

Social and Emotional Intelligence: The Goal of Education in the 21st Century

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Introduction

According to the World Economic Forum report (2018), in the 21st century, non-cognitive competencies (soft skills) are a criterion and a determining factor responsible for 80 per cent of the success and implementation of professional work, while the remaining 20 per cent is attributed to cognitive or technical competencies.¹

The knowledge-based approach of “200 years ago”, would “fail our kids”, who would never be able to compete with machines.

Based on the findings of her field research (Suzan A, 8, 2017), Suzan A. reached the same conclusion and emphasized the importance of teaching children non-cognitive skills (soft skills) such as the values of cooperation, teamwork and independent thinking. The transformation and change that might occur – or have already occurred – in educational systems raise a crucial question: What to preserve from the existing education system?

The fundamentals to be safeguarded are not educational institutions per se, but rather school values and psychological and intellectual maturity.

Human communication is our added value. Integrating technology in school systems does not necessarily fall out of line with developing human communication, but rather implies developing different intelligences that help people face and overcome contemporary problems.

One of the biggest challenges facing education lies in learning to coexist and cooperate with others amid the contemporary conflicts and violence that undermine hopes of human progress and fraternity. Accessing the knowledge society is not limited to acquiring information, knowledge,

¹ The *World Economic Forum*, 2018

competencies and applied skills. It also includes building a personality from a young age and instilling values complementary to cognitive roles.²

In this context, school programs and activities should specifically focus on developing Emotional, Social and Interpersonal Intelligences because they help improve learners' openness to others as well as their sense of cooperation and fraternity, and because they are the key to having human values such as cooperation, empathy and forgiveness.

1. Cognitive, Emotional, Social and Interpersonal Intelligences: The Keys to Cooperation and Attaining Knowledge

Based on the previous ideas mentioned in the World Economic Forum Report, people in the 21st century need not only knowledge, but also moral values that guide their knowledge in their favor and for their wellbeing. **The future belongs to those who think collectively and develop their Interpersonal Intelligence.** Therefore, **learning to coexist and cooperate with others is indeed one of the biggest challenges facing education nowadays**, given the contemporary conflicts and violence that undermine hopes of human progress and fraternity.³

The goal of education, which should be the focus of all actors in that field, is to promote positive values, meet society's expectations and solve its problems. Education is a means to acquire knowledge, build individuals' capacities, enable them to put good values into practice, ensure that their decisions and their society's trends are guided by these values all while making socialization a central mechanism that readies our youth to accept natural variation and interact positively with others. Schools are considered an essential and suitable place to raise generations for the desired future. Education is the primary means to deliver values that regulate and guide human behavior.

Good communication with others and the nature of the relationship established with them are two important factors and conditions for a person's success in all his/her work. We all should understand the importance of developing our Logical Intelligence that is measured by the intelligence quotient (IQ), given that a high Logical Intelligence helps us make good decisions. This form of intelligence refers to our ability to think, analyze and handle abstract ideas. It also encompasses linguistic capacities that help us write well, play on words, plan, solve problems, implement and evaluate. There is no doubt that Logical Intelligence skills are important to learning because they guarantee

² United Nations Development Programme & Mohammed bin Rashid Al Maktoum Foundation, Arab Knowledge Report 2010-2011, Preparing Future Generations for the Knowledge Society, Dubai.

³ د. أحمد أوزي، 2017، كفايات التعليم والتعلم للقرن الحادي والعشرين، مطبعة النجاح الجديدة، الدار البيضاء.

methodical work based on planning and organization and because they help us grow on the personal and professional levels. Logical Intelligence also improves verbal communication and the ability to speak rationally. Combined with observation, this form of intelligence enables inference, which allows us to draw conclusions and inductions and obtain data on the reality we live in. It also enhances human communication because it links talking to thinking in order to establish bonds amongst us. Logical Intelligence is all about rational thinking and abstract mental perceptions, which gives rise to the need for human values, emotions and empathy in different situations and social relationships. Otherwise, people will lose their sense of connection to others and their communication with each other.

The era of globalization and the knowledge society have been witnessing a lot of rapid advancements and changes due to information and communication technologies (ICTs) that reduced distance between human societies. The influx of refugees from all around the world has led to multiracialism and multiculturalism, which requires enabling societies to strengthen the foundations of solidarity, social ties and coexistence amid the instability, the worsening financial and economic crises, the deteriorating social conditions and the undermining of authorities responsible for cultural values and religious identity. This has stirred up global interest in values education that occupies a significant place in UN strategies in a world of deep and rapid change. To adapt to the abovementioned circumstances, one needs to be able to understand other people's feelings and emotions and use them to explore his/her relationship with them. It is thus necessary to resort to various other forms of intelligence to help build effective relationships, for they allow us to understand our surroundings and adapt to new situations, overcome hardships, understand what we – and others – we are going through and give meaning to our experiences. It is important to understand the emotions we feel in specific situations to be able to better control and manage them.

2. Emotional Intelligence⁴ (EI)

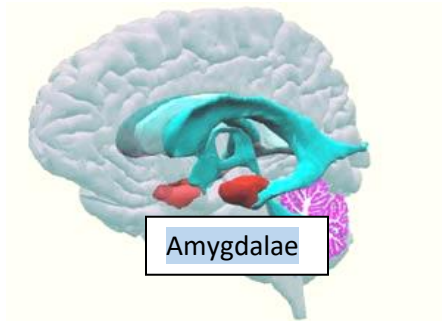
It has long been believed that Logical Intelligence, whose quotient (IQ) was invented by Alfred Binet (1857-1911), is the only useful ability and that our emotions only come in second place. Some even used to believe that emotions are harmful and confusing, which is why, up until recently, emotions had little to no importance. In the 90s, however, recent neuroscience research findings helped people come around, and proved that emotions both led to important accomplishments and played a role in human adaptation to many practical fields, such as education. Emotions are the basis of mental behavior. The research specifically shows that, when it comes to

⁴ The root of the word emotion is "motion", which clearly means that emotions are feelings that move us.

communication and human relations, emotions should be taken into consideration, for they are an important factor that leads to harmony between mind and emotions.

3. The Brain and Emotions

Many interrelated brain structures such as the amygdalae⁵ and some hormonal secretions come into play for us to experience emotions. Amygdalae are named after their almond-like shape and are located next to the hippocampus in the medial temporal lobe of the brain (there is one amygdala in the right lobe and another in the left lobe of the brain). They are mainly responsible for the ability to feel (human emotions) as they are responsible for fear and all changes resulting therefrom. For example, when you are scared and your heart starts pounding, your amygdalae are probably performing at optimal levels. Neuroscientists say that there are real and improvable areas in the brain responsible for Emotional Intelligence.



4. The Emotional Intelligence Theory

What is Emotional Intelligence? What does it refer to? How is it different from Logical, Social and Interpersonal Intelligences? What is the added value of this form of intelligence in the 21st century? What role does it play in a person's work and success? How does this form of intelligence contribute to developing human values such as cooperation, empathy, tolerance and fraternity?

The Emotional Intelligence Theory is attributed to 20th century psychologists. However, Daniel Goleman (1946) was the one who disseminated it and made it popular. It is important to show interest in this theory to understand its possible applications, and know how Emotional Intelligence helps us improve our self-awareness and strengthen our relationships with others.

We experience a wide range of emotions, some of which are positive and allow us to relax and be open to other people while others trigger a negative response that makes us suffer and shut ourselves off. It is important to understand the emotions we feel in specific situations to be able to better control and manage them.

⁵ The Words Amygdala is derived from a Greek word that means "almond". The German physiologist Karl Friedrich Burdach (1843-1776) was the one who coined the word.

Our emotions affect our reactions, choices and decisions significantly, as they guide all our actions and can be a source of joy or of pain. For example, we experience joy, fear, worry, surprise, distrust, anger and sadness, as well as compassion, kindness and love.

In the 21st century, Logical Intelligence occupies an important place in productivity-and-competitiveness-based societies. A person's IQ is the reference point to determine his/her value: the higher the IQ the higher the value. Logical Intelligence enables people to continue their education (higher education) and obtain high-end jobs. But what about personal traits, motivation and the ability to coexist and work together? It is really hard to adapt to tough situations and continue to work or study in tough situations that require a lot of efforts for success. Logical Intelligence does not address these things as opposed to Emotional Intelligence. Ever since Daniel Goleman developed this theory and disseminated it, we have been talking more and more about the emotional quotient (EQ) instead of the intelligence quotient (IQ).

In his numerous works on multiple intelligences,⁶ H. Gardner has noted the existence of intrapersonal and interpersonal intelligences, which shows that our brain faculties do not only include Logical Intelligence and that IQ is not the only reference to measure our abilities. Thanks to H. Gardner's work, emotions are now considered an essential element in our brain functions.⁷

5. The need for Emotional Intelligence in the Digital Age

What is the importance of Emotional Intelligence in the age of advanced technologies? Researchers urge people to understand this psychological theory and draw upon it in their education and at work to create a more harmonious, more human and more efficient learning/work space. They argue that this form of intelligence has a great impact on our behavior vis-a-vis ourselves and others, for it helps us identify, understand, accept, adapt to and properly manage our emotions. It also allows us to understand the psychological conditions and the suffering of others. Emotional Intelligence is the ability to put our emotions to good use in human activities such as communication, good decision-making, priority management, maintaining good relationships among people, learning and succeeding in life.

Emotional Intelligence pioneer Daniel Goleman says⁸ that the criteria for success at work are changing with time and that we are being judged based on a new criterion that encompasses not only our IQ, training, experiences and expertise, but also **the way we interact with ourselves**

د. أحمد أوزي، 1999، التعليم والتعلم بمقاربة الذكاءات المتعددة، مطبعة النجاح الجديدة، الدار البيضاء.

⁷ Howard Gardner (1996). *Les intelligences multiples*, Retz, Paris.

⁸ [Daniel Goleman](#) (1995) "Emotional Intelligence: Why It Can Matter More Than IQ"

and with others. This criterion is also used in job-selection processes: **whom to pick, whom to let go, whom to promote, etc.**⁹

This means that human values that regulate people's interaction with themselves and with others in society have become a criterion to judge people's competencies and abilities. These values also give people a high social status and an added value, and they make them distinguished and indispensable. A person with good behavior could become a leader and a mentor.

The simplest way to define Emotional Intelligence is the following: Emotional Intelligence is the ability to manage other people's feelings and emotions as well as our own. It is, according to Goleman, the ability to identify other people's feelings and our own to motivate ourselves and manage our emotions in a healthy way in our relationships with others. Emotional Intelligence includes 3 essential skills:

1. Emotional Awareness;
2. The ability to put emotions into good use in many tasks such as thinking and problem-solving; and
3. Emotion management skills, which include organizing one's emotions or the ability to soothe others and have an influence on them.

Emotional Intelligence involves the following skillset:

- Knowing and understanding other people's feelings and our own;
- The ability to express our feelings correctly and help others express theirs;
- Managing and adapting to other people's emotions;
- Using our emotions and intelligences in different activities: for good communication, good decision-making and priority management;
- Motivating others and maintaining good relationships with them; and
- Personal skills to learn and succeed in life.

Being an active and responsible citizen in society requires us to have various types of social skills to improve and facilitate our personal relations. Many of these skills depend on our Emotional Intelligence.

6. Social Intelligence

د. أحمد أوزي، " الذكاء العاطفي وتنمية قيم التسامح حاجة التربية في القرن الحادي والعشرين"، ورقة مقدمة إلى مؤتمر الإشارة الضوئية "تطبيقات 9 ، جمعية النهضة النسائية فرع الخوانيج، 29 - 30 سبتمبر 2019، دبي. "عملية لقضايا مجتمعية

Our daily life is deeply connected to the lives of other people in our society. According to the Carnegie Endowment for International Peace (CEIP), professional success is 85% based on relationship maintenance skills. We have the impression that others are the source of our problems, but the truth is they are not.

Researchers have recently shown interest to the form of intelligence related to social relations. They confirmed that succeeding in teamwork and getting other people to cooperate requires Social Intelligence skills. These include observational and listening skills and the ability to analyze and understand attitudes, which help people adapt quickly, influence others and be empathetic with them.

Daniel Goleman developed Social Intelligence. Nowadays, we can no longer use the word communication to refer to the machine-like correspondence between the sender and the recipient as introduced by Norbert Wiener in cybernetics. Even though Wiener's simple and dynamic explanation is still valid for analyzing actions and reactions between interlocutors, the latest studies of the human brains related to personal relationships clearly show that cybernetics alone are no longer enough. We need to examine the various dimensions of intelligence and the social and emotional aspects thereof.

Social Intelligence has been the focus of psychologists for many years. In the 19th century, Edward Lee Thorndike (1874–1949) identified the following three forms of intelligence: Abstract, Mechanical and Social Intelligences. He considered that Social Intelligence was the ability allowing us to live well in society and enabling us to act wisely in our personal relations. However, research on this form of intelligence stopped for a long time after his work. Then, in the past few years, advancements in neuroscience and intensified research related to multiple intelligences have led researchers to say that we have specific structures in our brains capable of rearranging themselves through complex and interrelated processes to collectively form what we call Social Intelligence. While Emotional Intelligence represents the ability to decode our feelings and emotions and underlines our ability to identify, express and visualize other people's feelings, Social Intelligence is the way to live together. It is a combination of characteristics such as respecting others and being sensible to other people's needs and interests. Carl Albrecht defines Social Intelligence as the ability to communicate with others and convince them to cooperate with us. Research findings show that this form of intelligence enables a person to easily achieve great success in all social fields. This way of looking at human relations shows that fraternity and collaboration compensate power and competitiveness, that Social Intelligence, which includes awareness, sensibility and relationship skills, is the key to harmonious relationships and that these skills are necessary in our everyday life at home, school and in society.

It is possible to develop Social Intelligence by gaining experience, namely social experience, through interacting with others at school, at home or in society in general, and benefit from successful and unsuccessful relationships.

7. Measuring Social Intelligence

Today, we can measure not only Logical and Emotional Intelligences, but also Social Intelligence. George Washington Academy and psychologists suggested criteria to measure Social Intelligence. Between 1928 and 1955, some researchers also developed several interesting criteria including name and number memory, facial expressions, sense of humor and identifying emotional states based on spoken or written words. Another criterion was put forth by Sternberg and others in 1981. Said criterion focuses on ensuring that a person has specific qualities: acceptance of others and of our mistakes, punctuality, caring for others, absence of prejudice, sensing the needs of others, openness and honesty in personal relations.

8. Interpersonal Intelligence

Interpersonal Intelligence, the 4th form of intelligence in addition to Logical, Emotional and Social Intelligences, is linked to social behavior and represents an important part of Gardner's multiple intelligence theory. Gardner believes that a person has 9 intelligences.¹⁰ In 1983, Gardner noted in his book "Frames of Mind" that individuals have 7 intelligences. He then discovered an 8th and a 9th form of intelligence.¹¹ The 9 multiple intelligences are: visual-spatial, verbal-linguistic, musical-rhythmic, logical-mathematical, interpersonal, intrapersonal, naturalistic, existential and bodily-kinesthetic. These intelligences vary from one person to another. An individual is not usually gifted – or not equally gifted – in all forms of intelligence. One of the goals of education is to develop learners' multiple intelligences. Likewise, schools' role lies in nurturing and improving these intelligences. As for teachers, they are like maestros leading the orchestra, for they have to vary and adapt their teaching methods to address all kinds of intelligences in the classroom, in order to connect with every learner based on his/her intelligences as well as on what motivates him/her and encourages his/her learning. Teachers should be aware that all students are smart, each in their own way.

A student who has developed Interpersonal Intelligence likes to be in groups, communicates with other children with ease, understands others quickly and learns best when his/her people senses as

¹⁰ Howard Gardner (1997). *Les formes de l'intelligence*, Editions Odile Jacob, Paris.

¹¹ د. أحمد أوزي، 1999، *التعليم والتعلم بمقاربة الذكاءات المتعددة*، مطبعة النجاح الجديدة، الدار البيضاء.

part of the learning process. The following are characteristics of a person who has Interpersonal Intelligence:

Interpersonal Intelligence indicators according to Gardner's Multiple Intelligence Theory:

1. Ability to make friends easily;
2. Sensibility to other people's feelings;
3. Desire to intervene when conflicts or misunderstandings occur;
4. Inclination to work in groups;
5. Desire to help others rather than solve his/her own problems;
6. Inclination to choose group games to play with others;
7. Enjoyment of teaching others what he/she knows or have learned;
8. Leadership qualities and skills;
9. Feeling of comfort in his/her group.

9. Collaboration and Complementarity of intelligence functions

Brain structures responsible for Logical, Emotional, Social, and Interpersonal Intelligences do not operate independently of one another, but rather work synchronously in an organized, coordinated way and adapt their work to any given situation. First, Emotional Intelligence studies stimulated emotions. Then, Logical Intelligence analyzes these emotions and directs them to solve the issue. At this stage, if need be, Social and Interpersonal Intelligences can come into play to strengthen relationships and make them more constructive and harmonious. In brief, this is what happens:

- a. Emotions are studied using Emotional Intelligence;
- b. Logical Intelligence analyzes these emotions and directs them to solve the issue;
- c. Social and Interpersonal Intelligences strengthen relationships and make them more constructive and harmonious.

Combined, these intelligence functions show the power and capacity of the human brain whose work is not only limited to pure reason, but also includes other mental abilities of different natures and functionalities to face and overcome problems. Intelligences – other than Logical Intelligence – come into play when necessary to prevent suffering, anxiety, frustration, fear and sadness, assist Logical Intelligence, solve the situation at hand and find solutions through planning and implementation. The work of the human brain is similar to a melodious symphony played by all the brain parts.

Conclusion

In light of the above, the importance of multiple intelligences becomes evident for learners at different education levels in everyday school activities. 20 per cent of our intelligences is innate while 80 per cent needs to be acquired by developing ourselves to lead a fun and optimistic life full of hope, make the highest achievements, steer away from all that has a negative impact on our psychic energy and achieve a positive mindset that builds our capacities and enables our talents to grow. School activities and projects incorporated in school programs can develop learners' sense of collaboration, cooperation, fraternity and compassion by letting them feel responsible and assume responsibility, accept differences, respect and work with others. What helps people achieve all that are their various mental faculties.

Article Summary

The present article shows that to achieve success at work and in relationships, it is important to have skills that are complementary to mental skills and Logical Intelligence – which is measured by the intelligence quotient (IQ). The article examines skills related to Emotional, Social and Interpersonal Intelligences come into play. These forms of intelligence give us general skillsets, enable us to be self-aware, and both identify and manage other people's emotions as well as our own. Emotions are the essence of our enthusiasm and passion, and they are improvable. Developing Emotional and Social Intelligence skills helps a person maintain efficient and successful relationships with others, be it at school or at work. It is thus important to develop learners' different forms of intelligence, for they help them achieve success in their life and their social relations. The present article also tackles the characteristics and indicators of the four

aforementioned forms of intelligence to differentiate between them all while explaining how Social, Emotional and Interpersonal Intelligences complement Logical Intelligence to help a person facing problems adapt to new situations.