EMOTIONAL INTELLIGENCE AND VOCATIONAL SCHOOLS

Maria LUNGU, PhD,
West University of Timişoara,
maria.lungu@yahoo.com

Abstract: *Various professional studies have demonstrated that intelligent use of emotions provides for a good capacity of adaptation of the individual in the social environment.Emotional intelligence ensures the quality in interpersonal relations. It represents the ability to relate to people around us, to control our emotions and to direct them towards the achievement of personal goals.Research has shown that children who have learned to better control their emotions / sentiments turn out to be not only more adept from an emotional point of view, but also more competent in school and in everyday life. This study intends to prove to what extent emotional intelligence influences the school results of pupils from vocational schools (music, arts, sports).*

Key words: *intelligence; emotions; vocational schools; pupils.*

Introduction

The concept of emotional intelligence (EQ) was used for the first time in 1990 by Peter Salovey and John Mayer with the purpose to describe the most important emotional characteristics required to be successful in life (L. E. Shapiro, 2012, p. 25)

Daniel Goleman was the one who made popular the term of emotional intelligence through his work named exactly the same – "Emotional intelligence".

Cognitive intelligence represents the capacity to learn and operate with various information, data or knowledge and to adapt to various socio-cultural situations. It is measured through the intelligence quotient(IQ). Emotional intelligence represents "the capacity to identify, understand and accept our own emotions and those of the people around us and to manage them with positive results." Emotional intelligence is measured through emotional quotients (EQ). Cognitive intelligence (IQ) is hereditary, while emotional intelligence (EQ) is mostly developed through contact with the living environment.

Emotional intelligence helps us understand what makes the difference between people who are successful in their social and professional life and those who are unsuccessful, even if all have the same level of cognitive intelligence.

"We all have inside a mixture of IQ and emotional intelligence levels. Still, out of the two, emotional intelligence is the one that gives us more qualities that make us human" (Daniel Goleman, 2008, p. 76). According to specialty literature, cognitive intelligence is rooted in the left hemisphere while emotional intelligence is rooted in the right hemisphere.

The two types of intelligence complete each other. The left cerebral hemisphere is "logical, linguistical and literal, while the right hemisphere is emotional, experiential, non-verbal and autobiographical" (Siegel J. Daniel, Bryson Payne Tina, 2017, p. 35). "The purpose is to avoid living in an emotional flood or an emotional desert" (Siegel J. Daniel, Bryson Payne Tina, 2017, p. 38).

According to D. Siegel, the two parts of the brain must be used in a coordinated way and the two hemispheres must be integrated because mental health represents "the harmonious flow between these two extremes" and thus children will be given better chances "to avoid the borders of chaos and rigidity and to live in the flexible flow of happiness and mental health" (Siegel J. Daniel, Bryson Payne Tina, 2017, p. 41).

In specialty literature, besides cognitive and emotional intelligence, one can find the description of other types of intelligence as well. H. Gardner has elaborated *the theory of multiple intelligences* – this theory is very effective in the identification of various types of skills and their development level. It has multiple applications in the instructive and educational process.

Methodology

The research was conducted during January-June 2018 period. The test sample was made up of 87 pupils from 6th grades of music, sports and arts schools of Timişoara. They were given an emotional intelligence test, adapted by Mihaela Roco (2001), in order to observe whether there is a correlation between the emotional intelligence and the academic one, measured using the general marks and the marks in specialty subjects.

The objectives of the research:

1. To define the emotional and academic intelligence;
2. To identify the causes and consequences of basic emotions throughout the development of personality;
3. To identify ways to develop and cultivate emotional intelligence during the educational process.

Hypothesis of the research:

If the emotional intelligence of the pupils grows higher, then so does their academic intelligence.

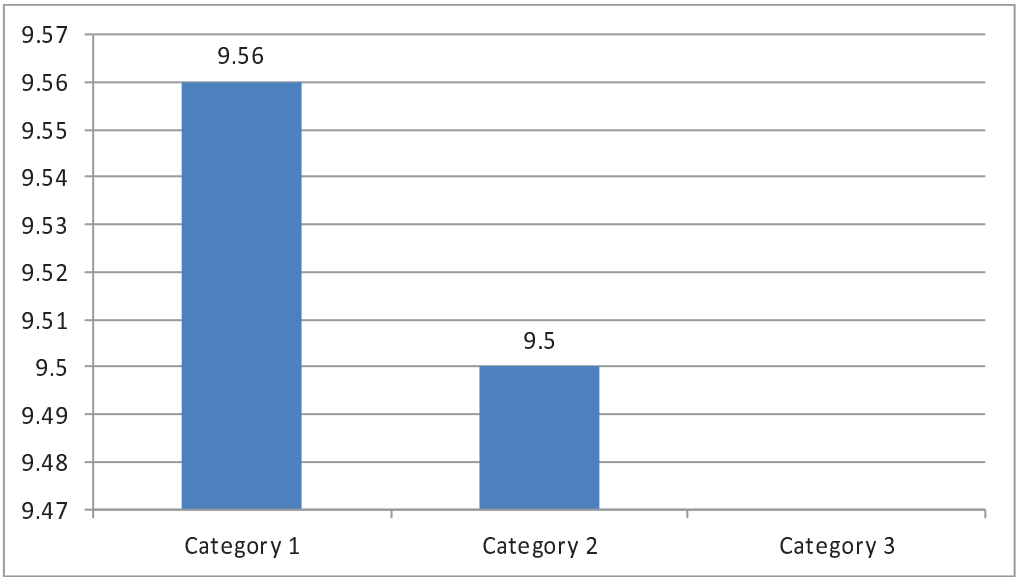
Results

The internal regulation abilities such as awareness and acknowledgement of one's own emotions as well as the effective regulation of emotional expression during social interactions are very important for positive interactions between colleagues and in participation to school assignments. A strong basis of emotional security helps the pupil take part in learning experiences.

The investigated sample has produced a mean level of Emotional Intelligence of 87,82 (with a minimum value of 5 and a maximum value of 160) and a general mean of 8,79.
For the sub-sample from Sports high-school the mean level of Emotional Intelligence was 77,58, the general mean was 8,51 and the specialty mean was 9,54. In this case there was no significant correlation between these variables. The analysis of the EI on the 3 specific intervals shows the following distribution of specialty means:

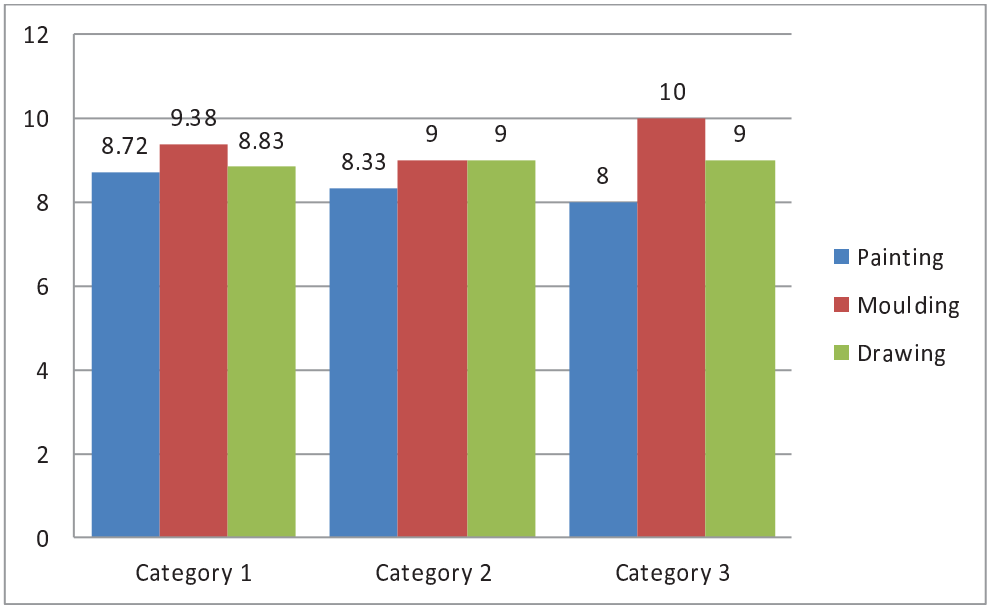
IE_Categories		Mean Sports Specialty
1	Mean	**9.5652**
	N	23
2	Mean	**9.5000**
	N	10
3	Mean	-
	N	
Total	Mean	9.5455
	N	33

According to this distribution, we can observe that the specialty mean has higher values for the first category of EI and is going down for the second category, where the EI has higher values.



For the sub-sample from Arts high-school the mean level of EI was 84,23, the general mean was 8,38 and the specialty means were:8,57 for Painting, 9,34 for Moulding and 8,88 for Drawing. In this case there was no significant correlation between these variables (0,496). The analysis of the EI on the 3 specific intervals shows the following distribution of specialty means:

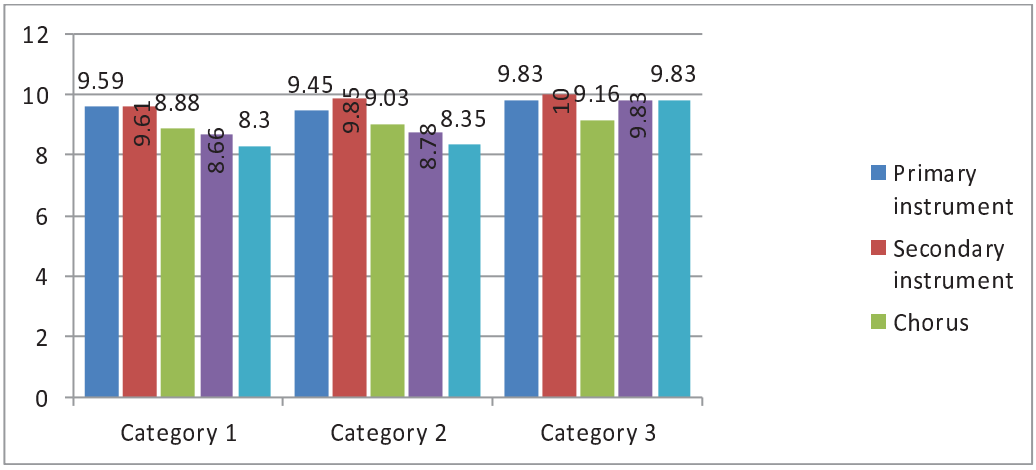
IE_Categories		Mean PAINTING Specialty	Mean MOULDING Specialty	Mean DRAWING Specialty
1	Mean	**8.7222**	**9.3889**	**8.8333**
	N	9	9	9
2	Mean	**8.3333**	**9.0000**	**9.0000**
	N	3	3	3
3	Mean	**8.0000**	**10.0000**	**9.0000**
	N	1	1	1
Total	Mean	8.5769	9.3462	8.8846
	N	13	13	13



According to this distribution, we can observe that the specialty meandecreases for Painting in reverse relation to the IE, but at the same time it is in direct proportion to the specialty mean for Moulding. For Drawing the academic performance remains constant for all three categories of the EI.

For the sub-sample from Music high-school (I) the mean level of EI was 97, the general mean was 9,15 and the specialty means were: 9,55 for primary instrument, 9,74 for secondary instrument, 8,97 for Chorus, 8,81 for Rhythmic music and 8,45 for Theory of Music. In this case there was no significant correlation between these variables (0,286). The analysis of the EI on the 3 specific intervals shows the following distribution of specialty means:

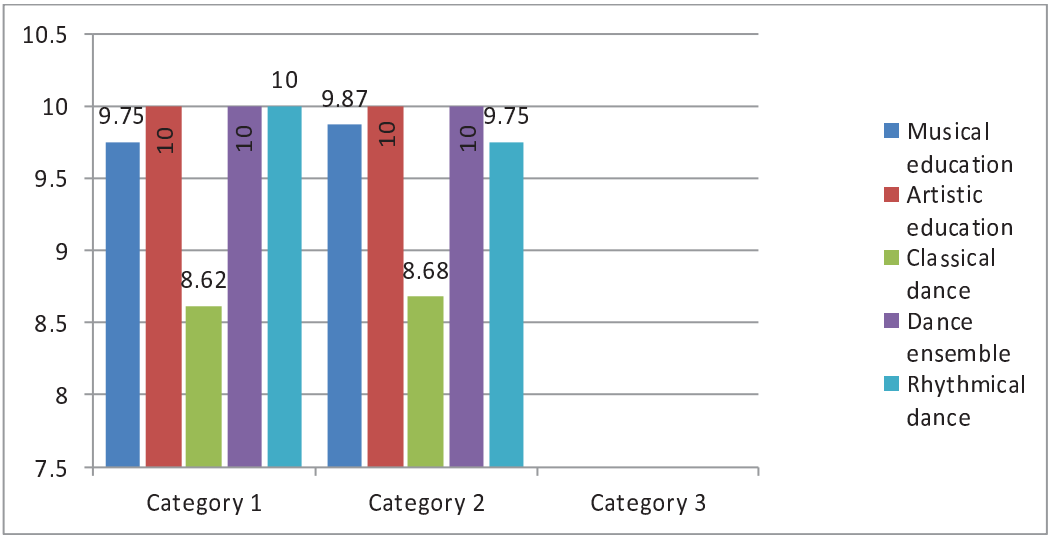
IE_Categories		Mean PRIMARY INSTRUMENT Specialty	Mean SECONDARY INSTRUMENT Specialty	Mean CHORUS Specialty	Mean RHYTHMIC MUSIC Specialty	Mean THEORY OF MUSIC Specialty
1	Mean	9.5917	9.6111	8.8889	8.6667	8.3056
	N	18	18	18	18	18
	Std. Deviation	.73808	.55719	1.57700	1.26025	1.47667
2	Mean	9.4586	9.8571	9.0357	8.7857	8.3571
	N	14	14	14	14	14
	Std. Deviation	.75434	.53452	1.39317	1.06904	1.57417
3	Mean	9.8333	10.0000	9.1667	9.8333	9.8333
	N	3	3	3	3	3
	Std. Deviation	.28868	.00000	1.44338	.28868	.28868
Total	Mean	9.5591	9.7429	8.9714	8.8143	8.4571
	N	35	35	35	35	35
	Std. Deviation	.71149	.53374	1.45492	1.15737	1.49200



All four specialties show an increase in the specialty mean in direct proportion to the values of the EI (with a slight fluctuation for Category 2 of the instrument).

For the sub-sample from Music high-school (II) the mean level of EI was 98,33, the general mean was 9,04 and the specialty means were: 9,83 for musical education, 10 for artistic education, 8,66 for classical dance, 10 for dance ensemble and 9,83 for rhythmical dance. In this case there was no significant correlation between these variables (-0,059). The analysis of the EI on the 3 specific intervals shows the following distribution of specialty means:

IE_ Categories		Mean MUSICAL EDUCATION Specialty	Mean ARTISTIC EDUCATION Specialty	Mean CLASSICAL DANCE Specialty	Mean DANCE ENSEMBLE Specialty	Mean RHYTHMICAL DANCE Specialty
1	Mean	9.7500	10.00	8.6250	10.0000	10.0000
	N	2	2	2	2	2
	Std. Deviation	.35355	.000	1.59099	.00000	.00000
2	Mean	9.8750	10.00	8.6875	10.0000	9.7500
	N	4	4	4	4	4
	Std. Deviation	.25000	.000	.85086	.00000	.50000
3	Mean					
	N					
	Std. Deviation					
Total	Mean	9.8333	10.00	8.6667	10.0000	9.8333
	N	6	6	6	6	6
	Std. Deviation	.25820	.000	.97040	.00000	.40825

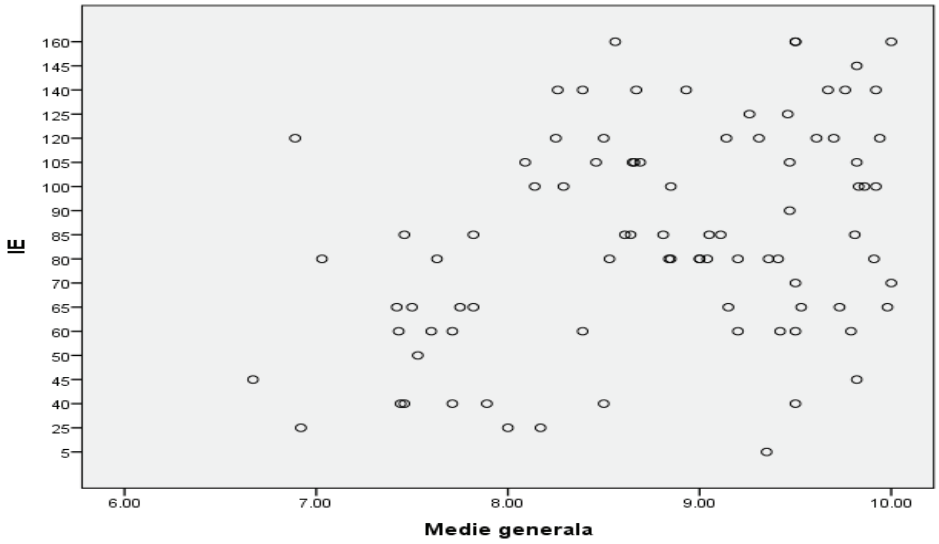


For this sub-sample we have gathered values of EI only for the first two categories. These are also in direct proportion to the specialty mean, except the one for rhythmical dance.

References:

For the whole sample (87 subjects) we have found a positive correlation, strongly significant from a statistical point of view, between the emotional intelligence and the academic intelligence (Pearson = 0,350, p = 0,01). This correlation was not also found at the level of each sub-sample (the investigated schools).

The significant correlation from a statistical point of view between the EI and the general mean can be observed in bellow graph:

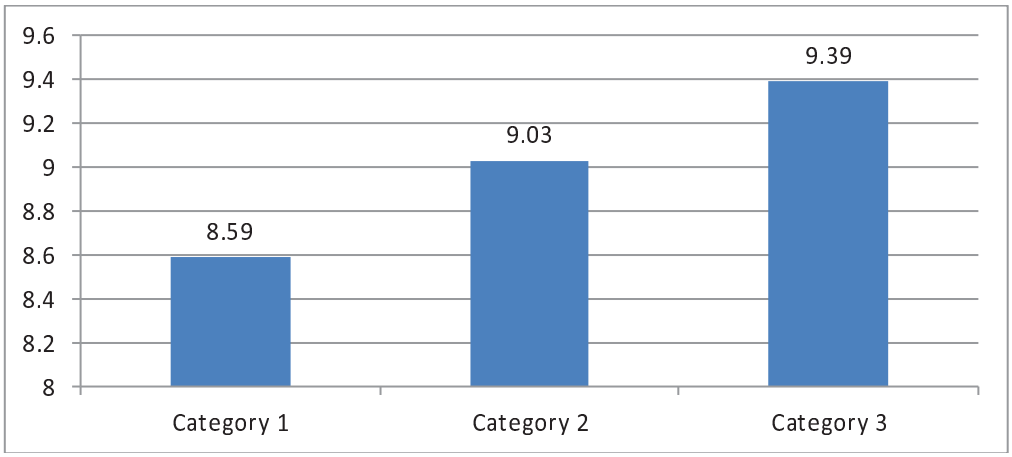


The analysis of the EI on the 3 specific intervals shows the following distribution of general means:

IE_ Categories		General mean
1.under…	Mean	8.5954
	N	52
2. between	Mean	9.0390
	N	31

3.over…	Mean	9.3900
	N	4
	Std. Deviation	.60144
Total	Mean	8.7900
	N	87

We can observe that the general mean increases at the same time with the EI increase. For the first category there is a general mean of 8,59, followed by a general mean of 9,03 for the second category and a general mean of 9,39 for the third category.



- Pupils with a high level of emotional intelligence have also a higher academic intelligence;
- Pupils who manage their own emotions in an effective manner regarding short- and long-term objectives are able to achieve favourable results, which implicitly leads to increased performance;
- Encouragement, fostering and development of intelligence in schools has as an effect an increase in performance.

In Romanian society educational culture and the teaching-educational-evaluation process is mainly focused on the development of academic abilities, while at the same time ignoring emotional intelligence. Measuring with marks the way in which certain information has been learned does not represent a guarantee that the pupil will be able to face the adult life. The development of cognitive competencies is important but not enough.

If pupils are encouraged to develop their emotional intelligence, which also improves their self-conscience, then they improve their self-confidence, they can control their emotions, they can develop empathy, patience and perseverance – all in all their behaviour and intellect will improve and they will also have academic performance. Emotional intelligence should become an important component of school curricula meant to develop emotional competences. A side effect would be an improvement of the educational process and maybe a prevention of bullying behaviour.

References:

Goleman, Daniel (2008) Emotional intelligence, CurteaVeche, Bucureşti;
Shapiro E. Laurence, (2012) Inteligenţa emoţională a copiilor, Polirom, Iaşi
Siegel J. Daniel, Bryson Payne Tina (2017) Creierul copilului tău, Editura For You, Bucureşti
Roco Mihaela – (2001)Creativitate şi inteligenţă emoţională, Polirom, Iaşi