

The Perspective of Emotional Intelligence and The Hospitality Industry: A Study on Hospitality Education

Ms. Trupti Patole

Anjuman-I-Islam's College of Hotel & Tourism Management Studies & Research, Mumbai, India

Abstract: *The capacity to control the emotions of others is more indicative of module grades than fluid ability, especially in courses where there are significant amounts of interactive work. In a complementary manner, fluid ability predicted performance more when a module concentrated on theoretical knowledge or abstract subject matter. Only in certain modules was performance predicted by other abilities and factors, such as emotion understanding, emotion regulation, age, conscientiousness, and openness. This suggests that the grading procedures and didactic methods are intricate and require a range of student skills and dispositions. Recent meta-analyses have shown that academic achievement can be strongly predicted by emotional intelligence. We sought to look into a certain group of pupils in our study for whom emotional intelligence should be very important. In particular, we looked at whether emotional intelligence—which we defined as a skill—contributes in a special way to academic achievement in hospitality management education, above and beyond fluid intelligence and personality..*

Keywords: Fluid ability, performance, personality, emotional regulation

I. INTRODUCTION

Salovey and Mayer (1990) first used the term "emotional intelligence" (EI), defining it as the capacity to recognize, comprehend, control, and utilize emotions in oneself and others. Studies that demonstrated that EI may be assessed as a personality trait (Petrides et al., 2007) or as an ability (Ciarrochi et al., 2000; Mayer et al., 2016) arose from this first description. Research now available shows that emotional intelligence (EI) is favorably correlated with academic achievement, workplace behavior, and life success, much like cognitive intelligence and personality. Students must develop their skills, learn new information and apply it, study hard, be critical thinkers, and be curious in order to succeed in educational settings.

The ability of a learner to reason through (new) material, understand abstract concepts, and apply them to expand their knowledge is explained by cognitive intelligence. Accordingly, grades can be reliably predicted by intelligence (Laidra et al., 2007; Bergold and Steinmayr, 2018). However, a high learning capacity is not necessarily enough for success, and personality qualities have a role in shaping how students approach learning. Along with cognitive intelligence, students' conscientiousness—their willingness to put in a lot of effort—has been found to be a strong predictor of academic achievement. However, openness—their curiosity and drive to interact with the subject matter—and agreeableness—their propensity to behave cooperatively—also play significant roles.

Even though ability (intelligence) and willingness (personality) are major factors in academic grades, the picture of academic success still seemed incomplete, particularly in settings that are emotionally charged, emphasize the development of interpersonal and individual competencies, and are active with people. Consequently, there has been an increasing amount of attention on the possible contributions of emotional intelligence (EI) to academic accomplishment (Wolfe and Kim, 2013; Wolfe et al., 2014; Wilson-Wünsch et al., 2016).

A recent thorough large-scale meta-analysis estimating the degree to which emotional intelligence (EI) predicts academic success was published by MacCann et al. (2020), with an anchor in both high school and university environments. Their research showed a weak to moderate correlation between academic achievement and emotional intelligence (EI).

Objective:

To analyze the relationship between emotional intelligence and the hospitality industry through hospitality education (Institutions).

II. RESEARCH METHODOLOGY

Research is completed by referring to research journals, peer-reviewed journals, websites, and books.

III. LITERATURE REVIEW

A recent thorough large-scale meta-analysis estimating the degree to which emotional intelligence (EI) predicts academic success was published by MacCann et al. (2020), with an anchor in both high school and university environments. Their research showed a weak to moderate correlation between academic achievement and emotional intelligence (EI). Emotional intelligence (EI) was found to be a stronger predictor of academic performance when measured using the ability approach, or skill-based approach, rather than the "self-rated" or "mixed" approaches, which tended to lean more toward personality-based concepts. The strength of this association was related to how EI was conceptualized and measured. MacCann proposes a triple relationship between academic success and emotional intelligence (EI): First, emotional intelligence (EI) supports emotional regulation in the academic setting (e.g., handling stress and staying motivated).

According to Zhoc et al. (2020), students who self-report greater levels of emotional intelligence (EI) are more likely to engage in pleasant and fulfilling social and cognitive activities throughout their time in college, which in turn leads to improved academic achievement. Furthermore, students interested in a career in hospitality who had higher self-reported EI scores appear to be more inclined to do so (Walsh et al., 2015). Secondly, emotional intelligence helps in relationship development in college. For instance, Goh and Kim (2021) found a correlation between hotel management students' academic achievement and emotionality, a component of trait EI. They contend that emotionality—the ability to subjectively recognize and appropriately express emotions—helps pupils collaborate well with others on group projects and create a network of teachers and students who are supportive of one another.

However, a high learning capacity is not necessarily enough for success, and personality qualities have a role in shaping how students approach learning. Along with cognitive intelligence, it was found that students' conscientiousness—or their willingness to put in a lot of effort—was a strong predictor of academic achievement. However, openness—or their curiosity and motivation to interact with the material—and agreeableness—or their propensity to behave cooperatively—also played significant roles. Although capacity and willingness—or intelligence and personality—were important predictors of academic grades, the picture of academic success seemed to be lacking, particularly in settings that are emotionally charged, emphasize the development of individual competencies and interpersonal skills, and are lively with human interaction. As a result, there has been an increasing amount of interest in the possible contributions of EI to academic accomplishment.

Third, there is a correlation between academic accomplishment and emotional intelligence (EI) since, when assessed as an ability, it somewhat overlaps with cognitive intelligence (MacCann et al., 2014), which is associated with grades. Strong correlations between service quality and all models of EI are reported by Miao et al. (2019) in a meta-analysis; however, the correlation is strongest with ability EI.

Hospitality professionals have shown interest in including emotional abilities in hospitality programs because they believe that emotional intelligence (EI) covers what intelligence and personality do not (enough). Encouraging emotional intelligence (EI) should boost students' professional success since they are better at handling emotions—their own, those of their peers, and those of customers—at work.

It has advantages for the classroom as well. According to Gibson and Slevitch (2019) and Wolfe et al. (2014), mutual support, a positive learning environment, and a fulfilling social life are the cornerstones of skill and competency development in the learning context. When considered collectively, we may conclude with confidence that a student's personality and cognitive capacity have an impact on their academic achievement. Academic success is also influenced by emotional intelligence (EI), although self-report measures of EI focus more on personality traits than on ability. Regarding the applicability of self-report measures to characterize true emotional capabilities in the hospitality industry, some studies expressed reservations (Boz and Koc, 2021). Nevertheless, we are not aware of any research using an ability assessment of emotional intelligence in hospitality management education. Despite its unquestionable importance and persistent dominance in the academic education literature, a growing body of research is routinely pushing aside this traditional stream of study to examine the effects of other skills on academic performance in higher education settings. In addition to being linked to academic success, persistence, drive, resolve, stress management, and fostering

positive interactions with classmates and teachers are all related to the concept of emotional intelligence (Goh and Kim, 2021).

Salovey and Mayer (1990) first used the term "emotional intelligence" (EI), defining it as the capacity to recognize, comprehend, control, and utilize emotions in oneself and others. Research now available shows that emotional intelligence (EI) is favorably correlated with academic achievement, workplace behavior, and life success, much like cognitive intelligence and personality. Students must develop their skills, learn new information and apply it, study hard, be critical thinkers, and be curious in order to succeed in educational settings. In these settings, students work independently with their study materials, but in order to get good scores, they also need to connect with peers and teachers. Cognitive intelligence and personality traits are the two categories of determinants of academic achievement that have been identified by previous studies. The ability of a learner to reason through (new) material, understand abstract concepts, and apply them to expand their knowledge is explained by cognitive intelligence.

IV. CONCLUSION

The findings of the investigation may have numerous pertinent ramifications for scholars and professionals. Theoretically, we can learn more about how ability Emotional Intelligence (EI) works in conjunction with personality and cognitive intelligence to predict academic performance. Specifically, we want to clarify the important emotional element that is present in practically every human contact when it comes to hospitality. From a practical standpoint, hospitality professionals can benefit from the emphasis on particular EI competencies, which are evaluated through performance-based measures, as noted by Wolfe et al. (2014) and Koc and Boz (2020). Thus, it is helpful to determine whether and which abilities indicated by ability EI can offer special benefits and, thus, be utilized to guide curriculum and practices in hospitality education (Wolfe, 2017).

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