



ORIGINAL PAPER

Emotional Intelligence as a Type of Cognitive Ability

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Abstract

Defined as the capability of individuals to recognize their own emotions and those of others, Emotional Intelligence first became popular thanks to Daniel Goleman's *Emotional Intelligence* (1995). Up until then, the term "Intelligence" was equated with a high Intelligence Quotient, or IQ. Goleman's research theorized that humans are made up of different kinds of intelligences and claimed that Emotional Intelligence was just as important as Intelligence Quotient, in creating functional well-balanced people.

Students with high Emotional Intelligence abilities tend to be more agreeable, open to new ideas and conscientious. They are more likely to be mentally and physically healthier, create less interpersonal drama and function more effectively than students with low EI. Studies indicate that Emotional Intelligence can be inherited or partly learned in early life. However, students can improve their EI skills by tuning into their own feelings, learning about how they function and how to manage them.

Early education is essential, as emotions are crucial to effective thoughts, helping students to make wise decisions and allowing them to think clearly. A student with a low EI has poor impulse control and may feel agitated, troubled and anxious. This type of student is at risk for academic failure or relational problems. In order to avoid such an outcome, students should learn how to master mindfulness practices, that is moment-by-moment awareness of thoughts, feelings, bodily sensations and surrounding environment, characterized by what is called "acceptance". Cooperative learning is another way of EI development, as it offers students plenty of practice in the benefits and the challenges of working with others. Taking turns, having different opinions, different goals, different personalities, all require lots of practice in cooperation, but positively correlate with good social interactions and negatively correlate with deviance from social norms or anti-social behavior, measured both in and out of school, as reported by students, their own family members or teachers.

Keywords: *education; Emotional Intelligence; interaction; skill; practice.*

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Introduction

It may come as no surprise the observation that feelings and emotions affect people's conduct and actions. The world that we are living in has the valences of an extraordinary motivator when we are at ease with ourselves, when we feel good about who we are or what we do. This is what encourages us to express our personality in a more advanced manner, to become innovative, creative and optimistic people. This result can be accomplished by personal and social awareness and proper emotional feedback in specific circumstances. As a consequence, a person that can be classified as emotionally intelligent can mould his attitude in relation with himself and others with the purpose of producing better results in inter-human relationships and at work.

Awe, gratitude, trust, pride, delight and so on are human emotions that can vary in intensity or nuances. These are positive emotions which, according to Cohn and Fredrickson (2009:64), include pleasant or desirable responses to various situations. These reactions run from enthusiasm to satisfaction and can be considered as indicators of people's level of happiness. They additionally give hints on the future development, career or achievements of a person. Emotions of this kind greatly influence people's work, relationships, mental and physical wellbeing and, ultimately, life span. Positive emotions will occur in safe environments or controllable circumstances and lead to the quest for new assets or consolidation of what has been already acquired. When these resources are found, they outlast the temporary emotional state and add to progress. Positive human emotions such those already mentioned at the beginning of this paragraph expand perception, attention, inspiration, critical thinking and social cognition and the ways in which these may be interconnected with the effects of positive emotions on significant life results.

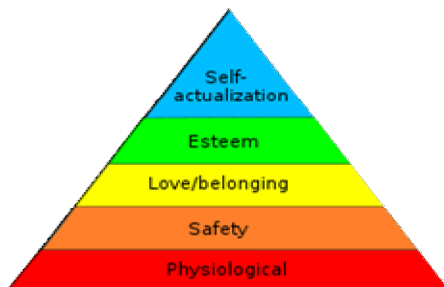


Figure 1. Maslow's Hierarchy of Needs

Source:

<https://commons.wikimedia.org/wiki/File:MaslowsHierarchyOfNeeds.svg>

Abraham Maslow and Carl Rogers were among the pioneers in analyzing people as having many assets for their prosperity, instead of treating them as “a bag of symptoms”. Maslow's “Hierarchy of Needs” (fig. 1) still serves as a point of reference when we consider the fundamental needs of the human being. Maslow claimed that successful fulfillment of each layer of needs plays an essential role in the advancement of human personality.

The highest need presented in his hierarchy of needs, which is self-actualization, represents the accomplishment of our maximal capabilities. Those individuals who finally achieve self-actualization are believed to represent the best psychological and mental condition of health. Developing self-awareness is a process that implies spending time to reflect, to observe, to comprehend one's reactions, emotions and conduct.

The more individuals know about themselves, the more they are able to respond in a more suitable manner. It is the so-called “Emotional Intelligence”. The origins of Emotional Intelligence can be encountered in Darwin's work on the importance of emotional expression for survival. As early as the beginning of the XXth century,

commonly used definitions of intelligence as human intellectual ability highlighted cognitive concepts such as memory and the ability of finding solutions to problems. However, a number of analysts in the domain of intelligence started to acknowledge the importance of the non-cognitive aspects. Thorndike (1920) coined the term of “Social Intelligence” and defined it as “the ability to understand and manage men and women, boys and girls, to act”. When psychologists started to give importance to this new concept, they essentially centered their attention on cognitive aspects such as memory and problem-solving, although other researchers asserted that the non-cognitive aspects were likewise significant components of intelligence as human mental ability.

Emotional Intelligence was defined as the human ability to recognize one’s own emotions and those of other people, discern between different feelings and label them appropriately. The concept of Emotional Intelligence implies the coexistence of two different notions: “emotion” and “intelligence”, so it is essential to define these components that form Emotional Intelligence. Various definitions have been given to the concept of emotion by psychologists, but it has been commonly agreed that emotions are psycho-physiological reactions to environmental stimuli (Gerrig, & Zimbardo, 2002:4). Keltner, Oatley & Jenkins (2013: 27) defined emotions as “multifaceted responses to events that we see as challenges or opportunities in our inner or outer world, events that are important to our goals –particularly our social goals”. However, intelligence implies intricate mental processes implying mental abilities such as problem-solving, reasoning, learning and comprehension, which can also be defined as “the ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome the obstacles by taking thought” (Neisser et al., 1996: 1). The research on Emotional Intelligence found out that the aspects involved in the abilities to manage one’s own behavior have direct connections with the ability of understanding the behavior of other individuals. It also emphasizes the importance of non-cognitive skills in human intelligence.

A special consideration in Emotional Intelligence research should be given to the ways in which emotions influence reasoning and to whether reasoning about emotions can be considered intelligent (Salovey, Brackett, & Mayer, 2004). In light of these considerations, Mayer, Salovey and Caruso (2004: 197) revised their definition of Emotional Intelligence as “the capacity to reason about emotions, and of emotions, to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth”. As a consequence, exhibiting appropriate emotions in certain circumstances requires high intellectual skills that allow people to understand, analyze, process and evaluate situations in given conditions. It is worth mentioning that Emotional Intelligence assesses the impact of emotion and intelligence, as this evaluation helps to understand the interaction between Emotional Intelligence and the components of cognition.

Emotional Intelligence also deals with inter-human relationships and the perception and analysis of other people’s reaction and emotions in certain situations, conducting to proper response in the thinking process and the human interaction. Moreover, a connection between social and emotional intelligence is set, as both constructs are somehow intertwined. Wechsler (1940:116) highlighted the intellectual and non-intellectual factors of intelligence as general human ability; the concept of “non-intellectual” refers to personality traits that can have an impact on success to the

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similar extent as the intellectual constituents do. The researcher claimed that non-intellectual components, which include cognitive and affective abilities, play an essential role because they can influence the way in which human beings behave. Wechsler also emphasized that affective cognitive abilities have an important role in the human intelligence, therefore Emotional Intelligence should be considered a constitutive part of general intelligence. He used the term “social intelligence” to describe non-cognitive aspects as components of intelligence, while Gardner (1983: 88) divided the concept into intrapersonal and interpersonal intelligence, which are basically two fields of intelligence dealing with communication skills and self-analysis. Gardner’s concept of “intrapersonal intelligence” is quite similar to the idea of Emotional Intelligence: “the ability to use, understand and regulate one’s emotions”, as it explicitly features the role of self-analysis on our own personal conduct and the impact that it has on emotions. Fundamentally, specialized literature on the topic of Emotional Intelligence has identified two main perspectives: researchers that are a lot more extensive in their definitions and incorporate a variety of traits; researchers that refer to it as to an ability-based model that is specific in its focus. Goleman (1995: 60) conceptualized Emotional Intelligence as a set of personal and social competencies necessary for survival and adaptation, whereas other researchers consider Emotional Intelligence to be an inferior personality trait (Petrides & Furnham, 2006: 41) or a mental ability (Mayer-Salovey 2000: 83). Due to the fact that emotional abilities are regarded as distinct from other components, any relationships identified are less likely to be connected to these other components. In light of these reasons, the Mayer-Salovey perspective has been considered to be the best model to be used in research, as it is placed at the crossroads of emotions and cognition.

Types of Classification

Emotional Intelligence first became popular thanks to psychologists John Mayer and Peter Salovey, who coined the term “Emotional Intelligence” and classified it in four branches:

- Emotional Perception, which is the ability to be self-aware of emotions and to communicate emotions and emotional needs in an accurate manner. Emotional Perception also incorporates the capacity to distinguish between honest and dishonest expressions of emotion;
- Emotional Assimilation, which is the ability to distinguish among the various emotions, such as feelings which identify those that have a representative impact on their cognitive processes;
- Emotional Understanding, which is the ability to comprehend complex emotions and the ability to perceive changes in specific circumstances;
- Emotional Management, which is the ability to engage or disengage from an emotion, depending on its usefulness in a given situation.

Daniel Goleman’s *Emotional Intelligence* (1995) broadened Mayer’s and Salovey’s four-branch system to a five-level domain of Emotional Intelligence. The first three dimensions (self-awareness, self-regulation and motivation) described personal competencies related to acknowledging and managing emotions in oneself. The remaining two dimensions (empathy and social skills) described social competencies related to knowing and managing the emotions of other people:

- emotional self-awareness - knowing what one is feeling at any given time and understanding the impact those moods, emotions and feelings have on other individuals;
- self-regulation - controlling or redirecting one's emotions; anticipating consequences before acting on impulse;
- motivation - making use of emotional factors to the purpose of achieving goals, enjoying the learning process and driving forward notwithstanding obstacles;
- empathy - sensing the emotions of others;
- social skills - managing relationships, inspiring others and inducing desired responses from them.

Up until these classifications, the term “intelligence” was equated with a high Intelligence Quotient, or IQ. Goleman’s research theorized that humans are made up of different kinds of intelligences and claimed that Emotional Intelligence was similarly as significant as Intelligence Quotient, in creating fully functional, well-balanced people. The key to such an outcome is the focus on Emotional Intelligence, more exactly on what is right to do. Martin Seligman (1990:292) stated: “What we want is not blind optimism – optimism with its eyes open. We must be able to use pessimism’s keen sense of reality when we need it, but without having to dwell in its dark shadows”. As the founder of Positive Psychology, Seligman theorized that people get more motivation, feel better with their lives and have more success simply by concentrating on what is working and what is right, as opposed to fixing what is wrong. However, Seligman is rather cautious praising optimism, as he reckons that optimism has its limits, referring to its selective application to culture, potential to function as a mask and as a possibility to encourage responsibility bypassing. For Seligman (1990:291), limitations of this kind “don’t nullify the benefits of optimism; rather they put it in perspective”. Seligman draws attention that there is a difference between the so-called “learned optimism”, acquired during one’s lifetime, and the power of positive thinking. He claimed that the power of positive thinking involves a prone-to-error way of thinking, whereas learned optimism involves realistic consideration of all situations encountered. This is supported by research, which has showed that perseverant rehearsal of positive statements has no bearing on long-term positive outcomes.

Optimism and Emotional Intelligence are intertwined. Perceiving, understanding,

managing and using emotions are the four key components of Emotional Intelligence (fig. 2), which basically deals with the ability to identify your own and others’ feelings so that one can interpret and manage them effectively. People with high levels of Emotional Intelligence tend to be more agreeable, open to new ideas and conscientious. These types of people are generally mentally and physically healthier and function more efficiently

in their careers and even personal lives than people with lower Emotional Intelligence levels.

Emotions are present in every

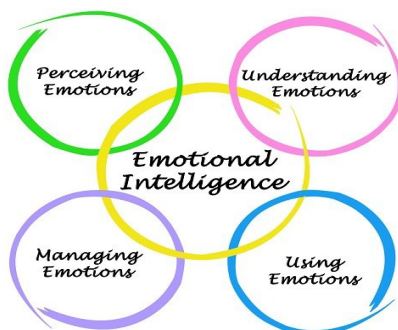


Figure 2. Emotional Intelligence

Source:

<https://medium.com/@anubhalifecoach/emotional-intelligence-is-the-skill-of-perceiving-understanding-and-managing-ones-own-emotions-16126c936c8b>

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aspect of what people generally do, following the acquiring information - analysis - decision making pattern. Emotionally intelligent people identify and recognize this pattern and use their intellect and cognitive processes to manage their feelings and emotions, as opposed to granting them control over the human conduct. The concept of Emotional Intelligence has become a very important indicator of a person's knowledge, skills and abilities in workplace, school and personal life. The results of the studies conducted in this field suggest that Emotional Intelligence plays a significant role in job performance, motivation, decision making, successful management and leadership. As a consequence, applying Emotional Intelligence methodology in education can have lots of benefits for students. It does not only accomplish their desire, but also increases their efficiency in their field. Everyone experiences and relates their feelings and emotions in their lives. Emotions contain valuable information about interhuman connections, behavior and every aspect of the human life around us. The latest researches show that emotions are constructive and have an essential contribution to enhance performance and better decision making both at job and in private life. There are several important advantages of Emotional Intelligence: it improves interpersonal relationships, it enhances communication with people, it creates better empathy skills, it helps acting with integrity, it helps you to get respect from others, it helps improve career prospects, it helps one feel confident and positive in attitude, it helps reduce stress levels, it helps increase creativity and it helps individuals learn from mistakes.

Emotional intelligence joins in itself two separate terms: "emotion" and "intelligence", so it is very important to begin by defining these components of Emotional Intelligence. Psychologists describe the term of "emotion" in various manners, yet commonly conclude that emotions are psycho-physiological reactions to environmental boosts (Lazarus, 1991), thus the following definition can be proposed: "emotions are multifaceted responses to events that we see as challenges or opportunities in our inner or outer world, events that are important to our goals – particularly our social goals" (Keltner, Oatley, & Jenkins, 2013:27). However, intelligence is a intricate phenomenon including numerous abilities such as critical thinking, problem-solving and learning (Lynn & Vanhanen, 2002:74) which can likewise be characterized as "the ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome the obstacles by taking thought" (Neisser et al., 1996:1).

The connection between emotion and intelligence has been an interesting topic for researchers, as emotion is a psychological phenomenon being solidly linked to thinking process because of its capacity to have impact on cognition (Mohanty & Suar, 2014:99). However, it is critical to take note that Emotional Intelligence is not about the impact that emotion has on cognition, but rather about increased mental and emotional capacities that people possess (Salovey, Brackett, & Mayer, 2004).

Emotional Intelligence and the Cognitive Processes

Emotional Intelligence has a great contribution to cognitive processes. Cognition is commonly defined as the mental action or process of acquiring knowledge and understanding through, experience and senses. It refers to a series of particularities of intellectual functions and processes such as attention, forming of knowledge, memory, judgment, evaluation, reasoning, problem solving, decision making, comprehension and production of language. Cognitive processes use information already acquired and creating new knowledge. They consist of a series of mental capabilities or

procedures that are part of almost all human actions. Cognitive abilities are brain-based aptitudes we need in order to perform task from the easiest to the most intricate. Cognition deals more with the mechanisms of how we learn, find solutions or focus on specific issues, rather than with any actual knowledge. For example, picking up the phone implies perception (hearing the ring tone), making choice (whether to answer or not), motor skill (the physical action of lifting the phone receiver), language aptitudes (using language as a communicative channel) and social skills (deciphering manner of speaking and interacting with another individual).

To the moment of this present study, research exploring the association of Emotional Intelligence as a mental ability with other elements, such as cognition, has been quite inconsistent. Higher Emotional Intelligence has been linked to improved interpersonal relationships (Lopes et al., 2004) or to a higher degree of self-sufficiency and ability to select partners with more positive attributes (Amitay & Mongrain, 2007). Dunn, Brackett, Ashton-James, Schneiderman and Salovey (2007) identified aspects of Emotional Intelligence to be a critical indicator of determining accuracy in various emotional circumstances, leading to a superior decision-making ability.

As a sort of cognitive ability, Emotional Intelligence represents a larger structure than any particular model currently described and hence can be analyzed from a multitude of perspectives (Austin & Saklofske, 2005). In any case, the broader utilization of the concept “intelligence” assumes that Emotional Intelligence as a cognitive structure should match the nomological network that most scientists would recognize and comprehend. In order to be considered as intelligence, there must be a general agreement that minimum three criteria must be met (Mayer, Salovey & Caruso, 2000). Firstly, intelligence must show mental capacity instead of non-intellectual feature or character descriptors. This implies the ability to take part in abstract thinking, to learn and to find solutions to problems so as to adjust to the environment (Sternberg, Lautrey & Lubart, 2003). Secondly, intelligence must have the option to be psychometrically connected to a comparable set of capabilities. Features of intelligence such as verbal understanding or perceptual association, for instance, can be recognized by measures that seem to indicate the processing of knowledge of a particular type (Carroll, 1993:107). The ability to take part in this sort of critical thinking can be evaluated and analyzed from a psychometrical perspective. In the same time, a dimension of Emotional Intelligence must be recognizable by the ability to perform emotionally related to critical thinking. Thirdly, there ought to be a formative direction for intelligence; more exactly, it should span from early childhood to adulthood as the consequence of experience.

Despite the fact that there is solid proof that Emotional Intelligence can have the valences of a cognitive ability, perspective that was proposed by Goleman (1990:51), he was criticized by Eysenck (2000), who argued that Goleman's description of Emotional Intelligence contains unverified suppositions about intelligence in general and that it even demonstrates the opposite of what researchers have come to expect when analyzing types of intelligence. Similarly, Locke (2005) claimed that the concept of Emotional Intelligence is in itself a distorted interpretation of the intelligence construct, and he gives an alternative interpretation: it is not another form or sort of intelligence, but pure intelligence, that is the ability to interpret and comprehend abstract notions, applied to a particular life domain - emotions. He proposes that the concept should be renamed and referred to as a capability. The core of this criticism is that scientific research relies on the use of valid and steady constructs and that before the coining of the term Emotional Intelligence, psychologists had established theoretical qualifications between elements

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such as skills and accomplishments, attitudes and values, personality traits and emotional states. In addition, Locke (2005:52) views the concept of Emotional Intelligence created by Goleman as misconception of general intelligence and suggests that Emotional Intelligence is basically the same type of general intelligence defined as mental ability to think abstractly.

The link between cognitive ability and general intelligence is consistent, and evidence also suggests that Emotional Intelligence and Cognitive Intelligence are related, but they can also influence each other. It is therefore important to develop both types of intelligence, allowing emotions and cognitive abilities like attention, memory, reasoning abilities and planning to co-exist. Both aspects are essential to give the most appropriate response in specific situations. Emotional education is the key for the development of Emotional Intelligence but, at the same time, it is essential to develop cognitive abilities. There are various types of possibilities to improve abilities such as cognitive stimulation, a strategy that is being used more and more and allows the cognitive abilities and skills of different profiles of the population to work in different contexts. Cognitive stimulation refers to the preparation of cognitive abilities or skills. These are defined as a group of mental activities that have as purpose the processing of the information our brains acquires. By using specific methods, cognitive processes tend to enhance the performance of mental capabilities such as memory, attention, perception, or logical reasoning. The cognitive ability has been depicted as a psychological component spanning to various degrees that can be found in individuals. This ability deals with learning, acquiring information, gaining knowledge and making logical decisions based on the information previously acquired. Moreover, it deals with the capacity of problem-solving in situations where previously acquired knowledge is not available. The cognitive ability also can be viewed as one's capacity to adjust to the environment. Adaptability includes a series of subcomponents such as learning from experience, problem-solving when faced with unexpected situations and controlling one's internal and external environments by shaping them whenever necessary. (Sternberg, 2003:90). Apart from dealing with the challenges of newly-encountered situations, adaptability should also incorporate goal-directed coordinated conduct (Newman & Just, 2004:34).

The main focus of Emotional Intelligence research is how emotions make critical thinking more efficient and whether reasoning about emotions can be considered intelligent (Salovey, Brackett, & Mayer, 2004). Mayer, Salovey and Caruso (2004) revised the definition of Emotional Intelligence as "the capacity to reason about emotions, and of emotions, to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (2004: 197).

Starting from this definition, creating emotions to match a specific framework is not the only objective of Emotional Intelligence; it requires high intellectual abilities that would permit people to decipher, comprehend, analyze, process and assess emotions in different circumstances. It is important to specify that Emotional Intelligence evaluates the contribution of emotion and intelligence components, the role of each are similarly significant, while in the field of emotional impact on cognition, emotions have a prevailing role.

Models of Emotional Intelligence

Ability model, mixed model and trait model have been identified as the three main constituents of Emotional Intelligence. The ability model was identified by Salovey and Mayer (1997) and defines Emotional Intelligence as a set of various capacities that can make people react in different ways in their emotional understanding and critical thinking. The ability model is similar to the mixed model, as these two models have in common the same idea by stressing the management of one's own emotions and understanding the emotions of other people. The trait model can be defined as "a constellation of emotional self-perception located at the lower levels of personality hierarchies" (Petrides, Pita, & Kokkinaki, 2007:79). Emotional Intelligence is dictated by individual comprehension of self-abilities, subsequently turning Emotional Intelligence into a matter of subjective experience.

Studies indicate that Emotional Intelligence can be inherited or partly learned in early life. However, students can improve their Emotional Intelligence skills by tuning into their own feelings, learning about how they function and how to manage them. Early education is essential, as emotions are crucial to effective thoughts, helping students to make wise decisions and allowing them to think clearly. A student with a low EI has poor impulse control and may feel agitated, troubled and anxious. This type of students is at risk for academic failure, relational problems, even future alcohol and drug abuse because they have an inconsistent emotional control.

Improving students' Emotional Intelligence can lead to improvement in their academic performance. Teaching emotional skills at school can trigger an upgrade in students' relations other individuals at work and in career, compared to those who have a lower level of Emotional Intelligence. This will result in the progress and the improvement of job related decision making process, as Emotional Intelligence has direct effect on the rate of efficiency and the success of individuals. Vernon et al. (2008) concluded after extensive research that Emotional Intelligence has a significant effect on the students' academic progress as well as on the individuals' conduct. Salovey et al. (2002) studied the relation between Emotional Intelligence and dealing with stress among the students and concluded that there is a significant positive relation between understanding the Emotional Intelligence and psychological performance.

The level of Emotional Intelligence from the legacy perspective is not changeable and varies throughout life, being learned and moulded by learning experiences. Studies that analyze the degree of Emotional Intelligence during one's lifetime show that people gain more abilities and skills by efficient management of their emotions. Adults become better than others in Emotional Intelligence skills as Emotional Intelligence is doubled by the increase in age and experience from childhood to adulthood. (Goleman, 2000: 16). All types of emotional experiences from fundamental feelings to emotions are the result of intellectual meanings. In addition to Emotional Intelligence as cognitive ability, social tolerance is also important in career and academic progress, as social tolerance is intertwined with academic progress. Educational systems all over the world have to deal with teaching challenges and creation of emotional skills in children. Only by adding supplementary information to the standards of educational programs will the development of emotional skills be encouraged.

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Methods of Teaching Emotional Intelligence to Students

Teaching Emotional Intelligence to students can be done by performing a set of activities as follows:

- Active listening

The skill of active listening is an essential method of helping students to create a two-way oriented communication flux. It involves following dialogue and giving answers to other people and demonstrating the comprehension of the notional content by oral summarising of the messages that have been received.

- A vocabulary oriented towards feelings and emotions

Interhuman relationships can be improved by aiding students develop and enhance their emotion vocabulary. Encouraging students to understand the difference among words denoting emotions and feelings represents a new tool for developing future Emotional Intelligence abilities.

- Developing self-awareness

If students display low levels of self-awareness, they can be considered at risk of dealing with interpersonal relationships in an inappropriate manner, so developing this type of ability is an important factor in order to overcome such an inconvenience. Probably one of the most appropriate methods of helping students develop self-awareness include teaching metacognitive strategies by requesting to ask self-reflective questions or even by using communication self-evaluation questionnaires, which may prove useful in helping students understand their interpersonal skills.

- Teaching empathy

Empathy is the ability to take the perspective of another person while being non-judgemental, acknowledging the emotions other people might be experiencing. It can be defined as a mental ability to perceive the thoughts and feelings of others and the ability to feel or understand the context of a person's situation. Evidence suggests that reading is a great way to develop this skill, as it helps developing critical thinking as well as reflecting on other people's perspective. Empathy is developed mainly through observing how other people show empathy.

- Managing emotions and self-regulation

Helping students improve their self-regulation represents one of the most efficient ways to support students, as it deals with impulse control and emotions management. Elements such as compromise, dealing with anxiety and public attitude are Emotional Intelligence components that can be improved as a result of self-regulation.

Benefits of Emotional Intelligence for Students

Developing Emotional Intelligence can have a lot of benefits for students:

- Managing emotions

When students have good Emotional Intelligence skills, they can deal with this competitive world in a far better way. Students can face the toughest circumstances and they can adjust to people with different nature and temperament. Most importantly, they can control their emotions and take practical decisions anytime.

- Better communication

People experience all kinds of emotions and feelings: anger, anxiety, fear, jealousy, happiness, sadness and the list may continue. An Emotional Intelligence test will help students communicate better in this world by controlling their emotions in specific situations. Emotional Intelligence will help them improve their linguistic skills and will also help students express their views and ideas without hesitation.

- Build new relations

A good management of emotions leads to a better way of building new relationships. Students can exchange their opinions and get or offer help in the academic field.

- Reduction in stress

Not only adults are victims of stress, but students also have to cope up with the same situations in school and colleges. Stress can have a negative impact on people and it is the biggest problem to overcome when students want to do something new. Emotional Intelligence will help students to manage stress and to perform well even in stressful conditions.

- Sympathy towards others

Emotional Intelligence will help students to sympathize with other students. They can understand others and help them solve their problems. Emotional Intelligence can help students set a perfect example for other students in the school, college and universities.

Conclusion

All things considered, Emotional Intelligence plays an essential role in the improvement of academic progress, in interhuman relationships and in professional careers. Students should learn how to master mindfulness practices, that is moment-by-moment awareness of thoughts, feelings, bodily sensations and surrounding environment, characterized by what is called “acceptance”. Cooperative learning is another type of Emotional Intelligence development, as it offers students plenty of practice in the benefits and the challenges of working with others. Taking turns, having different opinions, different goals, different personalities, all these aspects require a lot of practice in cooperation, but positively correlate with good social interactions and negatively correlate with deviance from social norms.

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