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# The Dual Nature of Emotional Intelligence and its Impact on Leadership

Bharat Bhusan <sup>1</sup>,

Dr. Pooja Jain<sup>2</sup>

(Shri Guru Ram Rai University, Dehradun)

## Abstract:

Emotional intelligence (EQ), like any collection of traits or skills, possesses both positive and negative aspects. Individuals have the capacity to utilise their social competencies and heightened emotional intelligence to engage in prosocial conduct, or alternatively, they may employ these abilities in maladaptive manners to manipulate others in order to achieve self-centered objectives. Salovey and Mayer (1990) introduced a conceptual framework delineating the construct of emotional intelligence (EI). This event signified the commencement of two decades of scholarly investigation, advancement, and discourse around the topic of emotional intelligence (EI). Numerous prior studies have endeavoured to elucidate the correlation between emotional intelligence (EI) and the performance of leaders. Emotional intelligence (EI) has emerged as a subject of considerable controversy within the realm of social sciences. This study undertakes a comprehensive review of existing literature to examine the correlation between emotional intelligence (EQ) and leadership. This text explores the adverse implications associated with emotional intelligence, shedding light on its darker facets and harmful consequences. Additionally, this paper offers a comprehensive examination of emotional intelligence and its relationship to leadership. It delves into the three fundamental components of emotional intelligence and explores their contribution to the overarching theory.

**Design/methodology/approach** – The present document adopts the structure of an examination of literature.

**Keywords**- Leadership, Emotional intelligence, Organizational behavior, dark side.

## 1. Introduction

Prior to elucidating the significance of Emotional Intelligence, it is imperative to comprehend the concept of "Emotion". The term "it" pertains to a subjective experience characterized by unique cognitive, psychological, and physiological states, as well as a spectrum of inclinations towards behavior. A variety of emotions can be experienced, including anger, grief, fear, pleasure, surprise, love, repulsion, embarrassment, and others. The ability of a leader to effectively balance emotions and rationality in order to optimize long-term well-being, specifically through the skillful identification and management of one's own emotions and the emotions of others, can be referred to as emotional awareness or emotional management abilities.

The initial mention of the term Emotional Intelligence (EI) may be traced back to its introduction by Leuner in 1966. The word was employed by Payne (1986) in his unpublished PhD dissertation titled "A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain, and desire." Although there were previous attempts to explore this notion, it is widely acknowledged that Salovey and Mayer's published work is responsible for establishing the prevailing understanding of Emotional Intelligence (EI) and initiating two decades of extensive study, theoretical advancements, scholarly contributions, developmental efforts, critical analysis, controversies, and critiques in the field of EI. Emotional Intelligence (EI) gained significant recognition with the publication of Goleman's (1995) book titled "Emotional Intelligence: Why it Can Matter More Than IQ," in which he referenced the research conducted by Salovey and Mayer (1990). The assertions made by Goleman generated much debate within the emerging discipline. When examining Emotional Intelligence (EI), certain academics (Spector and Johnson as cited in Murphy, 2006) have asserted that it is a construct within the social sciences that has generated significant discussion in recent times. According to Spector (2005), there is ongoing controversy around the definitions, applications, measurement, and essence of the construct. One of the more recent schools of thought to emerge in the area of business administration is the concept of emotional intelligence. In the field of psychology, emotional intelligence is regarded as one of the more cutting-edge types of intelligence.

The concept of leadership is widely recognized as a fundamental principle within the field of human sciences, particularly in the realm of administration. Leadership can be defined as a social role assumed by an individual who engages in interactions with other group members (Kerr et al., 2006). The leader assumes the role of providing

guidance and direction to individuals in order to facilitate the achievement of the group's objectives. Additionally, the leader bears the responsibility of comprehending the emotional states of individuals and their impact on behaviour, and endeavors to monitor and regulate these emotions (Kerr et al., 2006). Conversely, there exists a scholarly discourse among specialists and academics over the dualistic nature of emotional intelligence. Individuals have the capacity to utilise their social aptitudes and elevated emotional intelligence to exert influence over the perceptions of others, manipulate them, steer them towards unethical behaviour, or exploit these skills for personal advancement.

## 2. What Is Emotional Intelligence?

Emotional intelligence (EI) pertains to a person's capacity to recognise and accept their own emotions, interpret emotional signals from other people, and respond appropriately to these signals (Mayer et al., 1993). Emotional intelligence (EI) pertains to an individual's ability to identify, utilise, understand, and manage emotions in a positive manner, aiming to reduce stress, enhance communication effectiveness, exhibit empathy towards others, overcome challenges, and resolve conflicts. It has an impact on different facets of our daily existence, encompassing our behavioural patterns and interpersonal engagements. In the context of enjoyment and achievement in one's life, emotional intelligence (EI) holds greater significance than intellectual capacity (IQ).

A examination of the studies as well as the popular press makes it clear that there is no general agreement on what "emotional intelligence" actually entails. There are three schools of thought, which are as follows:

- Certain individuals (such as Goleman, 1998) attribute it to traits such as "initiative," "self-confidence," and "drive for results." However, these factors have very little to do with either intelligence or emotion.
- Others, including Bar-On (1997 for example), consider emotional intelligence to be a dimension of personality, similar to extroversion, agreeableness, and emotional stability.
- Emotional intelligence is defined as a specific set of talents that includes the capacity to understand emotions, reason about emotions, and utilise emotions in thinking and action, according to a third school of thought (e.g., Mayer, DiPaolo and Salovey, 1990; Mayer, Caruso, and Salovey, 1999). This school of thought suggests that emotional intelligence may be measured by a person's ability to understand, reason about, and use emotions in thinking and action.

The notion of emotional intelligence has emerged as a significant theoretical framework that has garnered attention from diverse scientific disciplines, notably the field of management (Bar-On, 2006). The concept was first introduced in the best-selling book *Emotional Intelligence* by Daniel Goleman (1995). Goleman (1995) asserts that just 20% of the traits that affect and influence achievement throughout one's life are directly related to the mental ability quotient, or IQ. The remaining 80% relates to additional traits that a person holds, one of which is emotional intelligence. According to Daniel Goleman (1995), Emotional Intelligence can be defined as the capacity to effectively motivate oneself and demonstrate persistence in the presence of obstacles, to exercise impulse control and delay immediate satisfaction, to manage one's emotional state and prevent overwhelming distress from impairing cognitive functioning, as well as to exhibit empathy and maintain a sense of optimism.

According to E.L. Thorndike (1920), social intelligence can be described as the capacity to comprehend and effectively navigate interpersonal dynamics, enabling individuals to make intelligent decisions in human interactions. This capacity is prominently manifested in many settings such as nurseries, playgrounds, industries, and sales rooms.

According to Mayer and Salovey (1997), Emotional Intelligence can be defined as the capacity to recognise and interpret emotions, as well as to effectively utilise and generate emotions to facilitate cognitive processes. Additionally, it involves comprehending emotions and emotional knowledge, and engaging in reflective regulation of emotions to foster both emotional and intellectual development.

As stated by Bar-On (2000), Emotional Intelligence encompasses a range of non-cognitive capacities, talents, and skills that have an impact on an individual's ability to effectively navigate and manage the demands and stresses of their environment. In a study conducted by Batool (2013), a sample size of 50 individuals was utilised to investigate the correlation between emotional intelligence and effective leadership. The study aimed to assess the inclination towards emotional control among male and female employees in managerial positions within the private and public sectors, with a particular focus on the banking industry. The researchers employed a random sampling technique.

A strong and statistically significant correlation was seen between leadership style and Emotional Intelligence. Emotional intelligence encompasses the ability to acknowledge and appreciate its relevance across diverse domains, including interpersonal connections, organisational leadership, collaborative efforts, and holistic

welfare. There is a commonly observed correlation between high emotional intelligence and several positive outcomes, such as enhanced mental well-being, increased levels of satisfaction in personal and professional relationships, proficient leadership skills, and greater capacity for problem-solving. In essence, emotional intelligence encompasses a rich repertoire of abilities that possess the potential to significantly impact one's achievements and contentment in several aspects of life. Emotional intelligence encompasses the comprehension and regulation of one's own emotions as well as the emotions of others, hence fostering enhanced cognitive processes, improved interpersonal connections, and individual development.

## 2.1 Models of Emotional Intelligence:

Currently, there are four main models of EI:

- (A) **Ability model**
- (B) **Mixed model (usually subsumed under trait EI)**
- (C) **Trait model**
- (D) **Goldman's Competency Model**

The existence of diverse models of Emotional Intelligence (EI) has resulted in the creation of multiple tools and measures for evaluating this psychological dimension.

### (A) **Ability model :**

The performance-based ability model posits that Emotional Intelligence (EI) is a type of intelligence that is rooted in emotional aptitudes. It is considered a cognitive ability that encompasses the act of reasoning about our emotions. This model emphasises the importance of hot information processing in the understanding and application of EI (Mayer et al., 2016). According to Mayer and Salovey (1997), emotional intelligence (EI) is a cognitive capacity that is distinct yet also interconnected with general intelligence. Within this theoretical framework, the assessment of Emotional Intelligence (EI) involves the resolution of emotional challenges through performance-based exams that include a predetermined set of accurate and inaccurate replies.

The tool that best exemplifies this approach is the "Mayer-Salovey-Caruso Emotional Intelligence Test" (MSCEIT; Mayer et al., 2002). This conceptual framework delineates four distinct yet interconnected competencies that collectively determine an individual's level of Emotional Intelligence. These are a set of skills or capabilities that one possesses in order to:

- Perceive emotions
- Reasoning with emotions
- Understand emotions
- Manage emotions

• **Perceive emotions:** The initial stage in comprehending emotions involves accurately perceiving them. A significant portion of the time, this may include the interpretation of nonverbal cues, including body language and facial expressions. The ability to identify emotions is a fundamental skill in emotional intelligence, as it is necessary in order to effectively manage and address them.

• **Reasoning with emotions:** The subsequent phase involves the utilisation of emotions to stimulate cognitive processes and promote intellectual engagement. Individuals with a high level of emotional intelligence (EI) possess the ability to effectively utilise their emotions in order to maintain focus on the ultimate objective, hence facilitating comprehensive analysis of a given situation and resolution of associated problems. Emotions play a vital role in the cognitive processes of attention and response, aiding in the organisation of our focal points and reactions. Consequently, we tend to have emotional responses towards stimuli and circumstances that captivate our attention. The presence of a well-developed emotional input system can effectively guide cognitive processes towards issues that hold true significance. Furthermore, a number of scholars have put up the proposition that emotions play a crucial role in the development of specific forms of creativity.

• **Understanding Emotions-** Recognising the multifaceted nature of emotions enables us to get insight into the emotional state of others and comprehend the underlying reasons for their occurrence. When an individual displays feelings of anger, it becomes necessary for the observer to analyse the underlying cause of their intense emotional state and the potential implications it may carry. The subject matter encompasses an understanding of emotions, the lexicon associated with emotions, and the manner in which emotions are combined to elicit varying emotional responses that may evolve over time.

- **Managing emotions-** Emotional regulation is the capacity to effectively manage and modulate emotions, both inside oneself and in relation to others. One crucial component of Emotional Intelligence encompasses:
  - The regulation of emotions

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- Providing an acceptable response
  - Addressing the emotional states of individuals

**(B) Mixed Mode:** The mix model, as proposed by Daniel Goleman, is centred around the concept of emotional intelligence (EI) and its various competences and talents that contribute to effective leadership performance. Goleman's model provides a concise overview of the five primary elements of Emotional Intelligence (EI).

- Self-awareness – The capacity to recognise and comprehend one's own emotions and their impact on cognitive processes and behaviours, as well as to acknowledge personal strengths and flaws, and possess self-assurance. The Mixed Model includes a component that involves the ability to recognise one's impact on others and utilise a certain level of intuition to inform their decisions regarding how they influence the emotions of others.

- Self-management –The ability to moderate impulsive emotions and behaviours, efficiently manage one's feelings in a way that is beneficial, exhibit constructive behaviour, fulfil duties, and adapt successfully to changing circumstances.

- Motivation - Those who score high on the emotional intelligence scale tend to be self-starters. They're willing to wait for the bigger payoff in the future. They get a lot done, thrive on difficulty, and consistently deliver high-quality results.

- Social awareness – The capacity to comprehend the emotions, desires, and worries of individuals, discern emotional signals, exhibit social ease, and acknowledge the dynamics of power within a social context.

- Relationship management – The capacity to cultivate and sustain positive interpersonal connections, effectively convey information, motivate and exert influence on others, collaborate effectively in a group setting, and proficiently handle instances of disagreement. Within each component of emotional intelligence (EI), Goleman integrates a collection of emotional competencies. Emotional competencies are not innate abilities, but rather acquired skills that need deliberate effort and can be cultivated to attain exceptional levels of performance. According to Goleman, it is postulated that individuals possess an inherent emotional intelligence that serves as a foundational factor in determining their capacity to acquire emotional abilities.

**(C ) Trait theory :** One of the most recent models of emotional intelligence (EI) was published in 2009 by Konstantinos Vasilis Petrides, commonly referred to as K. V. Petrides, and his colleagues. This model represents a departure from the notion that emotional intelligence is only based on one's abilities. Instead, it is suggested that individuals possess a range of emotional self-perceptions and emotional qualities as integral components of their personalities. In his scholarly works, Konstantinos Vasilis Petrides, commonly referred to as K. V. Petrides, introduced a conceptual differentiation between the ability-based model and the trait-based model of emotional intelligence (EI). Petrides has dedicated considerable time and effort to the development of the trait-based model, as evidenced by his extensive publishing record on the subject. These attributes are not assessed using scientific methods, but rather rely on self-reported data provided by the respondents.

This assumption is based on the expectation that the participant possesses the ability to accurately articulate and delineate their own personal characteristics. The Ability Model prioritises practicality and emphasises observable outcomes, whereas the Trait Model is oriented towards individuals' emotional self-perception. The Trait Theory is predicated on the premise that individuals who possess the ability to identify and effectively harness their own emotions, as well as leverage their particular strengths, would be adequately equipped to comprehend and manage the emotions exhibited by individuals they engage with. Trait Emotional Intelligence (EI) can be defined as a collection of self-perceptions related to emotions that are situated within the lower levels of an individual's psyche. The TEIQue model was formulated by K.V. Petrides. The abbreviation TEIQue represents the Trait Emotional Intelligence Questionnaire. According to Petrides, The Trait model is conceptualised as a theoretical framework comprising four key scales. Emotionality refers to an individual's level of self-efficacy in the cognitive processes involved in identifying and understanding emotions. Sociability pertains to an individual's recognised aptitude in effectively participating in interpersonal exchanges, together with their capability to manage and regulate the emotions of others. The concept of well-being encompasses a range of attributes that have been found to be associated with various personality types. Self-control is a psychological construct that encompasses two key components: self-efficacy in managing one's emotions and the ability to regulate impulsive behaviour (Kaliská and Kaliský, 2016; Petrides and Mavroveli, 2018).

**(D ) Goldman's Competency Model :** Goleman (1998) proposed a theoretical framework for emotional intelligence, which delineates four distinct components. Each branch encompasses a diverse range of comprehensive competences and skills that enhance performance. These branches can be categorised into two

dimensions, namely self-awareness and self-management, which collectively create what is known as personal competence.

Social competences encompass the domains of social awareness and relationship management. Goleman (1998) posits that the competencies in question are acquired skills that arise from foundational principles. The four-branch model encompasses self-awareness, which pertains to the capacity to recognise and understand our emotions, the underlying reasons for our thoughts, and our subsequent responses to these emotions. The concept of self-management pertains to the capacity to effectively regulate and control one's stressful emotions and impulses using practical means. Social awareness encompasses the cognitive capacity to recognise, comprehend, and appropriately react to the emotional states of individuals. Relationship management refers to the capacity to effectively integrate the initial three components in order to exert influence, inspire others, and effectively handle conflicts (Goleman, 1998, 2002).

### 3. Leadership:

Leadership involves influencing others to achieve goals and directing the organisation towards cohesion. This definition resembles Northouse's (2007). Leadership is the use of one person's influence over another or others for the benefit of a larger group working towards a common goal. One definition of leadership is the ability to influence others in a way that advances a group's goals.

Leadership is a dynamic process in which an individual exerts influence over a group or organisation to guide and steer its efforts towards the attainment of specific goals or objectives. Leaders must possess the capacity to assimilate and digest vast amounts of information efficiently, enabling them to swiftly identify the core aspects of complex matters and make informed judgements. According to Burns (1978), leadership is a widely witnessed phenomenon that remains inadequately comprehended. In the realm of human society, individuals can be broadly categorised into two distinct groups: followers and leaders. Followers are individuals who consistently refrain from assuming a leadership position in any given endeavour. Nevertheless, individuals who possess leadership qualities are the ones that utilise their aptitude for leadership to effect meaningful change in society, exemplified by figures such as presidents, educators, and even individuals who have completed their college education. Leadership is a complex endeavour that cannot be acquired solely through theoretical knowledge, but rather necessitates the acquisition of skills and expertise through practical, real-life experiences. In order to cultivate enhanced levels of teamwork among workers, leaders must possess specific attributes, possess knowledge, and engage in certain actions. These skills are not innate, but rather developed via ongoing effort and academic pursuit. Effective leaders are characterised by their consistent dedication to ongoing personal and professional development, actively seeking opportunities to enhance and refine their leadership abilities. They demonstrate a proactive approach, refraining from complacency and instead striving for continual growth. It has been asserted that the development of effective leadership is a result of nurture rather than inherent traits. If someone has the desire and determination, they have the potential to become a proficient leader. Effective leaders cultivate their skills through an ongoing and perpetual cycle of self-examination, educational pursuits, training endeavours, and experiential learning (Jago, 1982). The process is implemented by leaders through the application of their expertise and abilities in leadership. The concept being referred to is known as Process Leadership, first identified by Jago in 1982.

Leadership can be defined as the capacity of a person in a position of authority to exert influence over the actions and behaviours of individuals or a collective, therefore persuading others to adhere to a specific path of action. (Chester Bernard), a prominent figure in the field of management theory, has made significant contributions to our understanding of organisational behaviour and the role of executives in achieving organisational goals.

The final assessment of effective leadership is in the successful implementation of targeted, tangible transformations that effectively address the long-term needs of individuals. (James MacGregor) Leadership can be understood as a multifaceted concept that encompasses self-awareness, effective communication of a clear vision, the establishment of trust within a team, and the implementation of strategic actions to actualize one's own leadership capabilities. The user's text does not provide any information to rewrite in an academic manner. (Warren Bennis)

A leader can be defined as an individual inside a group who assumes the responsibility of guiding and organising task-oriented group activities. (Fiedler's 1967) Leaders are those who continuously make valuable contributions to the establishment and maintenance of social order, and are both anticipated and acknowledged for their ability to do so. (Hosking's 1988) Leadership can be defined as the systematic act of providing a sense of purpose or

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meaningful direction to a group's collective endeavours, thereby motivating individuals to willingly invest their efforts towards achieving the stated aim. Jacobs and Jaques (1990)

### 3.1 Emotional Intelligence And Leadership:

Emotional intelligence (EQ) has a significant influence on the performance of individuals in the job. In the context of the workplace, the level of emotional intelligence (EQ) exhibited by individuals within a group has a substantial impact on the group's overall success. For example, variations in emotional intelligence (EQ) levels among members of a group can result in inadequate synchronisation, ultimately impacting work effectiveness. In order for a collective to effectively engage in performance, it is important that its members possess a considerable or, at the very least, satisfactory level of emotional intelligence (EQ). Emotional intelligence (EQ) exerts a significant impact on the quality of leadership through various mechanisms. The leader of a group or organisation typically assumes the role of a facilitator, guiding the trajectory of their team members and overseeing the overall performance of the collective entity. In order to attain optimal performance, it is imperative that the individuals within a group or organisation align themselves with their leader. The leader's ability to exhibit effective leadership qualities is of utmost significance, as group members often emulate their leader's behaviour. This phenomenon holds significant importance in the context of decision-making, since it has the potential to determine the ultimate outcome of a group, whether it be achieving excellence or facing failure.

In order to fulfil the responsibilities associated with this position, leaders must possess a substantial level of emotional intelligence. This attribute allows them to effectively manage the inevitable problems that arise, while maintaining a sense of composure, confidence, and efficacy. Essentially, a leader possessing a high level of emotional intelligence (EQ) will possess:

- The presence of a significant level of self-awareness
- A strong capacity for emotional self-regulation Proficient skills in interpersonal relationship management
- The capacity to comprehend and effectively engage with a diverse array of viewpoints.

The role of leadership is undergoing transformation in response to the evolving era. In the contemporary landscape, leaders are faced with the imperative of effectively managing and leading a workforce that is characterised by empowerment. This necessitates a departure from the prevailing consultative, co-operative, and democratic leadership approaches that are commonly practised. The aforementioned requests encompass:

- The process of seeking advice and engaging individuals in decision-making.
- independence and liberty
- Opportunities for personal and professional development, intellectual stimulation, and recognition of achievements.

Salovey and Mayer (1990) assert that Emotional Intelligence does not encompass the overall perception of oneself and the evaluation of others. Instead, it centres on the cognitive processes involved in identifying and utilising one's own and others' emotional states to effectively address challenges and manage conduct.

According to Goleman (1995), emotional intelligence (EQ) is a crucial factor in determining an individual's achievement in the workplace, job effectiveness, and leadership abilities. In their study, Goleman et al. (2002) employed the term "primal leadership" to refer to a leadership style characterised by emotional influence. According to their findings, the most effective leaders are those who are capable of supporting individuals in attaining and maintaining a positive emotional state (Goleman, Boyatzis, & McKee, 2002).

According to a study conducted by Goleman et al. (2002), multiple research endeavours have demonstrated that the emotions and affective states of a leader can be transmitted to other individuals within a group. When the leader is in a positive emotional state, individuals tend to adopt and reflect that mood, leading to increased self-assurance in their capabilities and skills, enhanced creativity, and improved decision-making abilities. According to Goleman, Boyatzis, and McKee (2002), in the context of contracts, when the leader exhibits a negative mood, individuals tend to adopt that attitude, resulting in a decline in performance.

The utilisation of Emotional Intelligence (EI) has also been correlated with favourable outcomes in several business contexts. The utilisation of emotional intelligence (EI) has enabled employees and professionals to identify and harness their emotions, hence enhancing their ability to make informed decisions. This skillset is often seen as a crucial tool for effective leadership. The importance of emotional intelligence (EI) in the provision of high-quality patient care has been demonstrated in previous research (Smith, Farmer, Walls, & Gilligan, 2008). Gardner (1990) proposed that Emotional Intelligence is closely connected to interpersonal and intrapersonal intelligence, a viewpoint shared by numerous other academics. In his study, Goleman (1998b) conducted an

analysis of the competency models utilised by 188 organisations. The objective was to determine the specific personal traits exhibited by leaders that contribute to exceptional performance, as well as to ascertain the degree of significance these personal qualities hold in this context.

Luthans (2002) emphasises the potential importance of Emotional Intelligence in relation to Leadership Effectiveness and the enhancement of human resource performance. Extensive research on leadership styles has firmly demonstrated that Transformational Leadership is a highly effective approach to leadership. Numerous studies have demonstrated the significance of both Transformational and Transactional leadership styles in the realm of leadership. However, it has been seen that when coupled with Extra Effort and Satisfaction, these styles exhibit a heightened level of effectiveness. In their study, Gardner and Stough (2002) examined the correlation between emotional intelligence (EQ) and various leadership styles, including transformational, transactional, and laissez-faire. A total of 110 high-level managers were surveyed. The research conducted by Gardner and Stough (2002) revealed a significant association between transformational leadership and emotional intelligence. However, no significant correlation was found between emotional intelligence and transactional leadership. Additionally, a negative relationship was observed between laissez-faire leadership and emotional intelligence.

. In addition, the research that was carried out by Bratton et al. (2011) explores the impact that various aspects of emotional intelligence (EQ) have on the level of agreement that exists between an individual and the group as a whole, as well as on the effectiveness of leadership. A well-known international technology business with its headquarters in North America provided the participants for the research sample, which includes 146 managers and 1,314 of their direct reports. The study yielded several findings, with the most notable being the robust association between emotional intelligence (EQ) and leader effectiveness, particularly among managers who possess a tendency to underestimate their own leadership capabilities. Furthermore, there appears to be an inverse relationship between emotional intelligence (EQ) and leader effectiveness among managers who overstate their leadership qualities (Bratton et al., 2011). The study that was carried out in 2005 by Rosete and Ciarrochi looked into the connection between emotional intelligence and the effectiveness of leadership. The research was carried out on a representative group of forty-one senior managers. For the purpose of determining participants' levels of emotional intelligence (EQ), the researchers used an ability-based evaluation known as the Mayer-Salovey-Caruso Emotional Intelligence evaluation (MSCEIT). In addition, in order to evaluate the efficiency of leadership, the researchers applied both an objective measure of performance as well as a 360 assessment; they found a positive correlation between higher emotional intelligence (EQ) scores and increased leadership effectiveness. In a study conducted by Olakitan (2014), an investigation was carried out to explore the impact of emotional intelligence on the perceived effectiveness of leaders. The research was conducted on a purposive sample including 232 participants from an organisation located in the city of Lagos.

The research yielded noteworthy results indicating that leadership has a pivotal role in determining the outcome, whether positive or negative, of an organisation. The research findings indicated a positive correlation between emotional intelligence (EQ) and the perception of leadership effectiveness and outcomes. Additionally, the research suggests that leaders who employ emotional intelligence (EQ) to cultivate robust connections also demonstrate proficiency in their professional roles (Olakitan, 2014).

**3.2 Dual Nature of Emotional Intelligence:** The concept of emotional intelligence has been widely acknowledged to have a significant and beneficial influence on various dimensions of human existence, as substantiated by a multitude of scholarly authors and researchers. The aforementioned factors have been found to have a positive impact on various aspects of individuals' lives, including but not limited to, interpersonal relationships, leadership efficacy, stress mitigation, dispute resolution, professional advancement, psychological well-being, job contentment, and even organisational performance. The cultivation of emotional intelligence is a highly advantageous aptitude for both individual development and achievement in one's career.

Certainly, let us explore the favourable influence of emotional intelligence (EI) with the assistance of many authors and their perspectives, accompanied by the respective publication dates of their works. According to Daniel Goleman (1995), in his seminal work "Emotional Intelligence," he posited that emotional intelligence (EI) plays a crucial role in the establishment and sustenance of interpersonal connections. The author emphasised that the comprehension and demonstration of empathy towards the emotions of others are fundamental elements for establishing effective interpersonal relationships. In their seminal work published in 2002, Boyatzis and McKee conducted a comprehensive study. Boyatzis and McKee (2002) emphasised in their seminal work "Primal Leadership" the significance of leaders exhibiting a strong aptitude for emotional intelligence in order to be effective. The authors suggested that leaders who had the ability to evoke and stimulate their teams with positive affect are inclined to achieve greater success and yield superior outcomes. Travis Bradberry and Jean Greaves

(2009): Authors of "Emotional Intelligence 2.0," Research conducted by Bradberry and Greaves suggests that those who have a high degree of emotional intelligence (EI) are better able to effectively deal with the adverse effects of stress. People have the capacity to recognise and control their feelings, which allows them to reduce the negative impact that stress has on their mental and physical health.

In their seminal publication titled "Emotional Intelligence," Mayer and Salovey (1990) developed the notion of Emotional Intelligence (EI). The authors suggested that emotional intelligence plays a vital role in conflict resolution, as it enables individuals to comprehend and effectively address the emotional foundations of disagreements. According to Mayer and Salovey (1997), the authors who first introduced the notion of emotional intelligence (EI), they put forth the idea that individuals with elevated levels of emotional intelligence are associated with improved mental well-being. Individuals who possess a robust emotional intelligence (EI) are inclined to exhibit elevated levels of self-esteem and resilience, thereby fortifying themselves against the onset of mental health disorders, including depression and anxiety. In their seminal work published in 1999, Cary Cherniss and Daniel Goleman conducted a comprehensive study on a particular topic. Cherniss and Goleman (year) did a study titled "The Emotionally Intelligent Workplace" which examined the relationship between emotional intelligence (EI) and job happiness among employees. The findings of their research indicated that those with elevated levels of EI tend to report greater levels of job satisfaction. This is attributed to their ability to adeptly manage problems encountered in the workplace, effectively engage in collaboration, and establish and foster supportive connections with their coworkers.

The potential negative aspects of emotional intelligence (EQ) have been overlooked by scholars. Concurrently, an increasing number of scholars are engaged in a discourse on the possibility that individuals with elevated emotional intelligence (EQ) may utilise their skills in a more malevolent and deceitful manner, prioritising their own interests at the detriment of others (Côté et al., 2011; Austin et al., 2014). According to Kilduff et al. (2010), individuals possessing high emotional intelligence (EQ) may utilise their EQ to advance their own interests or influence others for strategic purposes when faced with limited resources within an organisation. Similarly, Nozaki and Koyasu (2013) conducted an empirical investigation to examine the relationship between trait emotional intelligence (EQ) and interactions with excluded individuals who attempt retribution. The researchers discovered that those who had a high level of interpersonal emotional intelligence The attempt to regulate the emotions of others in accordance with one's own objectives has been explored by Nozaki and Koyasu (2013).

The research revealed that individuals exhibiting traits of the dark triad, including narcissism, may utilise emotional intelligence (EQ) skills to control the emotions of others more efficiently. Nevertheless, there exists a complex relationship between psychopathy and various personality traits, with a mixed association observed in some cases, while a negative association is evident in relation to Machiavellianism and emotional intelligence (EQ). In their work, Davis and Nichols (2016) conduct a comprehensive review of the existing literature on emotional intelligence (EQ). The purpose of their study is to investigate the potential impact of both trait and ability models of EQ on negative intrapersonal outcomes, such as stress reactions, as well as negative interpersonal outcomes, such as emotional manipulation. The research revealed negative consequences in various domains, including academia, health, and professional settings.

The authors found that certain EQ qualities are linked to lower levels of creativity and innovation at work. Creative temperament, incompatibility, and aggression have long been associated with inadequate emotional intelligence. Individuals who let emotions cloud their judgements may struggle to give or receive constructive criticism due to concerns about offending others. According to Chamorro-Premuzic and Yearsley (2017), individuals with nefarious intentions may use emotional intelligence to manipulate others' emotions to achieve their goals.

The presence of dark emotional intelligence is shown by both theoretical and empirical research. Emotional intelligence (EQ), akin to other skills or abilities, can be employed for both benevolent and malevolent purposes. It is plausible for any individual in a position of leadership to possess hidden or self-serving intentions. The supervisor has the capacity to leverage their emotional intelligence in order to establish a compliant rapport with subordinates, so ensuring their endorsement of self-serving objectives. This aspect should be taken into consideration.

### Conclusion:

Drawing upon an analysis of emotional intelligence and its relationship to leadership, we put forth two hypothetical situations that illustrate the potential application of emotional intelligence by leaders. The optimal scenario occurs when a supervisor possessing exceptional emotional intelligence is able to interpret and manage the responses, feelings, and conduct of their subordinates. In this manner, he is able to maintain a sense of



cohesion, motivation, and inspiration among the employees. Furthermore, this will facilitate the establishment of trust among employees. The emotional intelligence (EQ) of leaders has a significant impact on their interpersonal dynamics with employees, thereby influencing their performance, motivation, and overall workplace interactions. A high emotional intelligence (EQ) level enables leaders to cultivate an interactive work atmosphere, foster employee dedication, and facilitate the growth of each individual employee, hence enhancing productivity and engagement. Conversely, A leader who possesses a high level of emotional intelligence (EQ) may have challenges in properly harnessing and directing these skills. The individual's heightened sensitivity towards the emotional states of employees may potentially impede their ability to make judgements that have an impact on those personnel. An excessive preoccupation with employees' emotions may engender a heightened sense of responsibility within the manager, so augmenting his levels of stress. In the most unfavourable situation, a leader possessing a high level of emotional intelligence employs their emotional abilities to engage in unethical behaviour or actions that align with their personal interests. The leader possesses the ability to exert influence over the emotions of their employees, so potentially compelling them to engage in immoral practises that serve the leader's personal interests. Nevertheless, the researcher posits that the utilisation of emotional intelligence abilities for malevolent or utilitarian intentions is contingent upon the individual's qualities and characteristics, namely their dark personality, rather than solely relying on the presumption of possessing high emotional intelligence. The present study aims to investigate and enhance comprehension of the correlation between emotional intelligence (EQ) and leadership, primarily from a conceptual standpoint. The paper provides a comprehensive analysis of the prevailing models of emotional intelligence (EQ), including the ability, mixed, and characteristics models, as well as highlighting the distinctions within these models. Furthermore, the research emphasised the existence of the positive and negative aspects of emotional intelligence (EQ) and its possible detrimental impact on leadership.

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