

EDU WORLD 2018
The 8th International Conference

**SOCIO-EMOTIONAL INTELLIGENCE - ITS ROLE IN THE
FORMATION AND DEVELOPMENT OF PUPILS' PERSONALITY**

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Abstract

In this article, we propose ourselves to argue the importance and necessity of acquiring socio-emotional intelligence at the level of pupils in the middle school, through which the form teacher can plant and cultivate self-confidence, can form an objective self-image and a strong self-esteem. Socio-emotional intelligence plays a significant role in the formation and development of human personality, because it includes a range of interpersonal or social and intrapersonal or emotional issues. By acquiring social intelligence, the pupil adapts more easily to the social conditions of the environment, society and through emotional intelligence, he/she learns to recognize his/her own emotions and others, to use them in diverse contexts with beneficial effects on behavior and attitude. Therefore, the socio-emotional intelligence emphasizes both the internalisation of the values and attitudes promoted by society in general, applicable to the scale of the educational system through the aims of education, ideals, goals, objectives, as well as their exteriorization. On the part of empirical research, we want to identify the degree of development of emotional intelligence in children aged between 9 and 10 who attend compulsory education, middle school, i.e. the 3rd and 4th grades, by applying a test developed by Daniel Goleman in 1995 and adapted by Mihaela Roco in 2004.

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Keywords: Socio-emotional intelligence, emotional intelligence, social intelligence, personality, development.



1. Introduction

Intelligence has been and is a widely discussed concept of scholars in general in psychology, in particular. This general human skill is the subject of many psychological studies. Most consider it a general ability to adapt the individual to unknown problems and situations that occur in natural, social, individual, solvable by cognitive and non-cognitive mechanisms (affective, motivational, volitional and characteristic).

In a pedagogical perspective it is necessary to capitalize the intelligence developed in three hypostases: "1) *cognitive modality*, different from emotional reactivity and effort capacity; 2) *ability to solve problems* by structures opposed to automatisms "; 3) *the possibility of overmedication of thought* in the study of differential psychology (Claparede) (Popescu-Neveanu, 1978, p. 362). The current pedagogical outlook confirms the three hypostases of intelligence, but emphasizes the importance of emotional reactivity, but also of motivation and will in affirming a new type of intelligence, the important socio-emotional intelligence, sometimes even very important, in solving special situations and problems.

1.1. Models of emotional intelligence

Several models of emotional intelligence have been asserted over time. Academic recognition of the concept of *emotional intelligence* as *socio-emotional intelligence* has brought attention to the updating of some *theoretical models* that have historically been asserted. In principle, we consider the following three models: Salovey-Mayer Model (1990); Goleman Model (1995); Reuven Bar-On Model (1997).

The Salovey-Mayer model has set an "impeccable research standard for this field". In addition, the authors quoted formulated a scientifically demonstrable theory and offered a rigorous form of measuring this *ability to live better*.

The emotional intelligence at the center of the model involves: *Identifying the emotion*, empowering the *subject* to become self-conscious and apt to express its opinions freely. *The use of emotions*, *ability* by which the subject becomes apt or capable: a) to capitalize their emotions in a cognitive sense, their liberation influencing the *way of thinking*; b) to harmonize "emotions with the tasks to be fulfilled" (Caruso & Salovey, 2012).

The Reuven Bar-On model

Reuven Bar-On proposes a solution to the *concept of intelligence and social intelligence* (interpreted by us as *socio-emotional intelligence*), "applying the inventory of calculating the emotional coefficient to a number of researches conducted in the world over the past 17 years" (Bar-On & Parker, 2000, p.2).

The concept of *socio-emotional intelligence* is dealt with by the author at the level of a "complex construct that includes additional emotional, personal and interpersonal skills that interact by influencing the overall capacity to cope with daily stresses and pressures." The total EQ scale, correlated with various psychological tests, confirms the existence of the following *main components of emotional and social intelligence* (each measured individually in relation to each subscale), which is the complex and dynamic *functioning structure* of the EQ as a skill and special ability (Bar-On & Parker, 2000, pp. 365-371): *Self-respect, Self-awareness of emotions, Assertiveness, Empathy, Interpersonal relations, Stress tolerance, Impulse control, Testing reality, Flexibility, Problem solving*.

Goleman's model. Goleman emphasizes the importance of EQ in some areas including: health, education, sports, personal life; but also in these situations we should not oppose the EQ with IQ, highlighting in the normative sense the existing link between the emotional dimension (social-affective) and the cognitive (social) dimension that can be promoted at *model* level.

This *model* anticipates the necessary symbiosis between socio-emotional resources (of emotional intelligence) and predominantly cognitive (of social intelligence) resources through the formula "emotional brain" proposed in Part I of the book, "Emotional Intelligence." Goleman points out that there are "two minds, the emotional and the rational, which often act in close harmony, interwoven with such different paths (Goleman, 2008, p.35).

1.2. Models of social intelligence

Social intelligence is treated by some authors in their proposed and established models. Thus, historically, the model proposed by Goleman (2007); model proposed by Karl Albrecht (2006); model proposed by Sternberg (1985) have been affirmed.

The model proposed by Daniel Goleman. *Social intelligence* is considered by Goleman as a *special type of intelligence* involving "interpersonal effectiveness that is vital for success in many areas, especially in *leadership*." (Goleman, 2007, p. 100). This ability "manifests itself not only in relation to our relations but also within them" (Goleman, 2007, p. 19).

Social intelligence differs from *general intelligence* by not only *cognitive* skills, but also *non-cognitive* skills. In this way, Goleman highlights the *structure of social intelligence* that involves an *interpersonal* dynamics based on *cognitive* and *non-cognitive* capacities, especially affective. At this level, the issue of the relationship between "social and emotional human abilities" is addressed. This is an area in which psychologists have disagreed, "even if, obviously, the two domains interpenetrate." Given that "all emotions are social" and our social interactions are the ones that lead our emotions, it is possible to use the concept of *socio-emotional intelligence*. This is a problem we will come back to during the thesis, all the more so since Goleman does not end up with this idea (Goleman, 2007, p. 102).

Model proposed by Karl Albrecht

Albrecht (2006), a renowned entrepreneur, visionary and speaker of German origin, believes that *social intelligence* is a *new science of success*. He defines it succinctly and pragmatically as "the ability to get along well with others and to make them cooperate well with you" (p. 96).

In his book, "*Social Intelligence. The New Science of Success*", the author emphasizes the importance of human interactions that are defining for the concept of social intelligence. It describes them as a set of *key abilities of life*, intertwined, to form an independent dimension of general human intelligence. At the level of this concept, he identified six main types of intelligence, unified metaphorically as a cube that forms a unitary one, including systemically: a) abstract intelligence, b) social intelligence; c) practical intelligence (applied); d) emotional intelligence; e) aesthetic intelligence and f) kinesthetic intelligence.

The model proposed by Robert Sternberg

Robert Sternberg, American psychiatrist and psychologist, professor of developmental psychology at Cornell University U.SA, proposes a *triadic intelligence model* developed in 1985. *The structure* of this influential *model* in the area of *emotional intelligence analysis* includes: *Analytical Intelligence, Synthetic Intelligence, Practical Intelligence*.

The correlation of information on *emotional / intrapersonal intelligence - the social / interpersonal intelligence* provided at the theoretical, conceptual and methodological level (through models of emotional intelligence and social intelligence) provides the prerequisites for defining the concept of socio-emotional intelligence from a *pedagogical and educational perspective*.

2. Problem Statement

Applying teaching strategies appropriate to the age and individual peculiarities of pupils, an efficient and subtle communication with their parents, converge to the acquisition of valuable "lessons" of empathy, with a strong impact on the affective, cognitive and volitional plane. Not implying pupils in such lessons will lead to more and more accentuated accumulation of frustrations, and it is caused by the lack of empathy and the impossibility of it ever being appropriated.

2.1. This study aims to determine the emotional development of pupils aged between 9 and 10 years in order to determine how emotional intelligence can influence the moral development of pupils.

We can further investigate the process of determining empathic capacity in order to internalize the desirable moral values of a civilized society.

2.2. It also aims at identifying the social development degree of children aged between 9 and 10 years in order to determine how social intelligence can influence the moral development of pupils. This aim is to seek a starting point in developing appropriate teaching strategies.

3. Research Questions

Research questions lead to valid answers regarding socio-emotional development.

3.1. What is the degree of socio-emotional development of pupils aged between 9 and 10?

4. Purpose of the Study

The purpose of this study is to reveal the extent to which pupils demonstrate the ability to master their emotions when involved in events or circumstances less known to them, translating them into unusual, critical or stressful situations.

4.1. This investigation will determine the level of socio-emotional development of primary school pupils aged between 9 and 10 years.

5. Research Methods

The quantitative survey used to collect the data needed to conduct the survey based on a questionnaire, containing 10 questions. The questionnaire was designed by the famous American researcher Goleman in 1995 and applied to 145 subjects in the second semester of the school year 2017-2018. The questions that make up the questionnaire are the scenarios (situations) that could arise during the school life in which pupils have to choose the answer from four variants offered by their author, Goleman. Thus, pupils are asked to choose among the proposed variants the answer that fits them best, i.e the one who best

describes their reaction; as would the respondent actually do if he had gone through the situation presented, and not how he thinks it should be the answer.

5.1. The answer quantification is as follows: each of the questions has a score based on the correct answer, i.e. 20 points, 5 points, or 0 points. The accumulation of scores from the ten questions determines the final score for each topic, and it will describe globally the level of development of the emotional intelligence of the entire group of subjects. Consequently, a score of up to 100 points will be a score below average, between 100 and 150 points an average score, 150-199 points above average and over 200 exceptional points.

5.2. The group of subjects consists of 145 subjects, boys and girls, pupils of the "Traian" Gymnasium School in Pitesti, 68 pupils in the 3rd grade and 77 in the 4th grade - distributed according to the biological genre as can be seen in Table 1.

Table 01. Distribution of subjects investigated by biological genome variable

3rd Grade		4 th Grade	
Girls	Boys	Girls	Boys
32	36	35	42
Total		Total	
68		77	
Total girls			
67			
Total boys			
78			

6. Findings

Analyzing the answers given by the investigated subjects, it can be considered that most of the answers of the third grade pupils fall below the average score, which means low emotional intelligence, and for the pupils in the fourth grade the score is average, which is a higher intelligence than that of third-grade pupils. Analysis of the results by categories of scores and percentages can also be seen in table no.2. The analysis of pupils' answers by grades is highlighted in Table no. 02

Table 02. Analysis of pupils' responses by grades

3 rd Grade				
Score	Girls	Boys	Girls + Boys	Percentage (%)
Sub 100 p	16	19	35	52,45
100-150 p	15	18	33	47,54
150-199 p	0	0	0	0
200 p	0	0	0	0
4 th Grade				
Score	Girls	Boys	Girls + Boys	Percentage (%)
Under 100 p	16	18	34	41,42
100-150 p	21	22	43	58,57
150-199 p	0	0	0	0
200 p	0	0	0	0

By reporting the results of the questionnaire to the whole group of subjects it can be ascertained that an average score was obtained indicating an average level of development of emotional intelligence among 9-10 year old pupils undergoing testing, and subsequently to determine which are the causes underlying this score (See table 03).

Table 03. Results of testing across the entire group of subjects

Group of subjects				
Score	Girls	Boys	Girls + Boys	Percentage (%)
Under 100 p	32	37	69	46,56
100-150 p	36	40	76	53,43
150-199 p	0	0	0	0
200 p	0	0	0	0

The average score obtained by applying the test to the group of subjects indicates an average ability to adapt to unusual situations; it can be improved in developing the motivation of each pupil, finding appropriate solutions to the problems inherent in the school life, and establishing a high level of optimism and perseverance.

7. Conclusion

The factors that negatively influence the emotional development of pupils are very diverse, one of the most important is the behavioral baggage that the pupil is endowed with during the first years of his life in the family, how the child reacted with others. That is why the teacher has the important task of discovering pupils with anxiety, behavioral disorders, various mental illnesses caused by the lack of relationship and effective communication with their parents, finding ameliorative or even eliminatory solutions to these undesirable effects.

In the observed micro-examination was presented the degree of development of emotional intelligence on the group of subjects from 9 to 10 years old pupils in order to determine the adaptability of pupils to unusual situations or circumstances.

The teacher having a decisive role in the formation and development of human personality, especially the teacher, who "shapes" characters, must find and apply a series of educational strategies that give the pupil moral autonomy, self-esteem, management effectiveness of potential aggressive reactions, etc.

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