

## Comparison of Emotional Quotient and Intelligence Quotient to Effectively Apply it to the Learning Process: A Case of Students Majoring in the Japanese Language at FPT University

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**Abstract---** The value of several types of intelligence is always seen as one of the factors that contribute to an individual's success at work and in life. Therefore, based on surveys and views of more than 60 Japanese students majoring in FPT University, the essay focuses on the analysis and comparison of two forms of Emotional Quotient and Intelligence Quotient to show that distinct types of intelligence cannot exist in isolation and must cooperate to support an individual throughout quantitative and qualitative methods. In addition, emotional intelligence improves intelligence and allows a person to solve difficulties more easily.

**Keywords---** Emotional Quotient, Intelligence Quotient.

### **I. Introduction**

When it comes to a really good education, we often refer to countries with an education that helps students acquire knowledge through classroom lectures. Or hours of extracurricular activities like rock climbing plan, lemonade business plan, recycling collection, etc. To help students develop planning skills and teamwork. And that's what many educators in the education field have proven over the last few decades of research and research. Regarding the research findings, these educators decided to point out that in order for students to develop and balance different types of intelligence, students need to be learned through a variety of educational methods (Yurdakul & Beril, 2018).

There are two types of intelligence that many educators focus on incorporating into classroom lectures namely Emotional Quotient and Intelligence Quotient. According to Ramaraju (2015), the Emotional Quotient is an important ingredient for jobs that require effective communication skills and high standing. For example, the service industries, hotels, restaurants, and sales to foreign customers. To learn and manage emotional intelligence to avoid causing conflicts in the communication and working process.

In another aspect, Intelligence Quotient is created to evaluate the ability to reason, evaluate and compare images that are different and similar, and then store information and retrieve information. It is because IQ is merely a measure of intelligence that does not include a person's personality or emotions. So it cannot be said that a person with a high IQ is a person who easily succeeds. Also, just above average IQ accounts for only 25% of good leaders (Nguyen et al, 2022).

Therefore, linking different types of intelligence together can be a factor in helping students become more successful in life and increase the individual ability to overcome adversity.

### **Definition of EQ and IQ**

Also known as Emotional Intelligence, EQ stands for Emotional Quotient. A person with a high EQ can easily understand the personality and motives of others and consequently knows how to behave accordingly. Consequently, jobs that require human management skills often being managed by those with high EQ (Ramaraju, 2015). EQ manifests itself in several crucial ways, which can be divided into four main components which are: self-awareness, self-management, social awareness, and social skills. Although being a newly conducted term for defining intelligence in recent years, Emotional Quotient has quickly become a necessary tool when researching into psychology and sociology fields. Historically, Intelligence Quotient used to be the specialized tool for measuring intelligence in numerous skills and aspects, certain aspects such as human behavior and social skills cannot be considered using only the term of Intelligence Quotient. As a result, the term Emotional Quotient was invented and parallelly used, having the same level of importance as IQ (Dhani, 2016). In 1987, the word Emotional Intelligence was created and first used publicly in 1987 by Keith Beasley in an article published in *Mensa Magazine*.

In contrast to Emotional Intelligence, IQ, (also known as Intelligence Quotient or Conventional Intelligence), is a conventional term used to evaluate the ability to answer logical questions with given information in a logical manner. First termed by William Stern, Intelligence Quotient is a psychological term to judge an individual's information selecting and reasoning skills, with considering of the individual's short- and long-term memory, as well as

psychological and chronological age (Khan, 2019). Used to name a series of tests to determine an individual's intelligence, IQ tests are licensed and acknowledged by psychologists, testing the participating individuals in various skills, from mathematical skills to language skills and information – processing speed.

### ***The Influence of Genes and Environment on EQ***

Concerning the origin which causes the development of both EQ and IQ, genes and living environment can be some of the major causes. For example, considering that Emotional Quotient means the level of ways and skills of an individual when behaving in social situations, this equals to the fact that the residential environment of each individual may have a great impact on their EQ, more specifically, their way of behaving and reacting to situations. According to (Lonto, 2018), the family environment can affect teacher's performance, and through indirect means, also affects the behaviour of students. However, following recent research about Emotional Quotient, beside the relation to living environment, parental genes also have impacts on an individual's EQ. (Selman et al, 2015) stated that although there are numerous causes that result in changes of Emotional Quotient, but the origin of intelligence begins from the genetic codes. Also, concluding from (Villagonzalo, 2016) studies, "Neurologically, intelligence is routed or controlled by the brain and its neural extensions in the body; one of those intelligences is cognitive intelligence that is being measured through intelligence quotient, which is commonly known as predictor of educational achievements, special needs, job performance and measured the cognitive capabilities of a person...". This means that although the living environment of individuals may have noticeable impacts on their way of thinking, reasoning, and behaving, it is the interaction between neurons of our minds that helps us reach decisive choices such as how to behave and act in certain situations, the combination of which creates our characteristics, and from that indirectly decides the Emotional Quotient. While it can be easy to misunderstand that Emotional Quotient only considers the behaviour and act of an individual, EQ also includes the ability to understand other's emotions, which is also called cognitive empathy. According to (Todd et al, 2015), a gene called ADRA2B resides in certain individuals which increase the ability of certain regions of the brain, increasing emotional response in both positive and negative ways. As (Todd et al, 2015) stated, "People who have the deletion variant are drawing on an additional network in their brains important for calculating the emotional relevance of things in the world. In any situation where noticing what is relevant in the environment is important, this gene variation would be a positive."

### **II. Literature Review**

Regarding the research field of educational psychology and the impact of both Emotional Quotient and Intelligence Quotient on the educational process, as well as its effect on future career and advanced learning choices, there has been many debates from numerous authors and researchers to consider. As stated by (Ramaraju, 2015), "Education has been the instrument in the development of man to enable him to live an effective and meaningful life and to contribute towards the development of society in which he finds himself. The influence of Intelligence quotient and Emotional Quotient of the individual for developing innovative thinking plays vital role." Further approving this statement, (Villagonzalo, 2016) mentioned that "...every individual's uniqueness may also one way to identify every person's weaknesses and strengths. For example, a student is high in intelligence quotient but poor in emotional quotient, there may be somebody who is high in emotional quotient and spiritual quotient but poor in cognitive intelligence quotient and adversity quotient." (Villagonzalo, 2016) also claimed, while Intelligence Quotient can be considered as the "predictor of educational achievements, special needs, job performance and measured the cognitive capabilities of a person", Emotional Quotient measures "non-cognitive aspects of a person and the capacity of a person to tolerate ambiguity, uncertainty, complexity and the ability to understand her/his own emotion as well as understand the emotion of other people." To conclude, most of the researchers agreed that only by balancing both IQ and EQ level, can the individual become success in both academic and career aspects, as confirmed by (Yurdakul, 2008).

### **III. Methodology**

The research was conducted through collecting data and information about Emotional Quotient and Intelligence Quotient from previous research of various authors, as well as surveys given to students of FPT University. After collecting sufficient data, an affordable and moral method for improving the learning process is conducted specifically for students of Japanese major in FPT University. By using both quantitative and qualitative methods, we were able to carefully consider the figures and thoughts of preceding researchers of the same field of research. Also, due to the special aspects and characteristic of this field of research in detailed and psychological research in general, both recent and aged research were analysed faithfully. This research hopes to provide means for students to have the chance to improve both their Emotional Quotient and Intelligence Quotient in the process of learning, as well as applying these traits into future careers and advanced learning.

#### IV. Results and Discussion

From the results of many author's research, it can be concluded that the process of learning of students requires both cognitive and non-cognitive aspects, with cognitive means being evaluated by Intelligence Quotient, and non-cognitive skills can be developed from Emotional Quotient abilities in the academic process. Students who have both high Intelligence Quotient and Emotional Quotient usually have an advantage in both academic and career process.

According to (Chung et al, 2018), the process of integrating Emotional Quotient into teaching students can be divided into stages, with each stage involve cycles of approaching the problem, analysing, confirming and finally, experiencing the solution. By repeating these cycles over and over, the students can gradually learn the basis of emotion control. To be more specific, by integrating Emotional Quotient development into the process of teaching intellectual skills to students, students will be able to develop their emotional aspects each time a problem is solved or analysed. Moreover, as (Viriyavidhayavongs, 2001) has stated in the "Conceptual Model of the Relationship between EQ and Leadership Effectiveness", in the process of developing Emotional Quotient skills such as self-awareness, self-regulation, and self-motivation, learners can gain more experience in self-confidence and cooperation skills, which will result in achieving great leadership skills. Not only can this conceptual model be approached from the business aspects, but this can be altered to become suitable with academic and educational aspects as well. By combining both (Chung et al, 2018) and (Viriyavidhayavongs, 2001)'s researching models, a conceptual model to increase both IQ and EQ of the students, from which developing leadership abilities for team-working and cooperation projects can be created. This model is demonstrated below. (Figure 1)

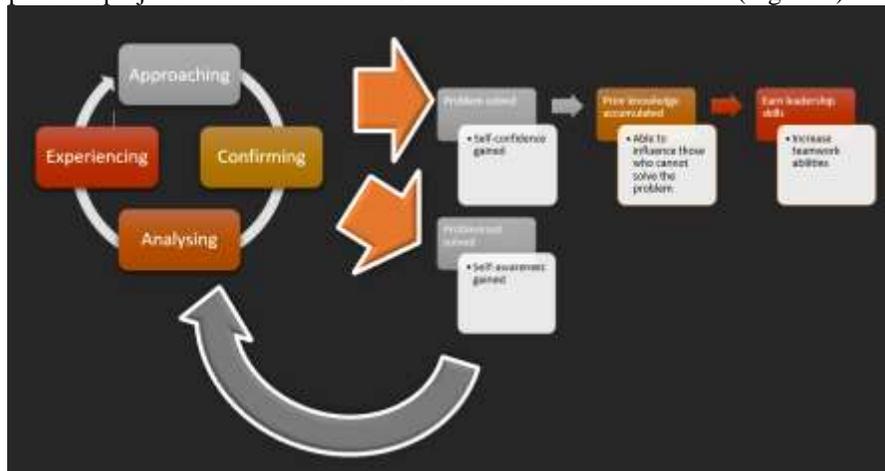


Figure 1: Conceptual Model of Integrating Emotional Quotient Development into Intelligence Quotient Development Process

As for (Kiss et al, 2014), the research models of the respective researchers show that while low level of Intelligence Quotient indeed hinders the student's abilities and development at school, higher level of IQ does not necessarily equal to succession in both academic and career field. If we take the results of the survey taken by FPT University students into consider, this can be explained as below. Since education as schools, or even more advanced education such as universities and academic institutes, the level of education in these mentioned academic centres are usually secured and does not change over time. Therefore, while the positive effect is still available, the higher the level of Intelligence Quotient a student has, the less impact it creates on the students. Not only that, but higher level of IQ may also result in the way of perceiving and analysing problems can be different compared to the surrounding students, leading to isolations and bully incidences. Whereas, while Emotional Quotient itself does not directly affect the student's academic skills and abilities, it does support in developing soft skills and self-awareness, resulting in the individuals with high IQ being able to gain positive relationship with others, without getting isolated by students in the same class. Moreover, having sufficient level of Emotional Quotient also helps these individuals in gaining benefits in the process of developing their career. Consequently, both Emotional Quotient and Intelligence Quotient is necessary in the process of education, which is illustrated through the figures below (Figure 2).

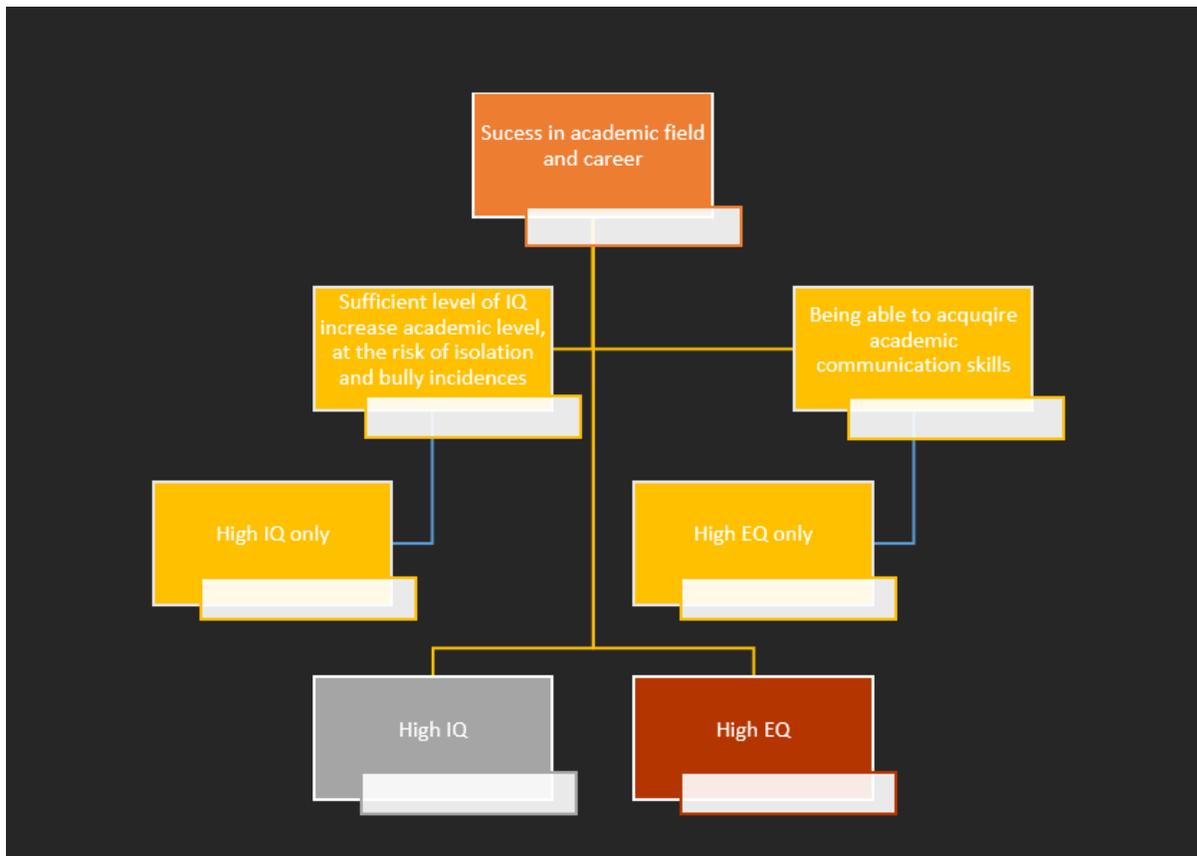


Figure 2: Diagram about the Effect of EQ and IQ on Career and Academic Success

### ***The Misunderstanding of Enriching IQ Instead of EQ***

Nowadays, it is a common way of thinking that Intelligence Quotient is a much more important “statistics” compared to Emotional Quotient. As a result, people often reach the conclusion that it is precedence to focus on increasing Intelligence Quotient instead of Emotional Quotient. However, we believe that this is a major misunderstanding. As researched by (Wijoyo et al, 2020), concerning the current world of knowledge and education, it is important to not only brings up Intelligence Quotient in an academic educational and neurological debate, but we also need to consider the effect of Emotional Quotient, as “In the educational world currently, students ' success is not only reviewed from the intellectual aspect but also their emotional intelligence, namely attitudes and affective skills.” In the society, to judge a person’s way of thinking and behaving, which includes both considering both clarified and bias thoughts and behaviours, we cannot use Intelligence Quotient as the only method. To be more specific, because Intelligence Quotient is largely considered based on statistics only, situations that contends “bias” aspects and information such as emotions, reactions, and feelings, only Emotional Quotient can give out a more precise analysis of the problem, and from that, constructing a suitable solution.

Nonetheless, many developing countries around the world, especially those in the Asia, still maintain the opinion that it is only important to develop the intelligence aspects, as the emotional aspects prove to be worthless to them. Therefore, many Asian students, although having achieved a wide scope of knowledge, their social skills are lower than the average standard. In fact, not only being an irreplaceable set of skills in social life, but Emotional Quotient also contributes to the academic aspects, being a learning method to be specified. According to (Chung et al, 2018), developing EQ is, in fact, can be understood as the ability to maintain control of emotions and mastering them. This help students to overcome negative emotional states, while also creates the desires and excitement to discover and “find concrete results” when attending experimental activities. Secondly, developing Emotional Quotient is also the process of achieving essential soft skills such as self-awareness, decision-making, and personal responsibility, those of which are heavily needed in not only social life, but also educational environment, especially in team-working and cooperative environment (Yurdakul, 2008). For example, we may take the skill of self-awareness into

consideration. While having high Intelligent Quotient may help boost the learning and educational process sooner, only through earning the self-awareness skill, which is the ability to judge one's own ability, both in positive and negative ways, and from that, being able to conclude one's strengths and weaknesses. By being able to realise these fundamental facts, one's can avoid the scenery of being overwhelmed by one's own emotions and stresses, as mentioned by (Yurdakul, 2008).

#### ***The Important Roles of Keeping Balance EQ and IQ***

As mentioned above, the roles of both Emotional Quotient and Intelligence Quotient are both important and irreplaceable, having an inseparable relationship between them. Therefore, it is essential to keep balance in the process of developing both EQ and IQ in order to produce the best result. In the process of research, (Ramaraju, 2015) agreed that students with high Emotional Quotient statistics are more self-confident in decision making and creativity, resulting in achieving a high level of Intelligence Quotient themselves. In contrast, those who have high level of Intelligence Quotient have "interactive effect" on their Emotional Quotient and vice versa. In a recent research, researchers were able to find out that Intelligence Quotient only accountable for 20% of an individual's success. Nowadays, after graduation from schools and universities, students are often having a hard time finding jobs in the beginning. One of the reasons for this problem is that, while it is true that there are many schools and educational institutes also create opportunities for students and attendants to learn more about soft skills and one's emotional aspects, it cannot be denied that the major developing direction is still revolve around building up the Intelligent Quotient. However, the majority of jobs in the current society needs to have basic skills of creating and bonding relationships, as well as being able to communicate with co-workers and customers to maximize the benefits of teamworking and cooperation, especially jobs that requires meeting and discussing with others, such as health care, hotel and catering, and human resource.

Moreover, having a balance of both Emotional Quotient and Intelligence Quotient can create many new opportunities in the process of career building, especially in businesses. Quoting (Mujanah et al, 2019), "emotional intelligence is needed to improve the competitive business because emotional intelligence is able to understand self-emotions and the emotions of others and to know how quickly to increase the maximum ethical value to create a personal strength which is needed in developing and managing the business." This can be explained as, the ability to be compassionate with others, as well as being able to understand both self-emotion and the emotion of others can help develop social and cultural values, which helps developing individual skills and professions, resulting in developing business management skills in the process. (Viriyavidhayavongs et al, 2001) also stated that individuals that have high Emotional Quotient level along with a high level of self-awareness will easily earn respect from co-workers and employees. The combination of these skills will result in developing employees that not only have high management skills, but also the ability to understand other's thoughts, believes, and business view.

#### **V. Recommendation**

To begin with, the importance of both Intelligence Quotient and Emotional Quotient is major and should be integrated into education. However, in some developing countries, the prejudice that only Intelligence Quotient is important for future careers, and there is no benefit in improving non-cognitive and soft skills is still available. According to (Villagonzalo, 2016), research have proven that this mindset is incorrect however, claiming that having high level of IQ only does not necessarily mean the considered individual is intelligence and being success in academic field. In contrasts, while having high Emotional Quotient does improve the ability to communicate, understanding and leadership abilities, having high level of EQ alone cannot guarantee a successful future, even can be considered as a disadvantage at times, since the individual does not have the cognitive skills needed to wield their non-cognitive skills. Therefore, it is a need to develop both Intelligence Quotient and Emotional Quotient skills simultaneously, as both have the same level of importance. However, both Intelligence Quotient and Emotional Quotient does not necessarily develop from the process of learning and educating, but also can be generated and developed from parental genes. As claimed by recent research, while not fully responsible for the development of our Intelligence Quotient and Emotional Quotient levels, certain genes do affect our abilities to express emotions and to analysis received information.

Regarding of the matter about integrating IQ and EQ development into education, since there have been researches that the process of learning and achieving knowledge does indirectly develop Emotional Quotient and non-cognitive skills (Chung et al, 2018), we have developed a conceptual model of education, which has integrated both IQ and EQ into the process of teaching. Because the process of learning is a cycle of trials and errors, it is suggested that by repeatedly learning new problems and find out the solutions throughout this cycle, students will gradually being able to achieve self-awareness and self-confidence, which are essential non-cognitive skills that help them to become great leaders and to improve teamworking skills. As a matter of fact that, in the process of analysing,

solving problem and discovering the suitable solutions, students also being able to train and improve their cognitive skills, which consequently also helps develop their IQ level. After having earned sufficient IQ and EQ level by following the learning model, seniors who have earned experiences can mentor new learners, which repeats the cycle again.

#### **VI. Conclusion**

In conclusion, it is suggested that the level of importance of both IQ and EQ in education is irreplaceable. However, there are still misconceptions in developing countries, where the prejudice of gaining Intelligence Quotient is more important than developing Emotional Quotient. In fact, these abilities are inseparable, and should be considered both when planning ways of teaching and applying them into education. Because of that, we suggested that by using the learning model of repeatedly analysing and solving problems, through trials and errors, students can develop both their IQ and EQ levels, which does not only help them to advance further in their academic field, but also develop essential skills for future careers.

#### **VII. Conflict of Interest**

No conflict is found throughout the article.

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