



EMOTIONAL INTELLIGENCE – KEY FACTOR FOR IMPROVING PERFORMANCE

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Abstract

Emotional intelligence can be improved and can condition obtaining special performance. Emotional intelligence means knowing yourself, self-discipline and empathy; the way in which we handle our feelings and impulses.

A special emotional capacity will bring efficiency to any activity and also a capacity of managing mental habits unlike those who can't control their emotional lives – an incapacity in focusing on work and a lack of clear thinking.

Emotional clarity and knowing moods as they trigger define and form personality traits.

Edward Diener, a psychologist at University of Illinois, a scientist specialized in studying the intensity in which people live their emotions managed to find out that women have more intense feelings of any nature than men; emotional life is more intense for those who are better aware of their surroundings.

Keywords: *emotional intelligence, educational acquisitions, cognition, empathy, self-identity, self-respect, self-contempt.*

JEL classification: I12

1. The addressed issues

Modern research in educational psychology with its main performers in roles of students and teachers revolutionizes the traditional concept regarding the factors of school success, cognitive and academic success and role of symbiosis and synergy between cognition and emotions.

Emotional intelligence can be improved and can condition obtaining also professional and social success by highlighting emotional intelligence (EI), placing an emphasis on the special performance. Emotional intelligence means knowing yourself, self-discipline and empathy; the way in which we handle our feelings and impulses.

2. Content

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The virtue mentioned by Platon himself – “sophrosyne” (care and intelligence of ruling your life; equilibrium and wisdom) is later called by romans and early Christians “temperantia” which means upholding from emotional excess. Powerful emotions can be devastating and if they last too long they can become chronic – the opposite – if emotions are too dull, people live boring and unhappy lives. People try throughout their lives a wide array of feelings and adverting negative ones is not necessary, only to control them will suffice. Things seen from different perspectives can drive away anger and positively evaluating situations can help defuse any situation.

- Each of us should know our own emotions, to understand their cause and also to know the difference between feelings and actions;
- Each of us should be capable of controlling our rage and to tolerate our own frustrations, to manifest our anger in a decent way, to respect ourselves, to have positive feeling about us, our family, our school; we should be able to handle the stress and the capacity of escaping loneliness and social anxiety;
- Each of us must productively exploit our own emotions, to be responsible and to be able to focus on fulfilling tasks;
- Each of us must be capable to empathize with others, to look at things from other people perspective and to be receptive to others' feelings;
- Each of us must develop our analytic skills and understand interpersonal relations, mediate conflicts, be open, friendly and skilled in communicating with others, to be dedicated, cooperative and trustworthy.

To support all facts mentioned above, we did a study involving the Bucharest Academy of Economic Studies on 70 students from Marketing, Economics and Accounting.

The research used a questionnaire for determining the dimension of emotional intelligence.

Starting from the 5 major factors of EI (knowing own emotions, intelligent emotion manipulation, productive emotion use, empathy and interpersonal relationships), Gatyens and Behrens (1999) issued a self-evaluating survey which had 20 questions. A subject is asked to say, on a scale of 1 to 5 how much is a question true in connection with their own emotions and practices. Then the score is calculated (max total of 100 points) and on a factor field (max amount divided by factors = 20 points: 4 factors X 5 points). This data shoes awareness and mastering of QE.



All obtained scores have the following meanings:

100-81p = high emotional intelligence level;

80-61 p = good EI level ;

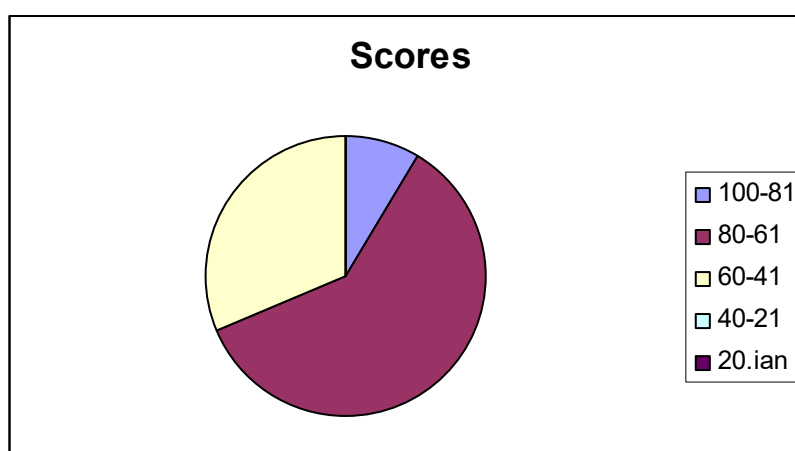
60-41 p = medium, satisfactory EI level;

40 -21p = poor EI level

21 – 1p = exceptionally poor EI level.

Applying this test revealed the following results:

- 6 students obtained a 81-100 point score, a total of 8,57% of the total number of students;
- 42 students or 60% of the total number reached a score between 60 to 81, which means a good EI level;
- 22 students got scores between 41 and 60 which means a medium level of EI, a percent of 31,42 to be more specific.



High intelligence level students are few, under 10% while those who possess good levels of emotional intelligence make up for half of those interviewed and those who only have medium emotional skills represent a quarter of all test subjects.

The results suggest emotional intelligence is very present with an above average score – an indicator gifted, emotional profficient and cooperative individuals exist and they can successfully transform dreams into reality, are confident, optimistic and supportive; the next intelectual mass.

Intelligence and emotional sensibility are both present in each of us but in different proportions. (Roco, M., 2001)

Most high IQ people also have EQ. There is however a relation between these coefficients, a relation which couldn't be proven as there are no instruments to measure emtional intelligence.

Experiments have shown discrepancies between cognition and emotional



intelligence componens; different an variable portraits are revealed, all having specific personality traits. Just like Sariahmetoglu (1998): „most actions which determine a person to act are coming from the emotional coefficient.

Mastering your own emotions, a high capacity of relating to other people, to cooperate, work together, to socially connect and communicate are guidelines to success. All these factors differentiate between people based on their QE. All these characteristics can be learned or picked up by people through both conventional education methods and unconventional ones or continuous education.

Conclusions

School success is not a guarantee for social success so that's why a school's mission should include EI elements in its curriculum:

- Knowing your own feelings and expressing them as thoughts, emotions and actions;
- Identifying self-identity, self-respect and self-contempt;
- Control over stress and utilising relaxing techniques;
- Group integration;

At the center of all modern school performance is the development of emotional intelligence.

In other words, formal and non-formal education targets at assimilating emotions. Both pshychological and educational acquisitions should develop positive, differentiated and individual emotions (Vernon, 2006).

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