



## An array of non-cognitive capabilities, competencies and skills coping with environmental demands

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### Abstract

Emotional intelligence as conceptualized by Salovey and Mayer (1990) consisted of three different categories of adaptive abilities. Firstly, it is appraisal and expression in the self as well as others. Secondly, there is a regulation of emotion in the self and others. Thirdly, it is utilization of emotion that includes flexible planning, creative thinking, redirected attention and motivation. It has basic five domains viz. Self Awareness, Managing Emotions, Motivating Oneself, Empathy, and Handling Relationship. The application of the principle of emotional intelligence to the work and everyday life would be most advantageous, especially for students. This paper highlights the concept, skills, model, components, importance and ways to develop emotional intelligence among students.

**Keywords:** appraisal and expression, creative thinking, emotion, emotional intelligence, empathy, motivation

### Introduction

The word intelligence is as old as human existence and symbiotically associated with thinking skills that distinguish an individual from another and most importantly a predictor of life adjustment in the society. When psychologists began to write and think about intelligence, they focused on cognitive aspects, such as memory and problem-solving. However, there were researchers who recognized early on that the non-cognitive aspects were also important. For instance, David Wechsler defined intelligence as “the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment” (Wechsler, 1958, p.7)<sup>[10]</sup> As early as 1940 he referred to “non-intellective” as well as “intellective” elements (Wechsler, 1940), by which he meant affective, personal and social factors. Furthermore, as early as 1943 Wechsler was proposing that the non-intellective abilities are essential for predicting one’s ability to succeed in life. Wechsler was not the only researcher who saw non-cognitive aspects of intelligence to be important for adaptation and success. Robert Thorndike was writing about “social intelligence” in the late thirties (Thorndike & Stein, 1937)<sup>[8]</sup>. Unfortunately, the work of these early pioneers was largely forgotten or overlooked until 1983 when Howard Gardener began to write about “multiple intelligence”. Gardener (1983)<sup>[3]</sup> proposed that “intrapersonal” and “interpersonal” intelligences are as important as the type of intelligence typically measured by IQ and related tests.

When Salovey and Mayer coined the term emotional intelligence in 1990 (Salovey and Mayer, 1990), they were aware of the previous work on non-cognitive aspects of intelligence. They described emotional intelligence as “a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action” (Salovey and Mayer, 1990).

Emotional intelligence as conceptualized by Salovey and Mayer (1990) consisted of three different categories of adaptive abilities. Firstly, it is appraisal and expression in the self as well as others. In the self there are verbal and non-verbal components. In the others, there are non-verbal perception and empathy. Secondly, there is a regulation of emotion in the self and others. Thirdly, it is utilization of emotion that includes flexible planning, creative thinking, redirected attention and motivation. Goleman (1995) defined that emotional intelligence is the ability in realizing one’s own feelings as well as the feelings of others in order to build up self inducement, to manage personal emotions and the emotions occurred from various associations. According to Goleman, the term emotions refer to a feeling and its distinctive thoughts, psychological and biological states and range of propensities to act. These expressions are anger, sorrow, fear, joy, love, repulsion, surprise and shame etc. In general EI is the accumulation of all non-cognitive and non-physical capabilities, competencies and skills a person has, that help him/her to deal with the demands and pressure of everyday life. Cooper and Swaraf gave a definition for ‘Emotional Intelligence’ that it is the personal ability to perceive, understand and apply the power of knowing the mood, as the ground of forces and data to build up associations to influence people. Baron in 2005 conceptualizes emotional intelligence as an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures. He divides emotional intelligence into five skill areas:

1. Mood; optimism and joy
2. Stress management; impulse control and tolerance
3. Intrapersonal skills; self actualization, self esteem, independence, self awareness
4. Interpersonal skills; relationship, empathy
5. Adaptability; flexibility and problem solving.

Mayer *et al.* (2000) propose a four branch model of EI encompassing the following psychological processes:

1. An awareness of one's own and others' emotions and an ability to monitor emotions and express them appropriately
2. An ability to use emotions to facilitate thought and to guide selective attention
3. An ability to understand emotions, for example, why certain emotions arise in certain situations and how different emotions relate to one another
4. The ability to regulate emotions.

### Model of emotional intelligence

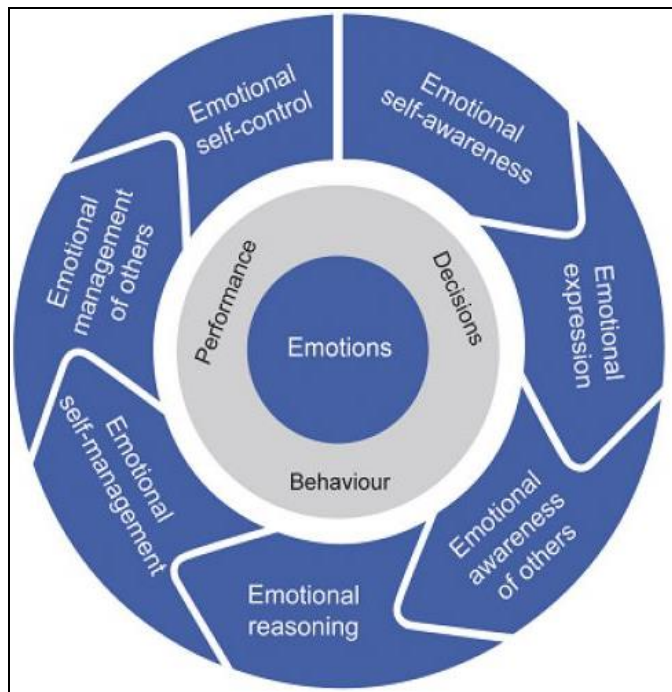


Fig 1

The sets of abilities (verbal and nonverbal) that enable a person to generate, recognize, express, understand, and evaluate their own, and others, emotions in order to guide thinking and action that successfully cope with environmental demands and pressures.” (Rooy and Viswesvaran 2005)<sup>[7]</sup>.

### Components of emotional intelligence

According to Salovey and Mayer (1990) emotional intelligence categorized into five domains:

1. **Self Awareness:** Observing yourself and recognizing of feeling as it happens.
2. **Managing Emotions:** Handling feelings so that they are appropriate to realized what is behind a feeling, finding ways to handle fears and anxieties, anger and sadness.
3. **Motivating Oneself:** Channeling emotions in the service of a goal; emotional self control's delaying gratification and stifling impulse.
4. **Empathy:** Sensitivity to other's feelings and concerns and taking their perspective; appreciating the differences in how people feel about things.
5. **Handling Relationship:** Managing emotions in others,

social competence and social skills.

Wagner and Sternberg classified it into three categories as follows:

1. **Managing Self:** This refers to the ability in administering of managing self in everyday to get the highest results such as sequencing of activities; self instigation and inducement to achievement; build up good self inducement; be daring for ventures; not to be discouraged, know the limit of one's own potentiality.
2. **Managing Others:** This is the skill in managing the subordinates, and the social relations; the ability in getting along with other; the ability to entrust work according to the aptitude of the person.
3. **Managing Career:** This is the matter of building up a good impact to the community, the organization and the country, building up one's own fame and reputation. A person should arrange his own needs to be in consistent with the organization's point of interest. He should also influence associated persons to give their concurrence.

### Principles of emotional intelligence

The application of the principle of Emotional intelligence to the work and everyday life would be most advantageous. These are as follows:

1. **Communication:** Able to express one's feeling and emotion in the appropriate occasion, with the understanding of the feeling of others. A person with EI knows how to smile? He knows how to listen patiently to other people's problems. He will not feel/be alienated from the people, the nature or from his own life.
2. **Operation:** The Emotional Intelligence sublimes the initiation it would conduce production which responds to the target; promote better co-ordination in the work.
3. **Administration:** Emotional Intelligence enhances the talent of artful leader in utilizing people and in capturing their hearts. It gives chance for the administrator to study and develop the staff. It can influence people to accomplish require task.
4. **Service:** EI conduces the good listening and the responding with loyalty.
5. **Understand one's own life as well as the others:** EI gives the introspective insight before getting to know others. The knowing of oneself and of others would induce interaction among themselves; where by the potentiality can be used in full and the family life would be happy through the understanding of each other.

### Why do we need emotional intelligence?

Emotional intelligence has proven a better predictor of future success than IQ. Emotional intelligence of a person increases his confidence, curiosity, intentionality, self control, capacity to communicate and ability to cooperate (Goleman, 1995). According to Goleman (1995), “Emotional intelligence, the skill that helps in harmonizing, should become increasingly as a work place asset in the years to come.” People high on EI are better able to pick up non-verbal cues in a communication procedure. People who cannot marshal some control over their emotional life fight inner battles that sabotage their ability for focused work and clear thought (Druskat and Wolff, 2001).

Emotional deregulation can lead to work and relationship difficulties and is associated with clinical problems such as anxiety and mood disorders. Deficits in emotional intelligence can create serious problems in our relationship and influence our physical health. Individual who are not aware of their own feelings cannot make intelligent choices, are often low in expressiveness (Malandro, Barker and Barker, 1994). Goleman (1995) suggests that concept of EI helps us to understand why people with high IQ's don't always do as well in life as those with more modest intellectual ability. Emotional intelligence may protect people from stress and lead to better adaptation.

### **Ways to develop the emotional intelligence**

Harris (1999) has highlighted the importance social factors such as attachment status and psychological discourse in the development of children's emotional understanding.

Scharfe (2000) reports a number of studies (e. g. Malatesta, Culver, Tesman, Shepard, 1989; Malatesta-Magai, Leak, Tesman, Culver, Shepard and Smaggia in 1994) to suggest that the capacity to express emotions is affected by maternal expressivity behavior, and researchers such as Cassidy (1994) have asserted that there is ample evidence suggesting that infant/child temperament, which is to some extent determined by genetic factors, determines the development (and stability) of differences in the ability to regulate emotions.

In addition to these earlier studies on emotional development, some recent studies have directly examined how EI might develop. Findings by Jausovec, Jausovec and Gerlic (2001) support a genetic component of EI, as evidenced by different brain activity patterns between high EI and average EI individuals.

In support of the influence of family environment on the development of EI, Tiwari and Srivastava (2004) found a positive relationship between EI and perceived environmental quality of home and school. So it is clear from the studies that EI develops as a result of both genetics and life experiences.

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