weinberger (2002b) provided a summary of the research work conducted in the area of emotion including emotional intelligence. His summary broke down the study of emotion from three disciplines; a) sociological domain; b) psychological domain and c) HRD. **(**See table 1**)** .The foundation of the study of emotional intelligence began in the early workings of the study of emotion and the study of intelligence. The initial research around the topic of emotion was in the sociological and psychological domains. Sociologically, the early researchers looked at such areas as emotional labor, emotional contagion ,feeling rules, emotion and rationality.Within the psychological realm, the areas of emotion and motivation, empathy and mood were researched.

2.A BRIEF HISTORY OF EMOTIONAL INTELLIGENCE

- 1930s – Edward Thorndike described the concept of "social intelligence" as the ability to get along with other people.

- 1940s – David Wechsler suggested that affective components of intelligence may be essential to success in life.

- 1950s – Humanistic psychologists such as Abraham Maslow described how people can build emotional strength.

- 1975 - Howard Gardner publishes The Shattered Mind, which introduced the concept of multiple intelligences.

- 1985 - Wayne Payne introduced the term emotional intelligence in his doctoral dissertation entitled "A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire (theory, structure of reality, problem-solving, contraction/expansion, tuning in/coming out/letting go)."

- 1987 – In an article published in Mensa Magazine, Keith Beasley used the term "emotional quotient." It has been suggested that this is the first published use of the term, although Reuven Bar-On claims to have used the term in an unpublished version of his graduate thesis.

- 1990 – Psychologists Peter Salovey and John Mayer published their landmark article, "Emotional Intelligence," in the journal Imagination, Cognition, and Personality.

- 1995 - The concept of emotional intelligence was popularized after publication of psychologist and New York Times science writer Daniel Goleman's book Emotional Intelligence: Why It Can Matter More Than IQ.

Table 1 : Study of Emotions from other disciplines

	SOCIOLOGICAL DOMAIN	PSYCHOLOGICAL DOMAIN	HUMAN RESOURCE DEVELOPMENT
Research Interests	**Emotional Labor** Hochshild (1979; 1983) Van Maanen and Kunda (1989) Rafaeli and Sutton (1987; 1990) Morris and Feldman (1996) Wharton (1993) **Emotional Contagion** Rafaeli and Sutton (1987) Hatfield, Cacioppo, and Rapson (1994) Verbeke (1997) Doherty (1998) Domagalski (1999) **Feeling rules/emotion of work setting** Goffman (1969) Hochschild (1983) Rafaeli and Sutton (1987) Scheff (1990) **Emotion and Rationality** Fineman (1993; 1999) Hearn (1993) Putnam and Mumby (1993) Ashforth and Humphrey (1995)	**Emotion and Motivation** Pinder (1998) **Empathy** Mehrabian and Epstein (1972) **Mood** Mayer and Bremer (1985) Mayer and Gaschke (1988) Mayer, Mamberg, and Volarth (1988) George and Brief (1992) **Affect and Mood** Estrada, Isen and Young (1997) Weiss and Cropanzao (1996) **Emotion** Plutchik (1984) Mayer, DiPaolo, and Salovey (1990) Damasio (1994) Mayer and Geher (1996) **Emotional Intelligence** Mayer and Salovey (1993; 1997) Mayer and Geher (1996) Mayer and Salovey (1997) Mayer, Salovey, and Caruso (1999) Goleman (1995; 1998) Bar-On (1995) Cooper and Sawaf (1997) Weisinger (1998)	**Various topics in emotion work** Callahan Fabian (1999) Callahan and McCollum (2002) Turnball (2002) Short and Yorks (2002) Wells and Callahan (2002) **Emotional Intelligence** Jordan and Troth (2002) Bryant (2000) Weinberger (2002) Opengart and Bierema (2002) Leeamornsiri and Schwindt (2002)

Source: Adapted from Weinberger, L. (2002)

This paper will review the literature underlying the work of emotional intelligence . A description of the three prominent models of emotional intelligence are outlined to facilitate a more thorough understanding of the concept. The relationship between these different models will be examined, as will the relationship between emotional intelligence and other commonly related areas, namely personality, conflict handling, academic achievement, leadership and work performance. Next, a review of the research on emotional intelligence in everyday life and applied settings will be discussed. Finally, this paper will throw light on implications for future research and criticisms and controversies surrounding the construct of emotional intelligence.

3.MODELS OF EMOTIONAL INTELLIGENCE

In reviewing the literature related to emotional intelligence, the definitions and its components are broadly varied, and each of them bears little resemblance on their own. Early theorists such as Thorndike, Wechsler and Gardner paved the way for the current experts in the field of emotional intelligence. Among all the theories about emotional intelligence, the models proposed by Mayer and Salovey, Bar-on and Goleman have generated the most interest in terms of research and application in other fields. Each of their theoretical framework conceptualise emotional intelligence from one of two perspectives: as a form of pure intelligence consisting of mental ability only (Mayer & Salovey, 1990), or as a mixed intelligence consisting of both mental ability and personality characteristics like optimism, adaptability and well-being.

Till now, the only ability model of emotional intelligence is that proposed by John Mayer and Peter Salovey. The two mixed models distinguish from each other; the differences in which are attributed to the varying beliefs of what constitutes emotional intelligence (Bar-On, 1997; Goleman, 1998). Reuven Bar-On conceptualised a model with npersonality dimensions, emphasizing the co-dependence of the ability aspects of emotional intelligence with personality traits and their application to well-being. On the other hand, Daniel Goleman proposed a mixed model in terms of performance by combining an individual's abilities and personality implementing their corresponding effects in the workplace (Goleman, 2001).

3.1The Mayer-Salovey-Caruso ability model

Peter Salovey and John Mayer first coined the term "emotional intelligence" in 1990 (Salovey & Mayer, 1990) and have since continued to conduct research on the significance of the construct. They conceptualised Ability-Based Emotional Intelligence Model (1997) which was based on the work of Gardner and his view on personal intelligence. In 1990, they created the term "emotional intelligence" which is regarded as the affective dimensions of intelligence and entails five broad areas: knowing one's own emotions, managing one's own emotions, self-motivation, recognizing emotions of others and handling relationships with others. Salovey and Mayer (1997) redefined emotional intelligence and proposed four branches from basic processes. The first branch, emotional perception, is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. It also includes the ability to distinguish between accurate and inaccurate or honest and tricky emotional expressions. The second branch, emotional assimilation, is the ability to distinguish among the different emotions one is feeling and to identify those that are influencing their thought processes by directing attention to important information. Just like Emotional mood swings change the individual's thinking pattern from optimistic to pessimistic, encouraging consideration of multiple points of view. Emotional states distinctively encourage specific problem-solving approaches such as happiness state facilitates inductive reasoning and creativity. The third branch, emotional understanding, is the ability to understand complex emotions (such as feeling two emotions at once, simultaneous feelings of love and hate or blends such as awe as a combination of fear and surprise) and the ability to identify transitions from one to the other such as the transition from anger to satisfaction or from anger to shame.Lastly, the fourth branch, emotion management, is the ability to stay open to both pleasant and unpleasant feelings, the ability to reflectively connect or detach from an emotion depending upon it being judged to be informative or utility and regulate emotions in both ourselves and in others.

3.2Goleman's Model of Emotional Intelligence

Daniel Goleman is being credited for popularising the concept of emotional intelligence in 1995, when he wrote the landmark book '*Emotional Intelligence*'. He described emotional intelligence as "abilities such as being able to motivate oneself and survive in the face of frustrations; to control impulse and delay gratification; to manage one's moods and keep distress from swamping the ability to think; to empathize and to hope." Therefore, emotional intelligence is defined as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (Goleman, 1998, p 317). Goleman's model outlines the four main constructs of emotional intelligence. The first, self-awareness, is the ability to identify one's emotions and recognize their impact while using gut feelings to guide decisions. Self-management, the second construct, involves controlling one's emotions and impulses and adapting to changing circumstances. The third construct, social awareness consists of the ability to sense, understand, and react to other's emotions while comprehending social networks. Finally, relationship management, the fourth construct, entails the ability to inspire, influence, and develop others while managing conflict (Goleman, 1998).

The model includes a set of emotional competencies within each construct of emotional intelligence. Goleman opined that Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Table 2 illustrates Goleman's conceptual model of emotional intelligence and corresponding emotional competencies. The constructs and competencies fall under one of four categories: the recognition of emotions in oneself or others and the regulation of emotion in oneself or others.

Table 2: Goleman's (2001) Emotional Intelligence Competencies

	SELF **Personal competence**	OTHER **Social Competence**
RECOGNITION	**Self-Awareness** Emotional Self-Awareness Accurate Self-Assessment	**Social Awareness** Empathy Service Orientation

	Self-Confidence	Organizational Awareness
REGULATION	**Self-Management** Self-Control Trustworthiness Conscientiousness Adaptability Achievement Drive Initiative	**Relationship Management** Developing Others Influence Communication Conflict Management Leadership Change Catalyst Building Bonds Teamwork and Collaboration

3.3 Bar-On: A Mixed Model of Emotional Intelligence

Bar-On (1998) introduced the term 'Emotional Quotient' (EQ) in his doctoral dissertation
as an analogue to Intelligent Quotient (IQ). His model of emotional intelligence can be viewed as a mixed intelligence, also consisting of cognitive ability and aspects of personality,health and well being.He defined emotional intelligence as "an array of non cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures" (Bar-On, 1997, p. 14). In nutshell, it includes any ability that is not specifically cognitive. The definition encompasses a number of areas like emotional self-awareness, assertiveness, self-regard, self-actualization, independence, empathy, interpersonal relationship, social responsibility, problem solving, reality testing, flexibility, stress tolerance, impulse control, happiness and optimism.

Bar-On's model of emotional intelligence relates to the potential for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented (Bar-On, 2002). The model hypothesizes that individuals with higher than average EQ's are generally more successful in meeting environmental demands and pressures. Insufficient emotional intelligence can mean a lack of success and the existence of emotional problems.Bar-On (2002), considers that emotional intelligence and cognitive intelligence contribute equally to a person's general intelligence, which eventually indicates potential success in one's life.

Table 3 : Bar-On's Model of Emotional Intelligence

Components	Sub-components
Intrapersonal	Self Regard Emotional Self-Awareness Assertiveness Independence Self-Actualization
Interpersonal	Empathy Social Responsibility Interpersonal Relationship
Adaptability	Reality Testing Flexibility Problem Solving
Stress Management	Stress Tolerance Impulse Control
General Mood Components	Optimism Happiness

4.MEASURES OF EMOTIONAL INTELLIGENCE:

The commonly used instruments to measure emotional intelligence are Mayer-Salovey-Caruso Emotional intelligence test (MSCEIT), Emotional Quotient Inventory (EQ-i), Emotional competence inventory(ECI), Emotional Intelligence appraisal (EIA), Work Profile Questionnaire-Emotional Intelligence Version (WPQei), Levels of Emotional Awareness Scale (LEAS) and Self-Report Emotional Intelligence Test (SREIT).
MSCEIT is a performance based measure in which specific tasks are utilised to measure the level of ability of each branch of emotional intelligence model developed by Mayer and Salovey.Bar-on makes use of 133 self-report items to measure

total IQ and the 5 components of his EI model in Emotional Quotient Inventory (EQ-i).Emotional Competency Inventory (ECI) is another self report measure developed by Goleman which is a multi-rater instrument that provides ratings on a series of behavioral indicators of emotional intelligence.Goleman devised two main measures of Emotional intelligence – Emotional Intelligence Appraisal and Work Profile Questionniare to measure the four components of his EI model and Work Profile Questionniare-Emotional Intelligence Version (WPQei) which measures 7 of Goleman's competencies viewed as most important for effective work performance. The Levels of Emotional Awareness Scale(LEAS) is a self-report measure of emotional intelligence intended to assess the extent to which people are aware of emotions in both themselves and others. The measure is based on a hierarchical generalisation of emotional intelligence, more specifically of emotional awareness, which consists of five sub-levels: physical sensations, action tendencies, single emotions, blends of emotion, and blends of these blends of emotional experience (Lane and Schwartz, 1989). Self-Report Emotional Intelligence Test (SREIT) is a 33-item measure of Salovey and Mayer's original concept of emotional intelligence. Some of the other ways of measuring it are:

4.1 Reuven Bar-On's EQ-i
A self-report test designed to measure competencies including awareness, stress tolerance, problem solving, and happiness. According to Bar-On, "Emotional intelligence is an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures."

4.2 Multifactor Emotional Intelligence Scale (MEIS)
An ability-based test in which test-takers perform tasks designed to assess their ability to perceive, identify, understand, and utilize emotions.

4.3 Seligman Attributional Style Questionnaire (SASQ)
Originally designed as a screening test for the life insurance company Metropolitan Life, the SASQ measures optimism and pessimism.

4.4 Emotional Competence Inventory (ECI)
Based on an older instrument known as the Self-Assessment Questionnaire, the ECI involves having people who know the individual offer ratings of that person's abilities on a number of different emotional competencies.

5.EMOTIONAL INTELLIGENCE AND RELATED CONSTRUCTS

Numerous researched has been undertaken in the field of emotional intelligence and to establish its relationship with other variables like academic achievement, personality, stress, individual performance, conflict, leadership .

5.1Emotional intelligence and academic achievement

Earlier it was beleived that obtaining good academic results is primarily determined by general IQ of the students. But today it is well established fact that students can achieve great heights in academics if they score good in emotional intelligence along with IQ. Emotional intelligence incorporates the important aspects of interpersonal and intrapersonal relationships, adaptability,moods, stress management skills which have a profound effect on academic achievement of students. Barr-on (2000) believes that having done a effective efforts to take care of the students' emotional and social needs can result in the improvement of their academic performance. Taking into account the impact of emotional intelligence on the acdemic achievement of students,different experts and reserachers (Joibaria and Mohammadtaherib,2011; Vernon et al. ,2008; Goleman, 1995; Peridisa, Fredericksonb and Furnham,2002; Abdullah, Elias, Mahyuddin and Uli,2004; Lam and Kirby,2002; Jaeger,2003; Panboli and Gopu,2011 presented several views about the relationship between the two.

Joibaria and Mohammadtaherib (2011) found significant correlation between main components of emotional intelligence including self motivation, self-awareness, self-regulation, social consciousness, social skills and students' academic achievement. Vernon et al. (2008), Abdullah, Elias, Mahyuddin and Uli (2004), Rozell, Pettijohn and Parker (2001), Panboli and Gopu (2011) noticed positive correlation between Ei and academic perdormance. Peridisa, Fredericksonb and Furnham(2002) analysed the role of trait emotional intelligence in academic performance and in deviant behavior at school on a sample of 650 pupils in british secondary education. The findings indicated that pupils with high trait EI scores were less likely to have had unauthorised absences and less likely to have been excluded from school. Though Dabrawskimk (2001) confirmed neagtive correlation based on a research conducted on 39 intelligent adolescents and reached the conclusion that emotional intelligence does not help these individuals to have social and academic successes. Rozell, Pettijohn and Parker (2001) research stressed upon the inclusion of emotional intelligence within the core skills taught in training and development programmes. Jaeger (2003) explored the effect of emotional intelligence instruction on academic performance among a sample of 150 students of a general management graduate-level course in the northern United States. It was seen that there is statistically significant increase in EQ scores among the students who completed the emotional intelligence curriculum compared with scores of students in the group that was not given the emotional intelligence curriculum.

5.2 Emotional intelligence and personality

Numerous authors have evaluated the emotional intelligence construct with the personality dimensions (Higgs, 2001), Godse and Thingujam (2010), Ramo, Saris and Boyatzis (2009), Van Der Zee, Thijs, & Schakel, 2002. Also Bar-On and Goleman models of emotional intelligence are found closely associated with personality theory.Both models have

components and sub-components of their theory of emotional intelligence which are similar to dimensions which have been previously studied under personality theory. Bar-On' sub-components of assertiveness, interpersonal effectiveness, empathy, impulse control, social responsibility, and reality testing have all been considered parts of personality inventories. For example,Sjoberg (2001) devised a test battery for use in the selection process in and was broadly based on the notions of emotional intelligence and social competence. In this selection process, emotional intelligence contributed variance above and beyond the standard scales of personality. Likewise,the California Psychological Inventory (CPI) contains scales that include self-assurance, , self-acceptance, self-control, flexibility, empathy and interpersonal effectiveness. Also many Goleman's competencies, including empathy, self-control, and self-confidence have been extensively researched in personality psychology (Mayer, Salovey, & Caruso, 2000).The overlap between components of emotional intelligence models and personality theory is especially evident in empirical comparisons of the constructs. Goleman's measure of emotional intelligence, the Emotional Competence Inventory, has been found to correlate significantly with three of the Big Five Personality factors: extroversion, conscientiousness and openness .One study looked at the relationship between the Myers-Briggs type indicator (MBTI) and emotional intelligence (Higgs, 2001). The intuition aspect of MBTI was found to be significantly correlated with higher levels of emotional intelligence. Godse and Thingujam (2010), Ramo, Saris and Boyatzis (2009) also predicted a positive relationship bewteen Emotional intelligence and personality. Ramo, Saris and Boyatzis (2009) found that both social and emotional competencies and personality traits are valuable predictors of job performance. Also, competencies seemed to be more powerful predictors of performance than the personality traits. Others investigated the relationship of self and other ratings of emotional intelligence (Van Der Zee, Thijs, & Schakel, 2002) and concluded that the emotional intelligence dimensions were able to predict both academic and social success above traditional indicators of academic intelligence and personality (Van Der Zee, Thijs, & Schakel, 2002).

5.3 Emotional intelligence in relation to stress

Stress is influenced by an individual's ability to manage and control their emotions in the workplace. Researches have been conducted to know whether emotional intelligence plays a prominent role in overcoming stress and stress related outcomes and it has been established that individuals who scored high in emotional quotient experienced better health and well-being, displayed better management performance and suffered less subjective stress and displayed better work performance. (Kauts and Saroj ,2010; Slaski and Cartwright,2002; Duran and Extremera ,2004 ;Darolia and Darolia, 2005; Chabungban,2005 ; Abraham, 2000 ;Spector and Goh,2001).Kauts and Saroj (2010) noticed emotional intelligence to be a factor useful in reducing occupational stress of teachers and enhancing their effectiveness in teaching. Chabungban (2005) proposed that by developing emotional intelligence one can bridge the gap between stress and better performance.In addition, it prevent negative emotions from swamping the ability to think, feel motivated and confident and to accurately perceive emotions, to empathise and get along well with others. Gohm, Corser and Dalsky (2005) proposed that emotional intelligence is potentially helpful in reducing stress for some individuals, but unnecessary or irrelevant for others which may be due to lack of confidence in their emotional ability. Ismail, Suh-Suh, Ajis and Dollah (2009) confirmed that the inclusion of emotional intelligence moderated the effect of occupational stress on job performance.

5.4 Emotional intelligence and its association with conflict handling

Ayoko, Callan and Hartel (2008) The suggested suggested that teams with less well-defined emotional intelligence climates were associated with increased task and relationship conflict and increased conflict intensity. Godse and Thingujam (2010), Srinivasan and George (2005), Jordan and Troth (2004) suggested different problems expect different styles of handling and emotionally intelligent individuals are capable of applying the different and better style of conflict management styles as the situation demands. Lenaghan, Buda and Eisner (2007) and Carmeli (2003) revealed that employees who score high in emotional intelligence are more able to balance work-family conflict as they recognize and manage feelings of conflict as they occur.

5.5 Emotional Intelligence and Leadership

C. L. Rice (1999) used an early ability model of emotional intelligence developed by Mayer and Salovey to evaluate the effectiveness of teams and their leaders and suggested that emotional intelligence plays a role in effective team leadership and team performance. Kamran(2010) investigated whether Emotionally intelligent leadership (EIL) could influence the faculty effectiveness and identificatified 10 components of EIL which serve to improve the effectiveness of the faculty members viz. self leadership, moral, trust, conscientiousness, flexibility, participation, empowerment, capacity building, communication and motivation. Michael A. Trabun (2002), Sitter (2004) and Suhaila and Zahra (2013) noticed revealed the significant and positive relationship between leadership styles and emotional intelligence. Barling, Slater and Kelloway (2000), Mandell and Pherwani (2003), Webb (2004), Srivastva and Bharamanaikar (2004) analysed the predictive positive relationship of emotional intelligence with transformational leadership style. Boyatzis and Ratti (2009) in their study identified competencies that differentiated effective managers and leaders. Results suggested that emotional, social and cognitive intelligence competencies predict performance.

5.6 Role of Emotional intelligence in academic settings

IQ alone would not serve its purpose in academics until and unless emotional intelligence is also developed and nurtured alongwith it.Emotional intelligence aspects are being avoided in educational setting owing to the main emphasis on academic scores and grades, due to which students lack the basic social and emotional skills in their personality.Due to the pressure exerted on the students by their parents and teachers to excel in their examinations at an early age, youth today is seen having a personality full of competitiveness but lacking in empathy, patience and concern for self' emotions

and emotions of others.This eventually results in poor understanding of self and of others, poor responsiblity, less confidence, poor handling of moods, emotions and interpersonal relationships, more aggression and stress visible in both personal life and academics. Deficiency of unfulfilled emotional needs make students fragile in their moods and temperaments and they find it hard to face academic challenges which require patience, zeal and optimistic approach to achieve heights. It is higly recommended that the educational institutions should also incorporate emotional intelligence in their course curriculum so that the students can learn how effectively they can manage and utilise their emotions for a positive outcome.Worshops and trainings should also be conducted for the students after careful investigation of the social and emotional skills they are lacking in. The major responsiblity of developing and nurturing emotional needs lies in the hands of teachers alongwith the academic institutions.Teacher acts like a parent, guide, mentor and counsellor for their students. Teachers should undertake this additional responsibility for the emotional development and well-being of students.Also this will help students in managing their anger, stress, conflict and disagreement with others. But there arise a practical problem when the teachers themselves are found to be emotionally weak. For this, training andworkshops should be conducted for teachers also so that they can teach effectively the emotional skills to the students in the classrooms.The researchers also highlight the role of emotional intelligence tests while recruiting and selecting new teachers.Emotional intelligence programs are beneficial for teachers also as through these progrmas they can satisfy their psychological and emotional needs and assist in good job persormance, organisational commitment , personal and organisatioal effectiveness, maintaining a balance between work and personal life and most importantly overcoming work stress.

5.7Emotional Intelligence and Teacher effectiveness

Teacher effectiveness is a multifaceted concept incorporating all aspects of teachers'backgrounds, skills, and dispositions, ranging from personality to knowledge to technical skills (Stronge & Hindman, 2006). Haskett (2003) in her research titled, "Emotional Intelligence and Teaching Success in Higher Education" attempted to put emphasis on the emotions that differentiate the most effective faculty at institutions of higher education. Todd (2006) investigated the relationship between emotional intelligence and student teacher performance and confirmed that EI and College Supervisors' assessments to student teacher performance were significantly related to each other. Tiina Vin et.al (2010) conducted research to describe the level of emotional intelligence of teachers of vocational and professional higher education of tourism and hotel schools. The results of the study indicated statistically significant correlation between factors Sociability and Emotionality which showed that those with good self-control and an ability to understand others, also have better skills of standing up for themselves and working in teams .The study also outlined a new and practical research-based approach for further planning of teacher's training programs and self-perfection.

6.IMPLICATIONS FOR FUTURE RESEARCH

A number of issues require attention from future researchers.Numerous researches have been undertaken on emotional intelligence construct which have been discussed in the last section of the paper. Its relationship with other variables viz academic achievement and teacher effectiveness, personbality, leadership,conflict and stress have also been discussed in the paper. There are other areas also where considerable attention is required for research purpose. In the paper the researcher has discussed about the relationship of emotional intellihgence with teacher effectiveness. For those teachers with low emotional intelligence, it would be interesting to see if teachers' emotional intelligence increases significantly after implementation of workshops and in-service trainings that were aimed at specifically increasing teachers' emotional intelligence. Additional future research would include looking more in depth at the EQ subscales and discovering which subscale scores are higher in teachers at various stages of their career and discovering patterns of how this changes over time. Emotional intelligence is positively related to student academic performance (Joibaria and Mohammadtaherib ,2011); (Jaeger (2003) ; and very few studies have been done on career success (Siti Norasyikin Binti Abdul Hamid ,2005) and deviant behavior of students.(Peridisa, Fredericksonb and Furnham,2002). More researches should be undertaken to know the impact of emotional intelligence on scholastic achievement of students, their learning capability, career success and deviant behavior. Also the association of emotional intelligence with adjustment and adaptablity of students with school/college/university may be studied.It is also recommended that studies should be conducted to analyse any changes in the student's EI score when they join corporate world and gain the relevant exposure and experience. It is also suggested that research be conducted to determine gender differences in the emotional intelligence measurement. Since emotional intelligence has a considerable effect on the students' academic progress, its main components like self motivation,social skills, adaptablity,optimism should be identified and included in the students curriculum so that they can learn these skills and apply them in academics and in personal life too. It is also recommended that emotional intelligence tests should be incorporated within educational institutions for recruiting and selecting faculty members the way corporate world is doing.The areas of workplace outcomes- job satisfaction, performance, organisational commitment, self- efficacy and locus of control, personal and organisational effectiveness may find any association with the emotional intelligence.

7.CONCLUSION

The paper sought to review the existing literature on emotional intelligence. History of emotional intelligence, various generalisations of emotional intelligence theories most notably of Mayer and Salovey, Daniel Goleman, and Bar-onn have been discussed in the paper. The literature predicted a significant relationship between emotional intelligence and other variables like personality, leadership, teacher effectiveness, academic achievement, conflict handling,stress etc .The paper also discuss the role of emotional intelligence in academic settings and provided recommendations for the future scope for the research in the field of emotional intelligence to the researchers and educators.

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