
EMOTIONAL INTELLIGENCE: AN INSTRUMENTAL TOOL TOWARDS TRANSFORMATION OF ENTREPRENEURSHIP EDUCATION.

By

Etim Bassey Umoh

*Department of Science Education,
Akwa Ibom State University, Ikot Akpaden,
Mkpateninlga - Akwa Ibom State.*

And

Felicia Imeh Umanah

*Department of Science Education,
Akwa Ibom State University, Ikot Akpaden,
Mkpateninlga - Akwa Ibom State.*

Abstract

There are some persons from our familiarity with them that they are smart people, incredibly intelligent and are visionaries but who never amount to much, their ideas never seem to come to fruition and they are not able to bring their vision to reality. This paper discusses emotional intelligence as a missing link between entrepreneurship education and the product. It highlights the importance of emotional intelligence in entrepreneurship education, characteristics of emotional intelligence, biological basis of emotional intelligence and methods of improving emotional intelligence. Some recommendations are made and the paper concludes that it is only an emotional intelligent manager that can manage other people's emotions.

Sometimes there are people who are smart, and are visionaries with winning personalities, yet their ideas never seem to materialize, not being able to bring their vision to reality. The thin line between their failure and success could be their Emotional Intelligence. A very bright person who does not seem to pull his life together, an intelligent student who flunks out of school, or a worker who is incredibly brilliant and yet seems not to get ahead in their company, are all examples that reveal that having intelligence level that is superior is not enough to ensure success in business. This is an indication that there are behaviours which have nothing to do with intelligent quotient (IQ). As a result of the above observation, scientists have begun to study why it is not just enough to use intelligent quotients alone to predict a person's performance. Some people who have high intelligent quotients cannot just ensure success. This has brought a realization of the existence of another type of intelligence which does not

relate to standard cognitive intelligence. It is called Emotional Intelligence. A Journalist and psychologist, Goleman (1998) asserts that “the most effective leaders are alike in one crucial way: they all have a high degree of what has come to be known as Emotional Intelligence... emotional intelligence is the *sine qua non* of leadership”.

Until the last century, intelligence was being understood on the basis of strict relatedness to cognitive functions such as memory, learning and problem-solving. But now, scientists believe that there is the existence of non-cognitive aspects of intelligence. The ability to understand and manage others was described by Thorndike (1937) as a type of intelligence called social intelligence. Furthermore, Wechsler (1940) argued that no full definition of intelligence could exist until we are able to fully define those aspects that were not related to traditionally measured cognitive skills. This was a development of a type of intelligence which is non-cognitive. Then Garner (1983) published his work entitled *Frames of Mind: The Theory of Multiple Intelligences*. He proposed that everyone has more than one type of intelligence. His focus was mainly on:

- (i) **Intrapersonal Intelligence:** the ability to understand one’s own feelings, motivations and fears;
- (ii) **Interpersonal Intelligence:** the ability to understand others and their desires, motivations and intentions. He believed that in predicting performance and success, these two additional types of intelligences were as important as traditional intelligence. It wasn’t until 1985, that the term Emotional Intelligence, being an additional type of intelligence, was first used in the doctoral thesis of Wayne Payne, a *Study of Emotion: Developing Emotional Intelligence*. From then on, there has been progressive development of different models for defining emotional intelligence.

What is Emotional Intelligence?

Relatively, Emotional Intelligence is a new area of study, though it could be traced back to Darwin who proposed that emotional expression was essential for survival. But what exactly is meant by Emotional Intelligence? The major challenge in defining Emotional Intelligence is that there is not one decided definition. Disagreements among researchers still exist on exactly what terminology to use. However, several models have been proposed in an attempt to fully define Emotional Intelligence. Currently, there are three main models that are acceptable, though researchers are still publishing revisions to these models, so that this information will be refined as more is learned about Emotional Intelligence. Mayer (2008) defines the dimensions of overall Emotional Intelligence as: “accurately perceiving emotion, using emotions to facilitate thought, understanding emotion, and managing emotion.” Simply put, “Emotional Intelligence is the ability to be aware of your emotions and the emotions of others and then, to use that knowledge to help manage the expression of emotions so that they foster success instead of cause roadblock” (Goleman, 1998). In other words, “Emotional Intelligence involves a combination of competences which allow a person to be aware of, to understand, and to be in control of his own emotions, to recognize and understand the emotions of others, and to use this knowledge to foster their success and

Emotional Intelligence: An...

the successes of others”. Better still, Emotional Intelligence otherwise called Emotional Quotient can be defined as “the ability of individuals to recognize their own and other people’s emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior” (Salovey and Mayer, 1990). On the whole, Emotional Intelligence can be described as the ability to understand your emotions (why you act the way you do), and to understand other people’s emotions (why they act the way they do), and to use that knowledge to manage your emotions and theirs, to achieve a set goal. To manage is to supervise, control, and utilize a given resource in order to achieve a set goal. It is only someone who can control his emotions that can control other people’s emotions. Emotional Control is here conceptualized as Emotional Intelligence. To be Emotionally Intelligent is to have the capacity to discern a time to do what is legally right even while under emotional pressure or stress, or to show a right behavior at the right time and in the right way.

Characteristics of Emotional Intelligence

- (1) ***Self-Consciousness:*** This is the very first characteristic of an Emotionally Intelligent person. It is the most important because it makes one willing to take an honest look at himself. He acknowledges his strengths and weaknesses and work towards strengthening those weaknesses so he can perform better.
- (2) ***Self – Confidence:*** This is another important characteristic of an emotionally intelligent person, in that his willingness to take an honest look at himself makes him develop confidence to work towards ensuring that his emotions do not rule over him nor get out of control.
- (3) ***Self-Control:*** This characteristic has to do with thinking before acting. It is ability to control impulses thus, keeping emotions under check. Such people do not allow themselves to be too angry or jealous. They don’t make impulsive and careless decisions until they reason it out. They are thoughtful, can manage changes in life, have integrity and can say no.
- (4) ***Motivation:*** This is another characteristic of an Emotionally Intelligent person, who defers immediate results for long-term success. They don’t run away from challenges but rather become motivated by challenges to be productive.
- (5) ***Empathy:*** This is the ability to identify with and understand others around him, which makes him usually excellent at managing relationships. He is very open and honest, and does not quickly judge others without knowing why they act the way they do.
- (6) ***Social Skills:*** This is the characteristic of being selfless, helping others to develop and progress. They are excellent communicators, can manage disputes, build and maintain relationships both theirs and others. This is a very important characteristic in the field of entrepreneurship.

Biological Basis of Emotions

All humans are emotional beings, and emotions influence everything we do. That is why it is so essential to know one's emotions (ie understand yourself) and be able to analyse other people's emotions, not to condemn them, but so you can maximize theirs. Emotions generally, serve a biological purpose, and they do have a physical basis in the brain. When something is wrong or one's needs are not met, he receives signals which express negative emotions such as anger, fear, disappointment, depression, or any other negative emotion when he is not getting what he needs. There are consequences to the ability to deal with emotions if one is not emotionally intelligent. The human body communicates by way of emotions, and it is to the disadvantage of human to ignore them. It could lead to unhappiness, ill health and even death (Goleman 2011).

Emotion is an affective state of consciousness where love, joy, anger or hatred etc is expressed. Intelligence is what gives emotions direction to behaviours. It has been found that people with a high level of emotional intelligence are healthier, happier and enjoy better relationships with others and are more successful in their career (Scute 2007).

External stimuli are received through any of the five senses. The thalami (singular: thalamus) are two ovoid structures at the back of the forebrain that act as relay centre – receive the signal and translate it into chemical signal which is the brain's language, and the information is then sent to the brain. The brain is divided into different parts which carry out different functions. In this case, the part of the brain responsible for rational thought receives the signal and possibly gives interpretation to what the signal is all about. When faced with dangerous situations, nerve impulses from the brain immediately stimulate the production of adrenaline and nor adrenaline (i.e. emergency hormones) at the adrenal glands, situated above the kidneys. These hormones enable humans to react quickly and energetically, such as running away or putting up a fight with the enemy. That's why these hormones are sometimes known as "fight and flight" hormones. Once the danger is over the hormones are quickly inactivated in the liver. Under this "alarming" emotional stimulation, it is only the emotionally intelligent person that will control his emotions and decide on the right action to take. That is possible when an individual understands that emotions are a natural neurological response to the experience of strong stimuli. He can learn to manage his responses to them such that he becomes less vulnerable to being overwhelmed; but instead regulate them and choose how to respond to them in a rational manner. What is learnt here is that emotions have a biological basis which cannot be ignored, but rather learn how to listen to them and act properly.

Methods of Developing and Improving Emotional Intelligence

In the past few decades, developing Emotional Intelligence has become more widely coveted. Emotional competencies are learned capabilities that can be developed or improved upon to achieve outstanding performance. Goleman(2011) proposed that individuals are born with a general emotional intelligence that determines their potential for learning emotional competences. Grant (2014) asserts that a well-developed

Emotional Intelligence: An...

Emotional Intelligence is an instrumental tool for accomplishing goals. Unlike Intelligent Quotient (IQ) which cannot be improved, Emotional Quotient (EQ) or Emotional Intelligence (EI) can be learned and development via the following methods:-

- ***Do a self-evaluation:*** Courageously and honestly look at yourself. Accept that you are not perfect, then identify your weaknesses and accept that you can work on those areas to become a better person – it can change your life.
- ***Examine your reactions to challenging situations:*** When things don't happen the way you want or if there is a delay, how do you react? Do you become angry at such stressful situations, or do you blame others even when it's not their fault? In the business world and outside it, it is pertinent and highly valued to remain calm and in control when things go wrong.
- ***Observe your reaction to people:*** Do not rush to judge people before you know all of the facts. Put yourself in their place and honestly look at how you think and interact with them. Be more open and accept their perspectives and needs.
- ***Consider the effect of your action on others:*** Before you take any action on other people, put yourself in their place and examine how they feel. If this is done to you, would you want that experience? If it is necessary to take the action, in what way can you help them deal with the effects?
- ***Look at your work environment:*** When you have accomplished a task, do not seek for attention. Humble yourself and be quietly confident and satisfied with your accomplishments. Put the focus on them, and don't worry too much about getting praise for yourself.
- ***Learn to take responsibility.*** When you hurt someone's feeling by reason of your action, don't ignore what you did or avoid the person, rather apologize directly. If you make an honest attempt to correct mistakes or make things right, people are usually more willing to forgive and forget.

Importance of Emotional Intelligence in Entrepreneurship Education

In this paper, attempts have been made to explain what Emotional Intelligence is. What then can we say is Entrepreneurship Education? Colin and Jack (2004) cited in Uchendu, (2015) define Entrepreneurship Education as the process of providing individuals with the ability to recognize business opportunities and the insight, self-esteem, knowledge and skills to act on them. Uchendu, (2015) further define Entrepreneurship Education as a means of inculcating entrepreneurial skill in individuals to enable them create, build and manage a business of their own. In the Nigerian context, one of the objectives of tertiary education is to "provide learning programme that prepare students with the knowledge and skills for self-reliance in the world of work" (NERDIC, 2013:27). Entrepreneurship Education therefore, is a functional education that has to do with giving students in institution of higher learning the opportunities of learning skills, attitudes and actions of starting and managing a new business.

Entrepreneurship is not a one-man business venture, but involves an employer and employees, and so demands effective leadership role so as to move the business

forward and achieve its goals. It has been found that people with a high level of emotional intelligence are more successful in their career (Goleman, 2001). There is a saying that “an army made up of goats but led by a lion will inevitably overcome an army made up of lions but led by a goat”. That is why it is important that Emotional Intelligence be inculcated into entrepreneurship education. Research shows that Emotional Intelligence is predictive of superior performance in work roles (Goleman, 1998). Emotions are contagious and a single person can influence the emotional tone of a group. Therefore Emotional Intelligence is important to Entrepreneurship Education in the following ways:-

1. Better Academic Achievement:

Emotional Intelligence enhances greater achievement in academics in that a student with a high Emotional Intelligence has the capacity to control his emotions in the face of difficulties, stress and distractions so as to concentrate on his academics.

2. Better Social Relations during work performance and in negotiations.

Higher Emotional Intelligence will enhance better social dynamics at work as well as better negotiating ability. These are very necessary in business world and so very important in Entrepreneurship Education.

3. High Emotionally Intelligent individuals are perceived more positively by others.

Other individuals perceive those with high Emotional Intelligence to be more pleasant, socially skilled and empathic to be around. That is very desirable in any enterprise and so very important in entrepreneurship education.

4. Managerial Work Demands High Emotional Intelligence

High Emotional Intelligent person will be able to manage himself and that of the staff / workers under his jurisdiction in the face of stress, crises and difficulties such that they can still achieve the goals of the enterprise. And so Emotional Education is very important in Entrepreneurial Education.

5. Emotional Intelligent Individual will manage a Business without letting it to Crumble

A high Emotional Intelligent individual does not only manage the workers well, but also manages the enterprise successfully. Grant, (2014) asserted that a well –developed Emotional Intelligence is an instrument for accomplishing goals Therefore Emotional Education is very important in Entrepreneurship Education.

6. Emotional Intelligence enhances good health

Scute (2007) found that Emotional Intelligence was associated with better mental and physical health. This was replicated again in 2010 by another researcher Alexander Martin. This discovery makes Emotional Intelligence education very important to Entrepreneurial Education, being that good health is essential in the business world.

7. High Emotional Intelligence is an antidote to Religious crises

Religious intolerance arises as a result of poor religious orientation. Many lives have been lost, many companies and industries destroyed and many enterprise ventures that would have enhanced a better economy for any country have gone down the drains

as a result of religious crises. Therefore developing a high Emotional Intelligence in the citizenry is a very strong antidote to these crises. This can be achieved through Emotional Education.

8. Emotional Intelligence enhances good entrepreneurial behavior and success.

Good entrepreneurial behaviours include managerial skills, teamwork, effectiveness and successful job performance. The emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals. Therefore, emotional intelligence is very important in Entrepreneurship Education.

9. Emotional Intelligence is a major solution to vices among graduates.

Vices among graduates are due to lack of educational intelligence. There is a missing link (Yawning gap) between what they have learnt in school and what is expected of them. Emotional Intelligence is the missing link between educational management and product. Therefore, Emotional Intelligence is very important in Emotional Education which can transform Entrepreneurship Education.

10. Emotional Intelligence could greatly improve bullying prevention and intervention initiatives

Bullying is abusive social interaction between peers which can include aggression, harassment, and violence, as done in many higher institutions by way of cultism. Emotional Intelligence is a sure way out of this menace, therefore it is very important in transform entrepreneurship education.

11. Emotional Intelligence enhances self esteem

A study carried out in 2012 on Emotional intelligence, self-esteem and marijuana dependence showed that out of a sample of 200, 100 who were dependent on the drug scored exceptionally low on Emotional Intelligence compared to other 100 in the control group. This means that Emotional Intelligence is also an answer to drug and alcohol addicts, and so very important in transforming Entrepreneurship Education.

Conclusion

Emotional Intelligent status is what determines a successful education and enterprise management and so is very important in transforming Entrepreneurship Education. To manage is to supervise and control. It is utilization of a given resource in order to achieve a set goal. Emotion is an affective state of consciousness where love, joy, etc is expressed. Intelligence is what gives such emotions direction to behavior. Emotional control is here conceptualized as Emotion Intelligence. Emotional Intelligence is so important to entrepreneurship education in a nation where promoting entrepreneurship for sustainable development in the 21st century is an urgent worthwhile intervention. As an entrepreneur, intrinsic behavior from your subjects can be the result of a good quality of output, not forced by a commander. It is only an Emotionally Intelligent manager that can manage or control other people's emotions. Therefore, emotional intelligence is truly an instrumental tool towards transformation of Entrepreneurship Education.

Recommendations

Everyone has a personality, different wants and needs, and different ways of showing emotions. Navigating through this all takes tact and cleverness – especially if one hopes to succeed in life. This is where Emotional Intelligence becomes important, and so for this purpose, the following recommendations are made: -

- More research on Emotional Intelligence should be carried out on Entrepreneurship Education and how it relates to other fields of endeavor.
- Emotional Intelligence should be enshrined in the school curricula, not only in Entrepreneurship Education but also in all areas of specialization, so as to inculcate the ability to identify and regulate emotions and the ability to cheer up or calm down another person.
- Emotional Intelligence seminars and conferences should be organized for managers of companies, heads of units in both private sector and government parastatals so as to make them more effective in achieving their goals.
- The Entrepreneurial units in higher schools should advise the State Government on the importance of employing individuals with high Emotional Intelligence to manage companies and industries so as to avoid the dearth of such as has been the case with Battery Industry at Ikot Ekpene, Ceramic Industry, Oku Iboku Paper Mill, Peacock Paint at Etinan, just to mention a few.

References

- Beasley, K. (1987). The Emotional Quotient. *Mensa Magazine* – United Kingdom Edition.
- Cherniss, C.; Gdeman, D. (2011). *The Emotionally Intelligent Workplace*. Jossey Bass; San Francisco.
- Gardner, H. (1983). *Frames of Mind*. New York: Basic Books.
- Goleman, D. (1998). *Working with Emotional Intelligent*. New York: Bantum Books.
- Goleman, Daniel (1998) What makes a Leader? *Harvard Business Review*.
- Goleman, D. (2011). *The Brain and Emotional Intelligent: Net Insights*. Now York: Bantum Books.
- Goleman, D. (2011). *Leadership: The Power of Emotional Intelligence*. New York: Bantum Books.
- Grant, Adam (2014). “The Dark Side of Emotional Intelligence”. *The Atlantic: From the Original on January 24; 2014*.

Emotional Intelligence: An...

- Martins, A.; Ramalho, N.; Morin, E. (2010). A comprehensive Meta-Analysis of Relationship between Emotional Intelligence Health. *Journal of Personal and Individual Difference*, 49(b).
- Mayer, J. D.;Robers R. D.; Barasade, S. G. (2008). "Human Abilities: Emotional Intelligence" *The Annual Review of Psychology* 59:507:536.
- Nigeria Educational Research and Development Council (2013). *National Policy Educational*. NERDC Press: Lagos, Nigeria.
- Payne, W. L. (1985). A Study of Emotion: Developing Emotional Intelligence. A *Doctoral Dissertation*. Cincinnati, OH: The Union for Experiment College and Universities.
- Relojo, D.; Pilao, S. J.; Delta Rosa, R. (2015). From Passion to Emotion: Emotional Quotient as Predictor of Work Attitude Behaviour among Faculty Member. *Journal on Educational Psychology* 8 (4); 1 – 10. Retrieved 27 July 2015.
- Salovey, P. and Mayer, J (1990). *Emotional Intelligence, Imagination, Cognition, and Personality*, 9 (3), 185 – 211.
- Thondike, R. L; and Stein, S. (1937). An Evaluation of the Attempts to Measure Social Intelligence. *Psychological Bulletin*. 34 275 – 284.
- Uchendu, C. O.; Soim, R. O. and Odigwe, F. N. (2015).Managing Entrepreneurship Education for Economic Security at University Level in Cross River State. *Journal of Educational and Social Research (MC SER)*. Vol. 5 (2), 261 – 266.
- Wechsler, D. (1940). Non Intellective Factors in General Intelligence. *Psychological Bulletin*, 37, 444-445.