

SELFMANAGEMENT AND EMOTIONAL INTELLIGENCE

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Abstract: *The research focuses on how generations can be helped to learn to manage their own intelligence, especially that form of intelligence that can act as a body resource on the line of self development, namely emotional intelligence.*

The study shows the link between emotional intelligence and self-esteem, relating them to other features of personality traits.

We worked on 70 subjects aged between 20 and 25 years old, using Rosenberg, Eysenck, Goleman questionnaires and a temperament test. The results show that the subjects with a high emotional intelligence have a high level of empathy and self appreciation terms of personality traits closer to their real image and typologies that are extroverted.

Keywords: self-management, emotional intelligence, resource, self-esteem, self knowledge.

JEL Classification: I₀₀, I₁, A₂.

1. Emotional intelligence

The research focuses on how generations can be helped to learn to manage their own intelligence, especially that form of intelligence that can act as a body resource on the line self development, namely emotional intelligence.

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All psychological functions are developed in a social context: no matter how powerful the engine would be genetically responsible for the emergence of new skills and transition to new levels of functioning. Education based on emotional intelligence can provide more peace and less stress, more joy in dealing with us and with others, can help to retrieve a sense of balance and harmony when conflict becomes cooperation, the overwhelming concern, the anxiety may not be mastered. Emotional intelligence is the ability to emotionally adapt optimally to a range of situations, understand others and work within the group, which gives individual optimism and confidence.

In 1983 Howard Gardner introduces the concept of „multiple intelligences” arguing that there was not just one type of intelligence measured by tests and developed at school, but multiple types of intelligences, identifying seven types of intelligence, and communicative skills different from the usual mathematical one. Among them he included two personal skills: self-awareness of inner states and effective social interaction. The types of intelligence identified by Gardner are: logical-mathematical intelligence, interpersonal intelligence, spatial intelligence, musical-rhythmic intelligence, intrapersonal intelligence, kinaesthetic intelligence, language-verbal intelligence. Intelligence measured by IQ is closer to the mental and it is extremely valued in school and university. Emotional intelligence is closer to feeling, spontaneity, creativity and interpersonal relationships.

Let us look at human capital, an intrinsic value for individuals and society. In terms of its constituents, human capital is the abilities of those individuals whose characteristics remain the same in any social environment and can be exploited in the labour market in exchange for economic resources of any kind. Human capital consists of educational capital (skills acquired in the training school), biological capital, i.e. physical skills most often synthesized as health status (Petrescu, I., 2008, pp. 74-76) and social capital that reflects the relationship between people’s culture of their community, and interpersonal communication. The content of capital is interpersonal relations, trust, solidarity, cooperation and commitment to support the ability to work as a team. The capital involves relations of morality, sometimes known as moral capital. The image itself is a social construction, but, without reflection to another, without comparing with others, without receiving the reactions of others toward us, we fail to verify

the findings directly related to our personally. The interaction with others is very important. A good self-image development is influenced by loving, available parents, true friends and teachers that value and encourage us. In other words, self-image is a full unification of the results of self-discovery, relating to others and life events revealed significant autobiographical qualities and flaws that everyone has on their physical self (ego material), spiritual self and social self, i.e. three interrelated plans. Physical self includes features such as somatic type, height, weight, hair colour, eye colour, physiognomy features -physical capital. Self material involves everything to the content, i.e. those properties which say "its mine". Spiritual ego includes values, desires, aspirations, qualities of character and temperament, skills, talents, attitudes, the result of self-reflection, assessment of perception of others, the successes and failures scoring -spiritual capital. Social self is the totality of views and feelings that someone has about others, and includes qualities and defects, positive and negative impressions. To transform the capital into a resource, that is something you can make, use or exploit to make a profit, you need to prepare future generations, developing their positive self image and strong sense of confidence and respect which often lack, self-discipline, social and emotional skills and sense of responsibility. This should be a good management of its resources, a good self-management.

2. The relationships with others

The author of *The Inner Game of Tennis*, Timothy Gallwey focuses on inner game with their own mental limitations. An athlete competing, he says, has two opponents, one outside, in front of him, the other inside, represented by its own limitations. To win the game outside, he must first win the game inside. Most times, the inward opponent turns harder to beat than the outside one. The internal opponent may be distrust, or may be afraid of mistakes, is the part that thinks too much, and strives over analyzed undermining action. A positive mood, optimism involves both mind and soul and body. The hope and good humour are accompanied by a specific biochemical state that is manifested through a better circulation of blood, the optimum operation of the cardiovascular and respiratory systems, a better job of the immune system and by low stress. What if we do not set goals that we want to achieve and enjoy the satisfaction that we offer? In

our struggle to achieve our goals, we are not always efficient. The education based on emotional intelligence involves, among other things, to recognize in ourselves this time, to cooperate as much as our pace, to know our own capabilities and skills, to be aware of our feelings of self-control, the ability to establish a purpose and empathy; it is important to know how to behave effectively in relationships with others. This includes social capital, social skills such as interpersonal communication and problem solving, making good choices, good and responsible and able to return us when we face the inevitable obstacles and bottlenecks that occur in relationships with others.

3. Methods of research on the relationship between emotional intelligence and self-esteem

We worked on 70 subjects aged between 20 and 25, using one instrument for assessing self-esteem and the Rosenberg scale mostly used in research, in psychology and psychiatry. This survey gave us an indication about the level of self-esteem. It is based on the attitude of valuing a person, the work they do, the service that they have, what they have done so far, their goal in life, their potential for success.

Eysenck Personality Questionnaire (Eysenck Personality Questionnaire, EPQ) represents an advanced stage of development of a number of earlier personality questionnaires, which seeks through the 40 items measuring the factor N (neurotic), factor E (extraversion) and factor P (psychotic). Extraversion, neurotic and psychotic are key dimensions that are organized into a structure and generally refer to a personality type. Of the three dimensions of human nature considered as axes, extraversion-introversion is the most widely accepted. Extraversion-introversion looks at inter correlations among traits assertion, sociability, energy, life and dominance. They are expressions of personality behavioural phenotype; it is not a constitutional genotype. The introversion is characterized as deepening of inner psychic life, love and learn to work alone than to plan something before taking a serious decision. The extraverted are talkative, sociable, cheerful, and optimistic. They like social responsibility, work with others, and are active, concrete, dynamic; they have confidence in themselves and in others and are spontaneous. Neurotics, called emotionally unstable, are defined by the interrelationship between the traits of anxiety, depression, low self-esteem, shyness. Psychotics are the most complex dimension,

defined by the interrelations between the traits of aggression, egocentrism, lack of empathy and antisocial behaviour. At one pole we have people who have no regard for the people or to social rules; at the other end, we have the highly socialized people, especially in relation to the rights of the others (Minulescu, M., 1996, pp. 286-291). We chose these scales that are appropriate to Eysenck: educational, organizational and research.

To highlight the four components of emotional intelligence that is self-knowledge, self-control (emotional self-control, transparency and maintaining the integrity, adaptability to change, results orientation, initiative, optimism and perseverance), the social conscience of the group ("Social Awareness") and management and interpersonal relations, namely: development of others, their skills, coaching, inspirational leadership, initiating and managing change, conflict management (related to negotiation and dispute resolution), teamwork and collaboration, creating group synergy in pursuit of group goals, the Goleman test was applied.

Finally, to see how people react or behave in certain situations, we used the temperament Belov user identification, which defines the consistency, intensity caused by an adverse external exciting. From the psychological point of view four traits are tracked as described: activity - strength, quickness, mobility of thought and speech, creativity - tempo, intensity of reaction to external stimulants, emotionality - frequency, intensity, the degree to which emotions influence behaviour, sociality - the desire to get closer to other people, how to adapt, behaviour in groups. Identification Guide Belov temperament is taken as such from the *Compendium of psychology for coaches and teachers* by Epuran Holdevici with one key change: assertions related to the four temperaments were grouped together and placed one after another (choleric, sanguine, phlegmatic, melancholic); alternative replies were collected in columns, boxes marked with a pellet for further processing. Topic has discretion to allocate two points for full compliance, 0 for mismatch and 1 point for intermediate situation, the final score and thus greater variability (0-40 points for the twenty sentences allocated to each temperament). This manner of scoring creates the possibility of statistical treatment of data to see if there is an equivalence of the averages and standard deviations on the four temperaments.

4. Findings

Of the total subjects in search for their temperament traits, 45% said that the description matched their temperament, 55% - no match; 40% - are phlegmatic, 25% - sanguine, 20% - choleric, 15% - melancholic. After applying the test and comparing it to Belov we can say that it confirms that the level of empathy is greater in subjects who show greater self-awareness and lower for those who know less.

As a result of the survey EPQ regarding introversion-extraversion, the ambivert type predominates with 58%, followed by the extraverted type 37%, then 5% introvert. Regarding the neurotics, the subjects obtained the following results: 55% normal, 25% nervous, 20% passive.

Comparing the results with the declared temperament we obtained: 55% correct and 45% incorrect assessment. In terms of emotional intelligence EQ the average was 65% QE. 35% QE below average and the gender test after QE test application: QE girls achieved average 65%, 35% below average QE and QE boys average 45%, below average 55% QE.

The results show that subjects with high emotional intelligence have a high level of empathy and self-appreciate terms of personality traits closer to their real image; typologically they are extraverted.

5. Conclusions

Self-image, self-concept, self-esteem have a great importance in human life and development in the manifestation of one's personality, in the initiation, implementation and development of relations with the group. The way a person does a given job is not only obtaining a diploma or academic intelligence. It matters more human capital and its resources, skills and how one expresses his emotions and manages them. A person who can do only one thing becomes a tool. Avoid to be used only for one skill! In order to develop a business, one should know that people have to use their full potential. Go on a level of academic intelligence (IQ) section! Emotional intelligence may act as a resource for the human body and thus for self-development.

The well done project organized by Gardner and his colleagues ends with a foundation of a new vision for self-management. It comprises four key elements that should be the basis for performance, for well done work: developing, decency, democracy and education (DDDE). Development

involves a degree of freedom from the limitations of biological inheritance by allowing a person to develop unique potential and contribute to community welfare. It includes individual skills and character development and implementation of two potentials: differentiation and integration. Education is seen as a key and one's orientation increases the probability to assign responsibility for well done work in a formative school, a university and a professional environment, their interventions being based on self-modelling of realistic self-knowledge.

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