# EMOTIONAL INTELLIGENCE AND ITS DEVELOPMENT IN SCHOOL - WITH A SPECIAL VIEW TO TALENT MANAGEMENT

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*The author of this paper is engaged in the research of the personal traits of pupils and their cognoscibility within the school environment. In this paper, the author endeavours to describe only one aspect of this question, the emotional intelligence, and the psychological and pedagogical background thereof, as well as the still immature school practice of development. In agreement with many, the author posits that emotional intelligence plays a key role in both learning and relationships, simultaneously, in everyday life. However, it is considered to be one of the least utilized fields of public education today. In this paper, the programs, methods and solutions related to emotional intelligence (tried and tested by alternative pedagogical schools) have been collected, and should be recommended to other schools.*

**Keywords:** definitions, models, and measurement tools of emotional intelligence

A great variety of definitions exist that describe emotional intelligence. In summary, emotional intelligence could be interpreted as a set of human abilities which improves emotional adaptation to the highest level. However, it has at least three basic (broader or narrower) interpretations. In the broadest instance, the interpretation relates to the level of cultural tendencies, which characterizes a given era. There are several entwined "time-spirits" (zeitgeists) coexisting within a given period, in the culture of the world. Human beings, in possession of the expected abilities, during a given period, are actively disposed towards, and adapt to, the various social groups in the given time period. According to another interpretation, such personality traits belong to the ability set of emotional intelligence, which are indisposable in achieving goals, in asserting oneself, and in success. (Such traits are: perseverance, achievement-motivation, social skills, and self-discipline). According to the narrowest interpretation (represented by academic psychology), emotional intelligence is the skills set that we use in the processing of emotional information (Oláh, 2005).

Distinguishing among the inner components of intelligence has been carried out for several decades. From its generic form, first creativity, then emotional intelligence, were separated. Some researchers emphasize its role as being capable of emotional social relations, as opposed to the personal cognitive nature of intelligence. According to Thorndike (1920), social intelligence is one of the components, which is a major element of human

relationships. In his opinion, it is imperative we understand others accurately, and behave accordingly. The intrapersonal intelligence component (self-monitoring and self-activating capability) and the interpersonal intelligence component (ability to establish relationships) both occur in Gardner's (1983) multiple intelligence concept. He establishes that there are certain people who manage these skills on the level of talent, and are able to utilize them well in their lifes or in their professions, for instance as leaders, psychologists, teachers, politicians, sportsmen or as artists, and we could go on with the list.

In the early days of researching emotional intelligence, researchers engage themselves in studying the reciprocal influence of recognition and emotion. Later, the brain research results of the 1990s also support the idea that an integrated cooperation exists between emotions and cognitive systems in the brain. The new constructivist approaches of cognitive psychology add further shades to the picture, according to which, every individual constructs their own world built on their own selective experiences. Sternberg (2001) emphasizes the importance of practical intelligence (in contrast to logical convergent tests) related to everyday work and activity (the author's comment: for instance, to creative artistic work). The challenges of life make people interested in finding solutions; therefore, the tasks that require this type of intelligence serve the purpose of satisfying needs or curiosity. Such problems are poorly defined; the related information or processing methods are incomplete, require divergent thinking and their solution relates to creativity. Sternberg refers to emotional intelligence and practical, application-like knowledge, as "hidden knowledge".

The German psychotherapist, Leuner, was the first to write about emotional intelligence, but today's multi-dimensional interpretation comes from Salovey and Mayer (1995). In the same year, Goleman (1995), a scientific journalist, publishes his book titled "Emotional Intelligence", which is also published in Hungarian two years later. This book suggests that the abilities of emotional intelligence are developmental, and as such, components of it can be attained with practice, which in turn, helps people get on well in their lives, and also that sense and sensibility are not opposite polarities of life, but instead, are in continuous interaction.

From the end of the 1990s onward, less definable, rather descriptive, too extensive and complicated models have been linked to the evolution of the emotional intelligence concept. These models can be divided into two categories: emotional intelligence trait models, and emotional intelligence ability models. Both of these categories have both rigorously structured, and factor-analysis controlled measurement tools.

The ability-based models of emotional intelligence focus on the achievement defined by the current abilities of a person. By using these skills, the individual can define its goals and solve its problems.

Mayer and Salovey look upon emotional intelligence as a generic term, which includes perception, recognition, assessment, verbal and nonverbal expression of emotions as well as the control of emotions, and the capabilities to use these emotions. (Salovey and Mayer, 1997; Mayer, 2001). This group of skills represents emotional knowledge, emotional intellectual development and well-being. (1) In this sense, emotional intelligence represents a group of special competences. The level of development of emotional competencies is a precondition for obtaining social and individual experience. Wide variations are evident in the case of each person (Salovey and Mayer, 1990, 1997; Oláh, 2005).

Mayer and Salovey develop a four-branch taxonomic (2) model (See: Figure 1.) The subcomponents (competences) of this system are the

following: emotional perception, emotional integration, emotional recognition, and the control of emotions. These four competences are built upon one another, and their sequence indicates the direction of development.

*Figure 1. The model of Salovey and Mayer, and the series of actions belonging to the competences*
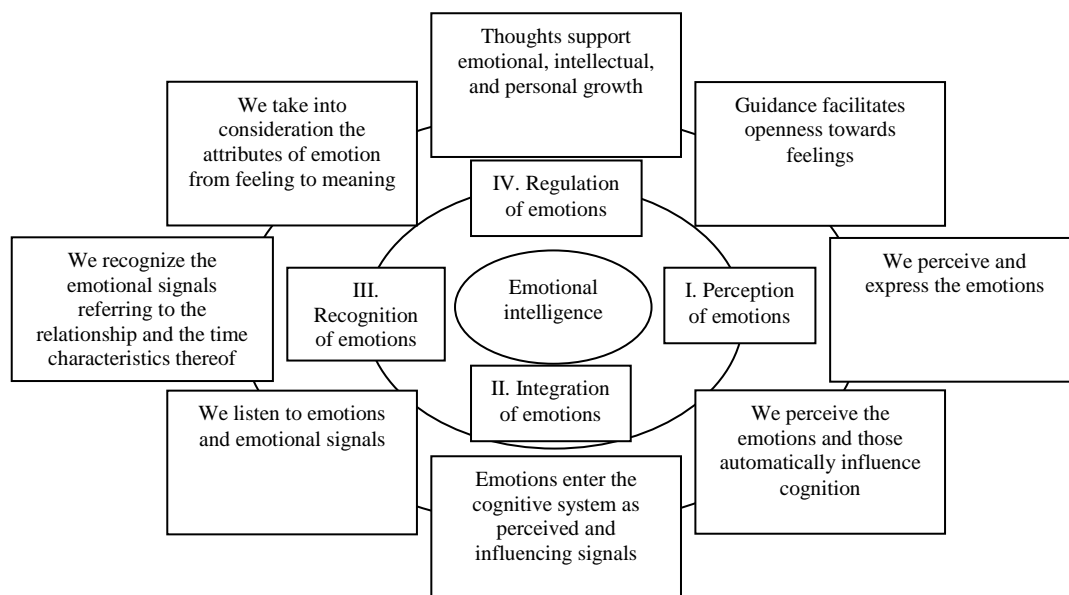


*(Source: The model was constructed by Oláh Attila, 2005:158-159)*

Emotional perception ability means that we are capable of perceiving, accurately expressing, identifying in a nuanced manner, and assessing our own, and others' emotions in various situations of life. The ability to integrate emotions is a precondition of emotional creativity, which is connected to problem-solving, decision-making, or forming judgements. Creative thinking falls under the influence of emotions and is characterized by the re-arrangement of thoughts, the establishing of priorities, and by strong emotional memory. Changes of mood help in developing several points of view, and in the integration thereof. The ability to recognise emotional information means emotional knowledge has been applied. Even in the case of complex, varied, and contradictory feelings, this helps the person reach an understanding of the relationship between the various emotions, the reasons and consequences of feelings, as well as understanding the recognition and prediction of emotional transitions. The ability to regulate emotions is important in managing one's own, and others' feelings, in terms of the utilization of the given emotion. This means, that the person in question, is capable of monitoring and assessing his or her emotions, of developing and maintaining the emotional conditions necessary for problem-solving, and being capable of ridding themselves of undesired emotions (Oláh, 2005).

People observe, evaluate, and express their own and others' emotions differently. Being able to express them verbally is also important, as it reduces and simplifies the response. This is the foundation of creating a supportive social environment (Mayer, Salovey and Caruso 1999; Oláh, 2005). Mental attitudes and ways of thinking are also different; they may be optimistic or pessimistic. Depending on one's mood at the time, we perceive problems in different ways. Different outcomes may be envisaged in our

mind's eye. Positive emotions help us realize goals, and increase emotional creativity. In a sad or pessimistic mood, problem solving becomes a more concentrated, slower, and more considered process. This way, both the positive and negative emotions may have performance-motivating impacts affecting different aspects (Isen & Daubman & Gorgoglione, 1987).

The recognition of emotional information and the utilization of emotional knowledge lead to emotional refinement, which manifests itself in correct and regulated behaviour. In addition to obtaining emotional experiences, openness in emotions and moods, behaviour giving rise to the desired emotions, and self-reflection, are important factors, as well as learning either mood-improving techniques, or ones to avoid unpleasant feelings (Oláh, 2005).

To their own feelings and behaviour, people respond with metaemotions of cognitive contents (3) – they try keeping their emotions under control–but at the same time, are not only capable of influencing others' emotions by supporting attention, humour, play, or by sharing the delights of some entertaining or artistic experience, etc., but can also convince, manipulate or blackmail (Gottman & Silver, 2000).

There are numerous tools available for the measurement of ability-based emotional intelligence; these are mainly objective performance tests (because, in the traditional sense, emotional intelligence is similar to cognitive ability). When these examinations were introduced, the use of subjective self-report tests was more prevalent. The test subject establishes his or her own low or high level of emotional intelligence.

Salovey et al. also compiled several measurement tools. Their initial tool included a "self-report" test (Trait Meta Mood Scale, 1995), which assesses emotional intelligence by observing and recognizing emotions, and by the subjects' ability to improve their mood. Additional measurement tools used by this group include two non-verbal performance tests, which use facial expressions (Multifactorial Emotional Intelligence Scale, 1997, and the Mayer-Salovey-Caruso Emotional Intelligence Scale, 1999). These are culture-independent measuring tools that use perception for the recognition of emotions. These tools bear a closer resemblance to traditional tools used to measure cognitive abilities (Salovey et al., 2000).

The perception of not only pictures or photographs expressing emotions, but also that of various creations of art, is also suitable for the investigation of emotions. For instance, there are several areas of research, which deal with measuring the emotions induced by music, and the relevant body reactions. These verify the notion that there is relevance between music and emotional intelligence. If the musical skills improve, the emotional abilities and skills will then also improve. Teachers report having the same experience when teaching the art of movement, theatre or visual arts.

The trait-based models of emotional intelligence, build on typical forms of behaviour induced by emotions, and on the relatively constant character traits of personality, which can be investigated by self-reporting questionnaires, by observing, and by the reports of others. Goleman's (1995) model belongs to this category. Goleman's emotional intelligence construct is also one of the more widely interpreted ones, as he looks upon emotional intelligence as a group of characteristics, which contains various personality traits. He breaks it down to five components: the knowledge and management of emotions, self-motivation, recognizing the emotions of others, and the management of relationships. He later reshapes these five components, by adding self-awareness, pulse-control, the ability to delaying reward, and stress- and distress-management to the first two original components, and describes them as jointly emotional competences. He

arranges the components (which cover practically the whole personality) into a hierarchic system. He breaks down the main competences into 25 subcomponents, such as political awareness, complaisance, self-assurance, conscientiousness, and performance-induction (Goleman, 1997).

According to Boyatzis, Goleman and Rhee (1999), the personal and social emotional competences are classifiable along with the recognition and regulation of other's emotions. Together they develop a four-dimensional measurement tool, called the "Emotional Competence Inventory". (See: Table 1.)

*Table 1. The matrix-arrangement of Goleman's and Boyatzi's emotional competence system*

|  | **Personal competences** | **Social competences** |
|---|---|---|
| **Recognition** | Emotional self-awareness | Social awareness |
|  | Exact self-evaluation | Empathy |
|  | Self-assuredness | Organisational awareness |
| **Regulation** | Self-control | Relationship management |
|  | Reliability | Development of others |
|  | Conscientiousness | Influencing |
|  | Adaptability | Communication |
|  | Result-orientedness | Conflict management |
|  | Initiative | Leadership skills |
|  |  | Change induction |
|  |  | Networking (Establishing relationships) |
|  |  | Teamwork and cooperation |

*(Source: The table was compiled by Kafetsios, Konstantinos, 2002:19)*

The emotional intelligence interpretation of Bar-On's (2001) trait-based model is also broad, according to which, emotional intelligence is a multifactor set of personal and social skills. Bar-On's attention is caught by the idea of "self-realisation". He builds his construct on Maslow's model of the hierarchy of needs. His measurement tool is a "self-confessing" test of 133 questions, in which he arranges 15 non-cognitive abilities into five groups. He posits that optimism, self-realisation, happiness, independence and the awareness of social responsibility promote the realisation of the rest. (See: Table 2.)

*Table 2. The main- and subcomponents of Bar-On's EQ measurement tool*

| | | |
|---|---|---|
| **Intrapersonal EQ** | *Emotional awareness* | The ability to become aware of, and understand our own emotions. |
| | *Self-assertion* | The ability to express constructively our emotions and ourselves. |
| | *Self-esteem* | The ability to perceive and evaluate ourselves accurately. |
| | *Self-realisation* | The ability and the driving force to achieving the goals, and of realizing our inherent potentials. |
| | *Independence (autonomy)* | The ability of one of putting trust in oneself, and the ability of being emotionally independent from others. |
| **Interpersonal EQ** | *Empathy* | The ability by which we make ourselves conscious of, and understand the feelings and emotions of others. |
| | *Interpersonal relations* | The ability to be connected to others. |
| | *Social responsibility* | The ability to identify ourselves with our own group. |
| **Adaptive EQ** | *Problem-solving* | The ability of solving our personal and interpersonal problems. |
| | *Authenticity-testing* | The ability, by which we can objectively investigate the validity of our feelings and thoughts. |
| | *Flexibility* | The ability, through which we can adjust our feelings and thoughts to new situations. |
| **Stress-managing EQ** | *Stress-tolerance* | The ability of managing our emotions effectively. |
| | *Pulse control* | The ability of having control over our emotions. |
| **General mood EQ** | *Happiness* | The ability that one should be satisfied by oneself, by others and by life in general. |
| | *Optimism* | The ability of positive disposition, and that one should see the sunny side of life. |

*(Source: Bar-On, 2001, arranged to table by the author of this article)*

Cooper's (1996) measurement tool is also a "self-disclosure scale", which is named the "Emotional Intelligence Map" due to its complexity. His model includes five main taxonomic elements as well. These elements are: the Actual Environment (the comforts of life and satisfaction), Emotional Education (the awareness and expression of emotions), the Competences of Emotional Intelligence (intentionality, creativity, flexibility, interpersonal relationships and healthy criticism), Emotional Intelligence Values and Attitudes (appearance, partner, intuition, personal aura) and Consequences (general state of health, quality of life, optimum performance).

Since the 1980s, researchers have been analyzing the dynamic interaction of personality traits. The context-sensitive "regulation" of emotions has become the key issue. The supporters of the Big Five model are of the opinion that human beings really show their propensities under stress. The five basic dimensions of the model are: extroversion, agreeablity, neuroticism, conscientiousness and openness. These dimensions determine a person's perceptions, tolerance and mode of defence in relation to a stress situation. Some research has shown that personality traits closely correlate with coping strategies (Oláh, 2005).

Oláh, Attila (2005) in his work entitled "Emotions, Coping and Optimal Experience" writes about the criticism of considering emotional intelligence as a trait. He is of the opinion that considering emotional intelligence as an ability, and the relevant performance tests (i.e. not self-disclosure tests), are those suitable for the examination of emotional intelligence, because personality research is easily confused with research that is related to the competences of emotional intelligence, especially if research is carried out by measurement tools that are characteristics-based. He takes the view that, due to conceptual inacuracies and broad interpretations, foreign factors often get mixed into the research. Consequently, it will be unclear what a given examination relates to. He is of the opinion that "compliance", "interpersonal relationships", "intuition", and "self-realization" only inflate the concept of EQ. In accordance with Mayer, he states that those theories defining emotional intelligence as a list of highly different characteristics (for example: political awareness, compliance, self-confidence, conscientiousness, and achievement drive), do not meet the scientific requirements that specify the discrimimative validity of constructs. It was Oláh Attila who developed, and/or adapted, procedures for the measurement of emotional intelligence in Hungary. His measurement procedures, along with their theoretical backgrounds, can be found in his previously mentioned work. His books contain some Trait Emotional Intelligence Tests (Discrete Emotion Test Questionnaire /DES/, Status-Strait Personality Inventory /STPI/, questionnaires of "How do you feel yourself just now?" and "How do you feel yourself generally?" Anger and Rage Expression Mode Questionnaire, Coping Method Preference Questionnaire), and some emotional intelligence ability tests (Flow Questionnaire, Social and Emotional Intelligence Test /SZEMIQ/). Attila Oláh's crystallized definition of emotional intelligence is connected to the Social and Emotional Intelligence Test (SZEMIQ). Emotional intelligence is *"…the aggregate of our abilities that ensure the control over our emotional life and the handling and management of emotional events and processes*." (Oláh, 2005, p. 169) He lists the following as his central group of abilities: the ability to recognize, discriminate and become aware of emotions, the ability to regulate our own emotional state and response, the ability to detect emotional signals coming from others, as well as the ability to handle the emotional behaviourial responses of other people. Besides the tests described in the book mentioned, other tests serving the purpose of measuring emotional intelligence have been developed under the direction of Oláh Attila in the Psychological Institute of ELTE, for example the "8 pictures and 8 sayings" test, which I too have used in one of my research projects.

## Emotional Intelligence and Education in Schools

In spite of the fact that emotion and emotional intelligence have a long-standing history and ample literature in psychology, and are included in several models in the field of pedagogy, they do not play a significant role in the Hungarian pedagogical practice. However, as Goleman (1997) writes, the emergence of each emotion has a pre-programmed date in the life of the child. If someone fails to acquire certain competences, it will be very difficult for him or her to acquire these later on; some prevention programmes can perhaps help to compensate for these missing competences. Attention should be paid, especially to schoolchildren progressing into adolescence, and moving into secondary school, for possible failures, and the conflicting turbulent emotions that may lead to low self-esteem, which may

have permanent consequences. Development helps learning, professional success, and in the long run, affects one's whole life.

Csíkszentmihályi, Mihály (1990) pointed out that cognitive achievements cannot be deduced purely from cognitive factors. Learning success depends on the students' ability to adjust their psychic energies completely to the given task, whether the solution of the given cognitive operation gives them an intrinsic reward or not. He defines the "flow experience" as a universal state that can be experienced by anybody. There can however, be individual differences in the frequency and intensity of the experience, and in the amount of effort needed to achieve the experience. In another of his books, he investigates the changes in adolescents' quality of experience, and finds that teenagers can concentrate on a task best when they are alone, however, they are also the most unhappy when alone, and the happiest when they are among friends. (Csíkszentmihályi, 1997) Gyarmathy (2007) lists nine constituents of the flow experience, which are made up of cognitive and action components. (4)

Atkinson and Hildgard (2005) raise the question about the learnability of emotional intelligence. They argue that there is increasing evidence that emotional intelligence is essential for success and well-being and that in the course of emotional strength trials, we actually become more intelligent.

The notion that children should acquire the skills of democratic behaviour, responsibility, self-discipline, self-motivation and commitment in school has long been voiced in America, starting in the 1930s. (Dewey, 1938), Sternberg (1985, 2007) and Gardner (1993) state that learning proper lifestyle skills such as empathy and cooperation should extend beyond the family, and into school as well.

Relying on their great predecessors, the American organization "Educators for Social Responsibility" identifies several behaviours that are connected to emotional intelligence, such as the skills needed to take part in a group, working in harmony, decision making and social awareness. They developed school programmes for the development of these skills. The most comprehensive of these programmes is one that aims at physical and mental health. (Elias, Hunter and Kress, 2001) Goleman (1997) speaks about the elimination of "emotional illiteracy", believing that the emotional and social deficiencies of children should be redressed in school.

There is a recent requirement in education that development should not be carried out within the framework of a separate subject; the contents of development should rather be connected to each part of the curriculum and the daily events.
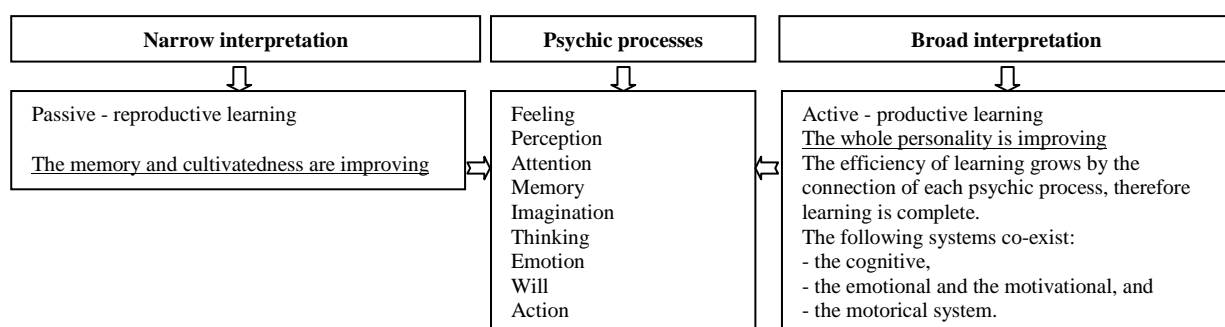
Robert Fischer (1999, 2000/a, 2000/b) developed a methodological manual for the development of learning that is interwoven with emotional intelligence. In his books he offers many solutions for handling (developing) other people's emotional behaviour and responses: paying attention to other people's narratives and argumentation, teaching something to our companions, holding a conversation, disciplined argumentative debates, collaboration, the development and realization of common objectives, providing assistance, babysitting, teamwork, and cooperation. Metacognitive and metaemotional intelligence can be developed, among other things, if the students assess beforehand, their strengths and weaknesses, interests, objectives and wishes, and then try to find the reasons behind these. Their self-esteem and identity will develop by articulating these reasons.

Thomas Gordon (1991) wrote several books describing how parents and teachers can help their children and students in the resolution of conflicts and solving problems. He deals with the issue of when should one withdraw and let a child practice the skills of individual problem solving and decision-

making. How the ability of empathy, and the understanding of other people, can be developed. He introduced concepts such as "active-listening", and threw light on the 12 communication road-blocks that prevent people from understanding one another, and correctly identifying emotions and conflicts. His opinion is that it should be decided "whose the problem really is". Besides the training programs of Gordon, a collection of tests, which recognize and handle other people's emotional behaviour (Brockert and Braun, 1977), and a training program were also published, which can also be used in school, among which, some Hungarian material can also be found (Kalapács, 1995, Bagdy and Telkes, 1999).

Since the 1990s, mainly in theoretical pedagogy and only rarely in practice, there have been published writings of teachers who include and attach importance to emotional abilities in their models. For example, according to Báthory, Zoltán's (1997) expanded interpretation of the concept of learning, active and lasting learning only takes place if the emotional and motor systems are also connected to the cognitive element (Figure 2).

*Figure 2. The narrow and the broad interpretation of learning on the basis of psychic factors*

| Narrow interpretation | Psychic processes | Broad interpretation |
|---|---|---|
| ⇩ | ⇩ | ⇩ |
| Passive - reproductive learning<br><br>The memory and cultivatedness are improving ⇨ | Feeling<br>Perception<br>Attention<br>Memory<br>Imagination<br>Thinking<br>Emotion<br>Will<br>Action | ⇦ Active - productive learning<br>The whole personality is improving<br>The efficiency of learning grows by the connection of each psychic process, therefore learning is complete.<br>The following systems co-exist:<br>- the cognitive,<br>- the emotional and the motivational, and<br>- the motorical system. |

*(Source: Báthory, Zoltán: Tanulók, iskolák, különbségek, 1997:29)*

This model awaits assertion, because in most educational facilities the management of the emotional aspect is inadequate. The major impediment to the emotional development of learners is that it has not become a regular practice to deliberately explore, diagnose and develop (in programme-level) the emotional intelligence of learners. Therefore, it is often an impediment to effective learning that learners lack emotional competences (such as emotional control, proper self-evaluation, sense of responsibility, and other competences). Setbacks in school may give rise to self-destructive processes that may have a lifelong effect.

"Personal competence" and "social competence" are important categories of Nagy, József (1996) competence-system as well. Among his competence contents, attachments indicating emotional intelligence are obvious. According to Nagy, personality develops to the same extent as its components develop and organize into a network; as the inner set or rules develop, and abilities are learned. The development of personality takes place in the process of spontaneous socialisation and deliberate education. In order to ensure that education is indeed deliberate and conscious, the objectives, requirements, contents, and fields of development must be precisely defined. However, to effectively define these, we must first determine the emotional intelligence of learners, by using the words of Zsolnai, József: it is necessary to establish the "diagnosis", to define the "pedagogical pathology" or "status of deficiency".

Zsolnai, József (1996) – In his omnibus volume systematizing the ramifications of pedagogy (title: "A pedagógia új rendszere címszavakban" – "The New System of Pedagogy in Headlines") he mentions the pedagogy of personality precept among pedagogies with focal roles, as one of the fields of attitude-based pedagogy. The following areas have relevance to this issue: pedagogy of individual health-preservation; pedagogy of shaping needs, motivations; pedagogy of arousing interest; pedagogy of refining/cultivating abilities; pedagogy of behaviour-influencing; pedagogy of exercising will; pedagogy of character-grading; pedagogy of the sensitisation of attitudes; pedagogy of induction and habituation to creative social existence, and the affirmation of the culture of democracy; pedagogy of increasing individual awareness, and treatment-pedagogy. These are the headlines under which one can find the interpretation of these pedagogies. According to Zsolnai's concept, the pedagogy of personality precept is an analytical pedagogy, based on pedagogical anthropology, and its strategic nature is the focus. He enlists the individual development needs of learners (among others: the right to display and to admit emotions, and the necessity to control emotions). The uniqueness of this pedagogical area is that it requires the participants to adopt such a new attitude in the everyday pedagogical relationship; one in which students and teachers play non-customary roles. (I use this wording, because in practice, this new pedagogical approach requires acceptance by the learner as well, despite the difficulties experienced by both the learner and teacher, when breaking through the rigid bounds of the traditional system. To the teacher, the student appears as a personality, and the student's being is interpreted as a value. In cooperating, the teacher takes into consideration the child's "as-is being", its current physical, mental, and emotional condition, and the limitations thereof, if any, as well as its potentials originating from external/internal resources. That is, the teacher treats the learner as a "being of entirety". At the same time, Zsolnai, emphasizes that the pedagogy of personality precept should not be identified with either the personality-pedagogy trend stemming from the history of educational theory, or with "personality development", a resounding, but in practice, a "contentually empty" phrase, which can be listed under the phenomenon of "pretentious pedagogy". Zsolnai"s life-work (1983, 1995) extended into practical application as well, elaborating in the value-intermediating and ability-developing pedagogy. (Kiss and Zsolnai, 1985).

In Hungary, the practical handbooks of Szekszárdi, Júlia & Zsíros, Lajosné, as well as the publications of Czike, Bernadett; Torgyik, Judit; Hegyiné Ferch, Gabriella & Józsa, Krisztián present a basis for the practical application of emotional intelligence in school. The study of Göndör, András is a stop-gap work in vocational education.

The above-mentioned opinion of researchers and practical professionals is that intelligence (and thus also emotional intelligence) develops through a complex interaction of heritage and environment.

The primary locale of emotional education is the family. Teachers frequently meet parents who are indifferent and lack interest towards their children. There are other parents who bring their children up in a rigid manner (in some instances beating, or humiliating them), or set requirements for their children that are too high, or, in some cases just the opposite, being too yielding towards their children (Bagdy, 1977).

On the other hand, clearly, (from an emotional point of view) children in today's society suffer the impact of ever increasing negative effects. (Sáska, 2004) In many of them, these effects give rise to fear, constant stress, insecurity, ambivalent feelings, or aggression. All over Europe, it is increasingly apparent that learners are losing their motivation towards

learning. On the other hand, children themselves are going through immense changes in the stimulus-rich world of the information society. It is more difficult to engage their attention, while (on the other hand) their sphere of interest grows wider or even deeper in certain areas. In school, greater emphasis must be placed on the autonomy, the creativity of learners, on personality-development, and on the greater freedom of children. Klein, Sándor reports that certain researchers assume that emotional intelligence, versus IQ, is deteriorating, especially the ability of self-regulation/control. People pay less and less attention to one another, and to the effects of their behaviour. Schools should play a role in balancing such negative effects. In the traditional school, relationship–and conflict-management is not taught, although it would be more important than academic knowledge, or even the development of thinking (Hámor, 2002).

Several approaches are viable for emotional intelligence in school. One of these is the (in principle) well-developed, congruent and coherent emotional intelligence of teachers; given that effective development of children is possible only when provided by persons having such competent abilities. The other approach initiates from the direction of the development of learners. In addition, these two approaches may also be investigated from the aspect of the individual and the community. (5)

Besides families, teachers try to use a variety of education styles to form their students, however, not all of these styles promote the ideal development of emotional intelligence. Neither the authorative nor the laissez faire educational styles (categorized by Kurt Lewin (1943)) are the best choices in the long run.

There are numerous research projects that deal with the characteristic features of the "good teacher". In addition to being well prepared professionally, almost all such research lists personal traits too, such as, the love of children, empathy, optimism, etc. (Veczkó, 1986; Ballér, 1992; Bagdy, 1997; Figula, 2000) Several authors pose the question whether teacher training in our country prepares future pedagogues for the development of their own and of their student's emotional intelligence (Dombi, 2004; Czike, 2004; Bábosik and Torgyik, 2007).

In the works of the above-mentioned authors, the following statement appears in some form (with which I also agree): "emotional intelligence is the most important working tool of a pedagogue". Only pedagogues with well-developed emotional intelligence are capable of empathy, of creating an atmosphere of confidence, and only these teachers can provide competent assistance to their students by being able to use the tools of emotional influencing.

Brezsnyánszky, László (1998) looks upon the "encouraging" behaviour of pedagogues as having a primary importance. In his opinion, encouraging teachers to appreciate children, to believe in their abilities, trust them and in so doing, build their self-confidence. Such teachers strengthen the self-assertion of children, acknowledge good performance and efforts, and they group children in a manner that helps their development by allowing each of them to find their place in their own group. Such teachers consider the development of the learners' abilities in psychological terms as well, while they recognize the child's fields of interest, emotions, strengths and talents.

Hegyiné Ferch, Gabriella (2001) – In her paper "Az érzelmi intelligencia szerepe a nevelői munkában" ("The Role of Emotional Intelligence in the Work of Pedagogues"), she posits that the basis of education is learning the personality of students well; it cannot be shifted to others, and it subsists from several sources: observation in pedagogical situations, the opinions of

classmates, parents, and other teachers, targeted monitoring or testing, familiarity with the family, etc.

In the development of emotional intelligence, the importance of the class teacher's work could be highlighted. However, my opinion is that the development of emotional intelligence is a task that has relevance to all school subjects and any interactions connected with school, should be developed through any (already developed or to be developed) teaching content, educational material, measurement tools, or teaching-, educational- or evaluational methods. In other words, it is essential that every teacher should expand their tools and methodology portfolio. Szekszárdi, Júlia (1995, 2001, 2006; Szekszárdi & Kósáné, 2004) has performed considerable research and has also written numerous studies on questions relevant to emotional intelligence. Her writings address class teachers, teachers of various subjects, teachers of younger children (aged 6-10), and boarding-school teachers. Several of her papers deal with conflict-management strategies. Her manuals, intended for practical use, offer various techniques for pedagogues. The following subjects also appear amongst her themes: possibilities of improving human relations; the moral problems of adolescence, or the education of ethics; both of these may also be indirectly connected to the development of emotional intelligence.

Göndör, András (2005) reports that "the selection of the unfit test" phenomenon in vocational schools and vocational secondary schools students has been apparent for a long time. Considering however, that these students become employees immediately upon finishing school, reinforces the requirement that such schools should take into consideration (and quite rightly) the expectations of workplaces (in most cases, large industrial firms). Workplace expectations towards appropriate young people are as follows: they should be capable of self-motivation, co-operation, eager for continuous improvement and life-long learning. They should like working in teams, be optimistic and success-oriented. These companies frequently use employee assessment tests to examine emotional abilities (such as motivation levels, self-knowledge, self-control, self-confidence, self-esteem, conscientiousness, adaptability, innovation capability, commitment, and readiness for cooperation, etc.) Schools applying the traditional values and methods do not meet these requirements. Also, the cooperation between school and family leaves much to be desired, and pedagogues are also not prepared for these new tasks. In order to eliminate these deficiencies, the first accredited post-graduate teachers' training programme was inaugurated in 2005 by the Nemzeti Szakképzési Intézet (National Institute for Vocational Education), allowing teachers to obtain proficiency in the development of emotional intelligence. Later, those teachers, who completed this course, set up a foundation: Érzelmi Nevelésért Alapítvány (Foundation for Emotional Education). In addition to civil organisations, this foundation works together with internationally acknowledged domestic and foreign specialists and experts.

The efforts described above serve only as stop-gap endeavours, I would however, like to emphasize that it seems inadequate to only apply the principle of "setting a good example" or, to only utilize the opportunities offered by the curriculum. These are not new-fangled ideas. A proper relationship within the paternal home is also natural, however, it might be ineffective when parents are not interested. For the deliberate and purposeful development of the learners' emotional intelligence, more is required. For instance, learners should be taught how to apply the various self-knowledge techniques used to control their emotions and indeed, for the creative utilisation of their emotions (in the fields of self-motivation, motivating one

another in a positive direction, in the assertion of self-interest, positive thinking development, and in many others).

At the outset, the learner's self-control is under developed; therefore stronger external control is needed. Studies dealing with learners' self-knowledge are the earliest on this topic. Today, many types of exercises, work sheets, essay-topics, and tests are offered for use. This field gets specific emphasis in the various alternative pedagogies. Several alternative schools use self-developed program-packs such as these, whose expressed function is to develop emotional intelligence in general, or some of its areas. (6) The pilot-curriculums or pilot-programs have already been developed. The activities when learners' deal with self-knowledge, or the knowledge of human beings in general, are also opportunities for getting to know one another, and simultaneously provide accurate measurement, and development tools for teachers. (Zsíros, 1991, 1993; Zsolnainé, 1985; Vágó, 1996) Hegedűs, Katalin (1999) deals with the roles that drama-pedagogical procedures play in developing communities.

Torgyik Judit (2004) has been dealing with relationships in alternative schools between student (student-student, teacher-teacher) teacher which are different from the regular school ones.

Józsa, Krisztián (2007) also presents a suggestion that learners' emotions should be examined. In his book "Az elsajátítási motiváció" ("Motivation for attainment"), he draws attention to the joy experienced in the process of attainment, as well as to the emotion-developing effects of success. In his opinion, emotional factors strongly influence the efficiency of learning. In the learning process, self-regulation interconnects the cognitive and the affective processes with one another. Józsa also subscribes to the group of those who believe that each of the following factors is equally important for effective learning: cognitive strategies (both learning and metacognitive strategies), emotions (self-knowledge, self-image, self-control, self-efficiency), emotion-driven attitudes, and motivation. He also mentions concurrently, that learners' self-image may vary from subject to subject, and thus differs from the general self-image.

In Hámor, Szilvia's interview (2002) with Klein, Sándor, other aspects of emotional intelligence become apparent. According to Klein, emotional intelligence is not the representation of a requirement that someone has to develop to some point, but instead, states that human beings should learn their real self, and their desires. They should have their own ambitions, and not just fulfil their parents' or teachers' will. With regards to the development of emotional intelligence, Klein warns that it should not refer to a section of the personality only, because man (Zsolnay, József concurs) is a comprehensive whole, and nan interplay of various abilities and behaviours. He also talks about the culture-dependence of emotional intelligence. For instance, according to Klein, for Americans, it means assertiveness, and the ability to get on in life, while for Europeans, it means teamwork. Upon being asked the question, how, in his opinion, emotional intelligence is developed, he gives the following answer: in optimal cases, the relationship between teacher and learner is based on reciprocity. Learners should be treated as partners, they should be held in high esteem, and positive feedback should be given to their socially mature behaviour. Teachers should encourage children to listen to one another, and to be initiators (Hámor, 2002).

Personal competence: the ability of self-recognition, self-evaluation, and self-control. As early as elementary school age, it is possible to initiate various training techniques, drama-pedagogical tools, or playful exercises. It is worth it to involve learners in setting their own objectives in connection

with learning or in various organisational tasks, in the evaluation of themselves and others. Priority should be given to the use of such methods (both in school lessons and on other occasions) such as debates, teaching each other, helping one another in learning, the mosaic-method, co-operation techniques, common problem-solving, the project-method, e-learning, role-play, research and creation methodology for student research and student creations, making students enjoy reading, theatre, good movies, regular attendance of exhibitions, and encouraging students to appreciate and take care of the natural and social environment. These pedagogic methods and procedures effectively improve learners' sane self-assessment, self-esteem, and may also help their career-motivation decisions. It is also true that special forms of learning (such as working alone or in pairs, education in small groups, and disregarding the 45-minute time limits) are more advantageous for such methods.

Another important area of emotional intelligence to be utilized is the field of social competency (Zsolnai A. & Józsa, 2003). Several researchers are engaged in this subject. Today, very few non-school organisations for children exist, where their social competency could develop, so this task also falls upon schools to address. Hegyiné Ferch, Gabriella (2001) takes the view that the secure attachment of children (to somebody, or their belonging to a group) considerably develops their empathy skills, their sense of social responsibility and their moral emotions. One of the basic forms of developing social competence is cooperation, in which the development of emotional intelligence can be more robust due to the intensity of the pedagogue-student relationship. The method of cooperation makes use of students' groups and social activities in an optimal way during the course of pedagogical work (Czike, 2003, 2004). Cooperation considerably develops social competence, communication skills and conflict management. It promotes socialisation, makes up for socialisation deficiencies, and facilitates the practising of social roles. Vastagh, Zoltán (1980) and Benda, József (1982) were among the first to develop cooperative methods (in different institutions), and tested their findings in the forms of model experiments. (7) Their results show a positive change in the personality traits of the children who took part in the experiments, while the long-term performance of these children, has also shown improvement. Vastagh Zoltán points out, that children never build esteem on their own, but rather by being members of a group i.e. as "we". Competition between groups simultaneously teaches one the rules of both cooperation and confrontation. The collective represents a plus, a source of joy for children, and intensifies their motivation. Besides this, it improves their ability to evaluate themselves and others, and enhances self-awareness and self-reliance. (Mérei, 1989) Nowadays, the cooperative method is one of the most studied, and the most popular of pedagogical areas. Fülöp, Márta (2001; 2003) places competition in the category of social skills. She doesn't contrast it with cooperation, but instead considers these emotion-regulated forms of activity, as ones that complement each other. She is of the opinion that it would be better if fair competitive spirit were to be developed in schoolchildren. Thus competition, in that good sense of the word, should be taught.

Even today, those schools that deal with the development of emotional intelligence belong to some pedagogical alternative. They consider emotional culture to be a part of human culture. Consequently, great value is attached to it. In order to hold together alternative schools, the Alternative Pedagogical Workshop (Alternativ Pedagógiai Műhely) was established in Pest County and Budapest in 1991, the leaders at that time–were Czike, Bernadett és Békési, Ágnes. In her emotionally charged writings, (8) Czike,

Bernadett prefers to focus on the following: child-centred schools (Békési és Czike, 1993), the training of teachers who can work successfully in alternative schools (2007), cooperative methods and activity planning (2004), differentiated pedagogical evaluation (2001), teaching how to be tolerant (1999). I would emphasize Czike Bernadett's opinion that the first step should be the preparation of students during teacher's training, in order to enable them to develop the emotional intelligence of schoolchildren in the course of practical work later.

## Emotional intelligence and talent management in school

Schools which particularly prefer talent management, and have programmes designed for that purpose, can be regarded as–partly or completely–pedagogically alternative schools (whether they undertake that officially or not). As a pedagogic expert familiar with teaching art, and on the basis of my experience, I am of the opinion that the schools that deal with talent management make every endeavour to design their programmes in such a way that every element of their curriculum supports the achievement of the objectives set.

Creative work has a special effect on the emotional life of schoolchildren. Children learn to concentrate on our experiences, situations, thoughts and acts.

Many scientific, artistic and sport activities require well- developed emotional intelligence in the course of performing tasks. At the same time, the basis of these tasks is also emotional intelligence, but they too have a developmental effect on the personality of schoolchildren. Due to the inherent nature of each individual creative task, activity and competition, each of them strengthens a different area of emotional intelligence. There are individual art forms (where self-monitoring, self-control and self-image play major roles), and there are art forms where the emphasis is placed on handling other's emotional and behavioural responses, interdependence, mutual "resonance" and understanding others. Cooperative techniques can be successfully employed in scientific student research, sports and art teaching, while tolerance, as well as other areas connected to emotional intelligence, can be developed considerably. (Turmezeiné, without date; Csébfalvi, 2001) Art knowledge and exercises enable schoolchildren to observe and identify the inner and outer signs of emotions. They are particularly effective at opening up more withdrawn personalities, bringing us closer to intimate spheres.

Zsolnai, József takes the view that students interested in scientific creative work can start that activity from the age of ten. (9) Describing the findings of his research action, he notes not only the considerable increase in cognitive skills of students and the competency achieved in professional communication and research, but highlights: learning nurtured by joy, interest and wonder; self-discipline; the ability to control wandering imagination; an increasing respect for the work of others; and increased self-esteem (Zsolnai, 2005).

Teachers dealing with talent management agree that schoolchildren who are the most talented are typically highly self-reliant, the cornerstones of which are developed self-image and self-control. That doesn't mean that these children never ask any questions, but rather that they ask the necessary questions effectively, and at the right time, and they respond correctly. Their development is consistent. They gather information in many different ways (from teachers, fellow-students, literature, etc.). They ask for the opinion of

others, but they process information autonomously. They form a concrete, decided and sometimes-critical opinion. They accomplish more tasks than their fellow-students because they also give tasks to themselves. In that way they meet inner and outer requirements practically at the same time. Control should be kept over every detail of learner–creator existence, i.e. the various pieces of planning, decisions, implementation, corrections, sometimes the stimulation of emotions, sometimes just the opposite, the emotions that are running high have to be controlled. They can keep their plans and desires within the limits of reality. Particularly in the case of talented children, great emphasis is laid on morality, humbleness and commitment to their future trade as well as unbroken optimism and belief in success.

Creative work actually is the alternation of failure, success, and hesitation, though organisms try to keep a balanced state. If they lose that balance, they respond with anxiety. The equilibrium of adolescent promise of talents is not stable, but rather burdened with ambivalent feelings. The characteristic of talents that they want to be in the focus of attention and the egoist nature of odolescents' existence may intensify each other in a negative way, while other characteristics may inhibit each other (for instance the deconcentratedness of odolescents and the required great concentration on objects of artistic or scientific tasks). Extremism may lead to excessive maximalism –and may bring about the desire „to be outstanding in everything". According to the opinion of art and science teachers, advancement depends to a great extent for example on how much an industrious student can stand criticism and incidental failures. A promise of talent who has low self-esteem chooses, instead of appropriate moderation, an overextended or self-destructive style of life. In that case he or she needs again a more intensive but delicate support, an outer control. Correct feedback from other people is very important to students who are uncertain about the success of their creative work and their subjective qualifications. Affectionate treatment and encouragement are fundamentals of talent management. All these things can be easily realized due to the smaller groups used successfully in talent management, the longer than usual duration of being together, the necessarily continuous cooperation of student-teacher, and the diverse aspects of communication.

Csíkszentmihályi and Jackson (2001) revealed in a research that persons achieving outstanding performance get into an intensive, „settled" state of mind during that performance. Klein doesn't think „excellence" equivalent to happiness. He thinks that if only the most successful could be happy, a very few people would be happy. Happiness and satisfaction most often means that one is doing his or her job very well. On the other hand, people who are eccentric or eminent very often become loners and their relationships become distorted. Good human relationships are most likely to develop between people who are of a similar level (Hámor, 2002).

Even in 2002, Pécsi Géza said at a conference that music teaching enriches emotional intelligence, and by that way helps in developing good people. It is a pleasure that in the recent years art subjects again get a major role in public education. (10)

Now, in 2009, art teachers experience it every day that children can express their thoughts and feelings most easily by singing, drawing and dancing. Nevertheless, most art teacher feel that many people (education policy, parents) question the importance of art teaching, and find it a waste of time.

One would think from the above that the attainment of emotional maturity must play a particularly important part in talent management – besides the transfer of professional skills and the development of special

skills belonging to the different art forms. In order to attain that objective, it is necessary to acquire the knowledge of teachers' and students' strategies that enable one to fight one's battles alone later on. Emotional autonomy decreases the need to rely on mental support from others, but at he least increases the limits of tolerance.

# Summary

It is regarded evident in psychology that human personality is individual, but its individuality is unified. Personality is more susceptible to positive feedback. The guarantee of success and productive learning is the harmony of emotional intelligence and intellect. The function of the development of emotional intelligence is to furnish students with the competences that are necessary for success in school life and in the so called „real life" later on. Underdevelopment of emotional intelligence strongly deteriorates performance. Education researchers and system creators have been representing that viewpoint in pedagogical theory and literature for decades, in Hungary and in foreign countries too, in practice, however, taking into consideration the development of emotional intelligence in public education is by no means general in this country. There are only a few, mostly alternative and experimental, schools where emphasis is laid on emotional education and the development of emotional intelligence. I personally would place the schools that have some art training programmes among the schools of alternative approach, because their teaching contents and programmes are organized around a special task. It can also be stated that in order to achieve success in creative work it is extremely important to develop the emotional intelligence of students. Nevertheless, in most of the schools that undertake talent management and education that prepares for an artist's way of life the development and survey of students' emotional intelligence hardly takes place at all –it exists at best at the level of teachers' intuition. (11) Moreover, the concepts of coping and psychological incompetence are merely just beginning to get into the focus of attention. Fortunately, there are some good initiatives too, which may well be adapted for other schools as well. I demonstrated some of these above.

**Notes**

(1)     "Well-being": a person's subjective sense of being in good condition. (Oláh, 2005)

(2)     Taxonomy: the scientific process of classifying the subject matter of a descriptive branch of science by its own principles of systematization.

(3)     Meta-emotion can be defined similarly to meta-cognition. It means one's awareness of the fact that he or she regulates his or her emotions at a given moment. One's ability to choose a strategy for that purpose, and to decide whether the regulation has been successful or not.

(4)     The components of flow experience: the balance between ability level and challenge, the merging of action and awareness, clear goals, direct and immediate feedback, concentration, a sense of control, a loss of the feeling of self-consciousness, a distorted sense of time, autotelic experience.

(5)     „Community" in this context means the system of relations of a whole school's structured relations.

(6)     Czike Bernadett recommends six programme packages of suliNova (New School) –the „I and the World" is a basic level programme package, the „I and the Other" is a medium level programme package. The Törökbálint Bálint Márton Primary and Secondary School employs and recommends its own programmes to the education areas of Man and Civilisation (subjects of Anthropology, Psychology and Pedagogy), and the AKG has its own programmes concerning this subject matter. The curriculum of the latter includes for example the subject of Coexistence (for the 7-8 forms). Alternative schools are gaining ground in Hungary too. Waldorf and Montessori schools operate at several locations. But there are also Freinet and Burattino schools, a Carl Rogers Person-centered School and the Kincskereső School under the technical direction of Winkler Márta. The writer of this thesis regards art schools as alternative schools too, but a statement similar to that has never been issued officially by the education policy.

(7)     The name of Benda József's programme is Humanistic Cooperative Learning (HKT). The programme was developed in 1982. The first experimental classes were started in 1983, and then the Humanistic Primary School and Continuation Training Centre was established in 1992.

(8)     Nowadays the Alternative Pedagogical Workshop is operated by the Foundation for Free Schools (Szabad Iskolákért Alapítvány), the technical director of which is Czike Bernadett.

(9)     In the school year of 1997-98, a programme was started by Professor Zsolnai in Zalabér, in which promising talents of Zalabér were involved in an action research connected with scientific creative work. Nowadays these competitions are already organized at regional level, because the number of participating students is over a hundred.

(10)     These thoughts of Pécsi Géza were spoken at a conference about musical education, entitled as „Voice and Soul. New Paths in the Relationship between Music and Society", at the Budapest Academy of Music on 13th April, 2002.

(11)     Among other things, the following closed-ended question was asked from students in a national survey which monitored elementary institutions of art education in 2002: *„I you had a problem, would you express your opinion to the school too?"* 229 345 students took part in the survey. 63.49 percent of the students answered in the affirmative. The writer of the study observed that the answer had probably been biased in the positive direction. (Pála, 2003)

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