

# Emotional Quotient Or Intelligence Quotient? Why Not Both?



Traditionally, thoughts and emotions have been conceived as being placed on the opposite poles of a continuum. Emotions, feelings, and affective states have been assigned a peripheral importance in the conventional approach, while thoughts and cognitions are perceived as being superior to the aforementioned psychological mechanisms. The most probable reason behind this, as put forth by myriad psychologists, is that emotions impede one's ability to think rationally, realistically, and pragmatically. It is as if emotions are the vices that human beings must get rid of to maximize their intellectual potential. We tell our children not to be overly emotional or to conceal them because of the apparent detrimental ramifications these have on their ability to reach the zenith of their intellectual functioning. The results of such conditioning are rather appalling. Individuals who are not attuned to their emotions on a regular basis may go on leading their lives in a way that poses threat not only to their well-being but also to the well-being of the others surrounding them.

The most widespread misconception that a mere intelligence quotient (IQ) score of above 150 can open doors for success and prosperity is what deters adults from introducing their children and students to the fascinating field of emotional intelligence. Despite the fact that Charles Darwin in as early as the 1870s communicated about the adaptive functions of emotions in his classic book, "The Expression of Emotions in Man and Animals,"<sup>[1]</sup> the general population still has its reservations about investing their time and energy in developing their emotional competencies and fostering the same in their children.

As put forth by Goleman,<sup>[2]</sup> IQ determines only 20% of success that individuals achieve in their lives, while 80% of it is determined by one's emotional quotient. If one were to astutely observe the year of Darwin's research endeavors accentuating the primacy of emotions, they can discern that attempts toward recognizing the centrality of emotions in our lives have been made for more than 100 years ago.

We, as educationists and instructors, should assume the unequivocal responsibility of communicating these and other similar findings to the general population in as many ways as possible. In fact, research on emotional intelligence has shown that developing emotional competencies in oneself finds applicability in a multitude of domains in our lives. Ranging from stress management to relationship management, from

academic performance to effective leadership, emotional competencies such as self-awareness, self-regulation, self-motivation, and empathy can help ameliorate substantial problems emerging in such domains. The good news is that emotional competencies are not solely contingent on our genetic constitution. These competencies are learnable through appropriate training and practice.

Emotional intelligence seems to be the panacea for almost all problems in our lives; given the fact that we are highly emotional beings and that emotions constitute a major portion of our active lives. Thus, in order to be able to deal with life and its problems with full determination, we must act upon appreciating and regulating our emotions with utmost commitment.

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