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## **Emotional Intelligence and Motivation**

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### **Introduction**

Motivates employees to pursue their unique potential and purpose, and activates innermost potential values and aspirations, transforming them from things they think about, to what they do. Emotional intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them, effectively applying the information and energy of emotions in our daily life and work. Cooper and Sawaf (1997) define emotional intelligences as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. Mayer and Salovey (1993) define emotional intelligence as the ability to monitor one's own and other's feelings and emotions to discriminate among them, and to use this information to guide one's thinking and action. Emotional intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and / or generate feelings when they facilitate thoughts; the ability to understand emotions and emotional knowledge and intellectual growth.

### **Emotional Quotient**

Intelligence refers to abilities to adjust with the situations. It is a concept that refers to individual differences in the ability to acquire knowledge to think and reason effectively, and to deal adaptively with the environment. Earlier, it was thought that performance is the outcome of certain abilities, collectively known as intelligence. However, increasingly it has been realized that in addition to intelligence, emotions are equally or even more responsible for performance. Hence, the concept of EQ has become popular particularly in management sciences. Emotions are powerful organizers of thought and action and paradoxically

indispensable for reasoning and rationally. EQ comes to the aid of IQ when there is a need to solve important problems or to make a key decision. It enables to accomplish this in a superior fashion and in a fraction of the time - a few minutes or even moments, for example, instead of the entire day or more the exhausting non-stop linear, sequential thinking that might be required to reach the same decision without the aid of EQ. Moreover, emotions awaken intuition and curiosity, which assist in anticipating an uncertain future and planning our actions accordingly.

In fact, emotional intelligence is an indispensable activator and enhancer of IQ. IQ and EQ in relate with each other and this creates a dynamic tension from one to the other, stabilizing their respective energies. For people with identical IQs, some outperform others. This suggests something beyond, which IQ is at work. That something or a large part of it, is EQ. When emotions are acknowledged and guided constructively, they enhance performance. Unlike IQ, EQ can be developed and nurtured even in adulthood and can prove beneficial to one's health, relationship and performance. Over the years, vigorous debate has surrounded the issue of whether nature (genetic endowment) or nurture (environment influences) primarily determine personality or not? Personality is defined as the combination of stable rural and mental characteristics that give the individual his or her identity. Emotional intelligence can be learned and gradually developed unlike IQ which after a particular age cannot be developed. EI is developed through experiences. Competencies keep on growing through experiences; people get better and better in handling emotions, influencing others and in social adroitness. In fact, studies that have tracked people's level of EI through the years, show that people get better and better in those capabilities as they grow handling their own emotions and impulses.

Good (1945) defined the Academic achievement as, "the knowledge attained or skills developed in the school subjects, usually assessed be test scores or by mark assigned by teacher." The essence of academic achievement is that one make one's own plan, future expectancies and to achieve excellence in action. Achievement of pupil influenced by a no factors examination achievement motive, intelligence, stress and personality, etc. the effect of achievement on emotional achievement are take place in both ways direct and indirect. The direct approach signified that the effect come from the person evaluates him self and indirectly from his realization of how other evaluate him. Among these two, the direct effect have greater impact on emotional intelligence, because normally the person expects more him self than other expect of him and thus judges him self more harshly that other do. The effect come not from



achievement pursue however, it is from the achievement emotionally intelligence relationship. Due to this emotional intelligence must be understood to be able to appreciate how success or failure affect the self concept.

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