

A Systematic Review on Emotional Intelligence of Women

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Abstract

People having high emotional intelligence are usually positive most of the time. As, they find a way to solution instead of crying for it. Generally they avoid complaining about the situations. It becomes easier for highly emotional intelligent people to come up with difficult situations and alter people with different temperament and individuality. This paper is an extract of the research entitled Development of Emotional Intelligence Module and its Effectiveness with Reference to Emotional Competencies for Upper Primary School Tribal Students of Ranchi District.

Keywords: Emotional Intelligence, Women, Competency.



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Introduction

Emotional intelligence includes usage of cognition and emotions to function in managing the emotions of oneself as well as understanding emotions of others. It has been observed that a person with higher EI can notice, realize and communicate emotions more accurately and develops feelings when ever needed to improve relationship either with oneself or with others. The term first appeared in "the Communication of Emotional Meaning" by Robert Davitz and Michael Beldoch. Latter in 1995 Daniel Goleman published a book entitled "Emotional Intelligence". Goleman defined emotional intelligence as the array of skills and characteristics that drive leadership performance. At present there are numerous models of emotional intelligence. The three main emotional intelligence models are: mixed model, ability model and trait model. Goleman's original model now considered as the mixed model that combines both the ability model and trait model. The trait model was developed by Konstantinos V. Petrides in 2001. In 2004 Peter Salovey and John Mayer developed the ability model to regulate emotional information and utilize it to steer the social environment. Joseph and Newman in 2010 conducted a study on Emotional Intelligence: An Integrative Meta- Analysis and Cascading Model through this they found negative correlation between emotional intelligence and teamwork. Further an explanation for this was given which suggested that women had higher emotional intelligence score to men. Higher emotional intelligence motivates us to be tougher interior motivators, which can diminish anxiety and will increase self awareness and motivation.

Review of Literature

Fida, Asfandyar, Ghaffar, Abdul, Zaman, Amir, Satti, Asif Niwaz in 2018 through their study gender comparison of emotional intelligence of university students revealed that the emotional intelligence of female learners were more than the male.

Musonda and Allan(2017) Algebraic Competences and Emotional Intelligence of First Year Bachelor of Science Education Students at the Copperbelt University in Zambia proved that female students are dwelling higher emotional intelligence as compared to males.

Ates and Ayse(2019) The Impact of the Emotional Intelligence of Learners of Turkish as a Foreign Language on Reading Comprehension Skills and Reading Anxiety aimed to find out whether the emotional intelligence of learners influences the reading comprehension proficiencies and reading nervousness. It was demonstrated that the score of emotional intelligence of female students were more than male.

Weigand and Robert (2017) Identifying Emotional Intelligence and Metacognition in Medical Education proved through their research that women are emotionally intelligent as compared to men as they scored higher in recognizing emotions.

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Anthology : The Research

Llego and Jordan Hso (2017) Demographic Influence on Emotional Intelligence of Science Technology and Engineering Teachers in Region 1 Phillippines revealed that the female candidates can highly assess others' emotions and can also manage to examine their own emotions.

Definitions of Emotional Intelligence

1. Emotional Intelligence is 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 (Daniel Goleman).

2. Emotional Intelligence is the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others. (Mayer, Salovey and Caruso).

Emotional and Social competencies given by Daniel Goleman are as follows:

1. Self-awareness: It refers to one's ability to recognize own emotions in the moment which guides in making successful choices; having realization of our own strengths and limits; sound sense of self confidence.
2. Self-Management: it is the ability to regulate our emotions for a clear and focused thinking under stressful situations. It improves the ability to pursue goals, handle emotional distress and handle frequent changes and multiple demands.
3. Motivation: It is striving towards our ambitions and aspiring to achieve excellence. It is an ability to act on opportunities and get the job done in the oddest circumstances that is to preserve in the setbacks and frustrations.
4. Empathy: It refers to capacity to feel or understand others emotions, ability to take their outlook, and relate well with broad range of people from different backgrounds.
5. Social skills: It is the ability to handle emotions in interpersonal relationships; understand and act on tense social situation; conflict management; effective communication; building bonds; collaborate and build teams.

Emotional Intelligence skills given by Bar-On are as follows:

1. Intrapersonal skills: It includes the skills of emotional self-awareness, assertiveness, self-regard and self-actualization.

2. Interpersonal Skills: These skills relate to developing interpersonal relations, understanding social responsibility and practicing empathy.
3. Adaptability Scales: The skill of adaptation to the social and environmental changes by realistically coping with the changes and solving problems by making right decisions as the need arises.
4. Stress-Management and General Mood : It includes the skill of managing stress and stress related emotions to enhance happiness and optimism.

Emotional competencies given by Joshua Freedman,

CEO of Six Seconds are divided in to three heads as follows:

1. Know yourself: It is the ability to identify and interpret simple and complex feelings. It can be achieved by enhancing emotional literacy.
2. Choose yourself: It is the ability to engage intrinsic motivation and optimism for assessing the costs and benefits of choices made and also for navigating emotions.
3. Give yourself: It is the ability to act empathetically and achieve goals by making correct decisions.

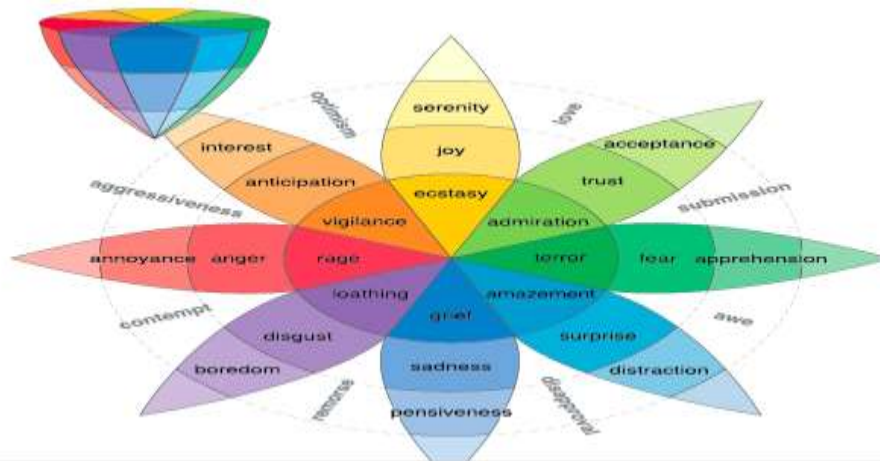
Aim of the Study

The social, economic and cultural changes brought by the 21st century developments put forth a challenge to equip our children with necessary skills to thrive. The education system plays a significant role in preparing future citizens. According to the report, 'New vision for Education: Fostering Social and Economic Learning through Technology' of World Economic Forum, the skills required to help students flourish in changing economic and social scenario are not just restricted to foundational literacy skill including literacy, numeracy, financial, ICT. There is a need to integrate 4C's that is critical thinking, creativity, communication and collaboration to make students competent to perform in complex situations. This paper is an extract of the research entitled Development of Emotional Intelligence Module and its Effectiveness with Reference to Emotional Competencies for Upper Primary School Tribal Students of Ranchi District.

Reviews: Here are some basic reviews on basic emotions

Theorist(s)	Basic emotions (N)
Arnold	Anger, aversion, courage, dejection, desire, despair, fear, hate, hope, love, sadness (11)
Ekman, Friesen & Ellsworth	Anger, disgust, fear, joy, sadness, surprise (6)
Frijda	Desire, joy, interest, surprise, wonder, sadness (6)
Gray	Anger and terror, anxiety, joy (3)
Izard	Anger, contempt, disgust, anxiety, fear, guilt, interest, joy, shame, surprise (10)
Jack, Garrod & Schyns (2014)	joy, sadness, fear, surprise, disgust, anger (6)
James	Fear, sadness, love, anger (4)
McDougall	Anger, disgust, joy, fear, acceptance, tender-emotion, wonder (7)
Mowrer	Pain, joy (2)
Outley & Johnson-Laird	Anger, disgust, anxiety, joy, sadness (5)
Panksepp	Anticipation, fear, anger, panic (4)
Plutchik	Acceptance, anger, anticipation, disgust, joy, fear, sadness, surprise (8)
Shaver et al.	love, joy, anger, sadness, fear, surprise (6)
Tomkins	Anger, interest, contempt, disgust, anxiety, fear, joy, shame, surprise (9)
Watson	Fear, love, anger (3)
Weiner & Graham	joy, sadness (2)

From: Abdel-Magid, MI (2017)



From: Donaldson (2017)

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Analysis

Some researchers believe EI is a cognitive ability just as is IQ (e.g. Mayer & Salovey, 2000), others believe it is a combination of perceived abilities and traits (e.g. Schutte etal 1998), These opposing views have inspired separate domains of inventories. In this debate of integrating social and emotional learning, the preparedness of teachers for imparting the extended role of emotionally intelligent teacher is a crucial area to be considered. A question about our teachers being ready or provided sufficient professional development opportunities to develop their social and emotional skills is still unanswered. The same is reflecting in a *Study of Emotional*

Maturity And Anxiety Among Under Graduate Science Students (Sharma, S. Sharma, P. (2012).) and *impact of Emotional Intelligence on cognitive Difficulty and Academic Achievement of Higher Secondary Students*, ISSN: 2456–5474, Vol-3 Issue-3 April – 2018, Innovation the Research Concept. Page No.22-25 (Sharma, S., Malik, A. (2018)). This course is an attempt to provide teachers an opportunity to understand emotional intelligence and its relevance in changing scenario. The emotional intelligence competencies bring significant personal and social benefits in the lives of an academican.

Conclusion

From the above study of the review of various literatures, it can be identified that women have higher emotional intelligence. They can easily understand and handle the emotions of themselves and also of others. Emotional intelligence in women leads in better relationships with their colleagues improves their problem solving abilities and enhance their leadership qualities.

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