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Original article

THE IMPORTANCE OF EMOTIONAL INTELLIGENCE IN THE PROCESS OF LEARNING AND ITS CONNECTION WITH MOTRIC ACTIVITIES

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Abstract

Problem Statement. This research proposes to highlight a well-known subject which does not receive a practical approach about the impact of emotional intelligence (EQ) in the process of learning and its connection with motric activities.

Purpose of Study. The research was achieved at Petroleum-Gas University of Ploiesti on a group composed of 69 students: 37 students of Faculty of Petroleum Technology and Petrochemistry; 32 students of Faculty of Letters and Sciences.

I mention that the group was aleatory selected. The only condition of selection was attendance of the same university and the year of study.

Attending the same university and being in the same year conclude that most of students have got a lot of interests, aspirations and hobbies in common.

Research Methods. The literature review method; The observation method; The sociological research (conversation, questionnaire etc.); The mathematical statistics method; The graphoanalytical method.

Findings. The research has started from the hypothesis that emotional intelligence (EQ) can be improved by the confrontation of certain difficulties.

Through sporting activities, the individual encounters these difficulties under the form of motric tasks which should be systematically solved in order to produce positive changes with a visible impact in learning process

Conclusions. The intelligence enhances in confrontation with difficulty. Through motric activities that generate tasks and difficulty, we are capable to produce multiple types of intelligence.

Therefore, the multiple intelligence facilitates the keys to the problems, optimizing the learning process. This evidence was demonstrated by the results of our subjects at the end of highschool (marks in the final exams), first year of university (marks obtained at the end of the first year of university) and competitions.

Keyword. :multiple intelligence, students, learning, sport, motric activities.

Introduction

The actual research about *The importance of emotional intelligence in the process of learning and its connection with motric activities* proposes to highlight a well-known subject which does not receive a practical approach about the impact of emotional intelligence (EQ) in the process of learning and its connection with motric activities. "The emotional intelligence is the ability to identify, understand and manage the moods and feelings." (Rob Y., 2012, p.10). There are many disagreements regarding to emotional intelligence (EQ) and its content. "The emotional intelligence (EQ) firstly requires self-awareness, self discipline and empathy. It helps us understand how can we control our

impulses and feelings. The good news is that emotional intelligence can be improved." (Goleman D., p.93, 2018). Children "are developing in a predictable way according to the natural laws of growth" (Epuran M., Stănescu M, 2010, p.149-150), they are also developing in a different manner when we talk about intelligence and its impact on the learning process and its connection with motric activities. We should not omit three distinct elements from the algorithm: the heredity-the environment- the education. These three aspects attract the subjects development and determine them listen their emotions (EQ) in a complex way apart from intellectual intelligence (IE). An education "for every human being can not succeed unless it does not check what we understand and what was wrong" (Gardener H., 2005, p.26). Is everything similar in the case of

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emotional intelligence (EQ) in the process of learning

Research hypothesis

The research has started from the theory that emotional intelligence (EQ) enhances with certain difficulties through motric activities. The motric

Research methods

- The literature review method;
- The observation method;
- The sociological research (survey- test on the following theme: *The connection between emotional intelligence, motric activities and succesful learning(IQ), composed of 10 items which are grouped in a observation protocol,*

Operational approach and involved subjects

The research was achieved at Petroleum-Gas University of Ploiesti on a group composed of 69 students: 37 students of Faculty of Petroleum Technology and Petrochemistry; 32 students of Faculty of Letters and Sciences. I mention that the group was aleatory selected. The only condition of

Purpose of study

Through motric activities that generate tasks and difficulty, we are capable to produce multiple types of intelligence. Therefore, the multiple intelligence facilitates solving the problems and optimizes the learning process. The purpose of the study is to demonstrate that among all types of intelligence, the

The aims proposed for this research topic are:

- A randomized selection of the subjects for the application of questionnaire.
- The application of a questionnaire titled *The connection between emotional intelligence, motric activities and succesful learning(IQ), to which four essential questions were*

Presentation and interpretation of the results

The research was achieved at Petroleum-Gas University of Ploiesti on a group composed of 69 students (boys and girls) who are sharing common educational interest and attend the same university.

The survey *"The connection between emotional intelligence (EQ), motric activities and succesful learning(IQ)", composed of 10 items grouped in an observation protocol, charts, tables and graphs which*

and its connectin with motric activities?!

activities generate tasks and difficult situations that were previously solved. This process seems to produce positive changes with a great impact in the learning process.

charts and tables with scores. The survey is created by Daniel Goleman and adapted by Mihaela Rocco resulting a standardised test. I have added four more essential questions (*identification markers*) with no scores.. These questions tell us about the history of our subjects (questions a,b,c,d);

- The mathematical statistics method;
- The graphoanalytical method;

selection was attendance of the same university and the year of study. Attending the same university and being in the same year conclude that most of students have got a lot of interests, aspirations and hobbies in common.

emotional one (EQ) is the basis of good school performance and it is developed in confrontation with motric difficulty. Another goal is to identify the causes that lead to an eventual differentiation among group indicators of the research.

Aims of the research

added. These questions depict the history of our subjects (questions a,b,c,d);

- Establishing an observation protocol of the charts according to the connection between *multiple intelligences (EQ), motric activities and learning process (IQ).*
- Organizing the data in tables, analyzing and interpreting the presented information.

carry a standardised score according to table no.1 and corresponding index.

The survey is created by Daniel Goleman, adapted by Mihaela Rocco and published by Conduraru A. (2020) so it is considered to be a standardised test. Four more essential questions with no scores are added and they offer precious information about the history of our subjects (a,b,c,d). The questions are named differently (a,b,c,d) to avoid any similarities

with the other ten items of the survey. Based on these markers, I tried to develop an observation protocol about the connection between emotional intelligence (EQ), motric activities and learning process (IQ). There was not a time limit in the application of the study protocol. The students did not provide any personal information (name, surname, group, year of study etc.). Moreover, the pupils were informed that the survey is not a contest and genuineness is far more important. Consequently, we keep the confidentiality of our students' identity and we can rely on the truthfulness of their answers. It was needed an uninterrupted work on the application of the survey and every question had multiple choices. When filling the questionnaire, the subjects were asked to choose the answers that best fit with both their opinions and reactions. Also, the students were required to answer what they would prefer to do in real life and worry less about the replies given in the survey. Both theoretically and practically, the questionnaire is expected to briefly review the

existing literature, but it also attempts to manage and present as good as possible the information about *the connection between emotional intelligence (EQ), motric activities and succesful learning(IQ)*. The interpretation of the emotional intelligence (EQ) survey (10 items) consists in the total score of the points corresponding to the four answers. After the score ratings, the results indicate the level of emotional intelligence (EQ) and the hierarchical listing according to the index of standard (check Table no.1 and the index below this table). The survey was quoted by Daniel Goleman and adapted by Mihaela Rocco (Conduraru A., 2020, p.1-5). I would not detail the answers or the questions of each subject because the writing space is limited (for those who are interested about the details, I recommend them to send me an email to lupu_lln@yahoo.com). I will continue with the percentage rating according to the standard. Using the markers from table no.1 and the index of standard.

Table no.1- Questions rating of Daniel Goleman's survey and the adaptation of it by Mihaela Rocco (Conduraru A., 2020, p.1-5)

Survey questions and subpoints	1	2	3	4	5	6	7	8	9	10
a.	20p	0	20p	0	0	0	20p	0	0	0
b.	20p	20p	0	0	0	5p	0	20p	5p	20p
c.	20p	0	0	20p	0	5p	0	0	0	0
d.	0	0	0	0	20p	20p	0	0	20p	0

***The index of standard- the score rating and the level of emotional intelligence (EQ)**

- Up to 100 p – below average
- 100p-125p – average
- 125p-175p – above average
- 200p – highly above average

As a consequence of the application of survey, we observed significant differences of the scores

according to the index of standard for emotional intelligence (EQ) (check tables 1&2). After this analysis, we also remark that the group, according to

the index of the emotional intelligence registered the following scores:

* **Emotional Intelligence (EQ)- Below average-** 18 students were registered with this score, a rate of 26.08%- according to the data collected, those are the students who never ever practiced any kind of sports, also, the students did not attend P.E classes (medical excused).

* **Emotional Intelligence (EQ)- Average-** 9 students were registered with this score, a rate of 13.04%-

* **Emotional Intelligence (EQ)- Highly-above average-** 2 students were registered with this score, a rate of 2.90%- according to the data collected, those are also the students who practiced sports between 6-18 years old. The score is low, but it is significant.

according to the data collected, those are the students who never ever practiced any kind of sport even if they were able.

* **Emotional Intelligence (EQ)-Above average-** 40 students were registered with this score, a rate of 57.98%- according to the data collected, those are the students who practiced sports between 6-18 years old.

Table no.2- Statistic markers– related to the scores obtained after the application of the survey and based on the index of standard

Up to 100 – below average	100p-125p – average	125p-175p – above average	200p – highly above average
Emotional Intelligence Below average 18 students 26.08%	Emotional Intelligence Average 9 students 13.04%	Emotional Intelligence Above average 40 students 57.98%	Emotional Intelligence Highly above average 2 students 2.90%

For a better understanding of the research, we analysed the statistic markers registered by the items a,b,c,d. The four items provided essential information about the history of our subjects. Thanked to these reports, we confirmed the hypothesis that emotional intelligence develops in confrontation with certain difficulties. The difficulties encountered by the subjects consisted in motric activities (sports) practiced constantly between 6-19 years old. Practicing sport during childhood up to adulthood has

a visible impact on the learning process. This process is necessary in order to achieve success at school. It was demonstrated as well that the learning process is superior at students with a high coefficient of emotional intelligence (EQ). For this purpose, I elaborate the observation protocol (according to table 1&2) about the connection between the emotional intelligence, motric activities, learning process (IQ) and successful learning (resulted from the combination between IQ and EQ).

Table no.3 Statistic markers related to the connection between emotional intelligence (EQ), motric activities and successful learning

a,b,c,d markers designed for the group of subjects (composed of 69 students):	Feedback %	
	YES	NO
a. Medical excused or physical able?	18 students -26.08%	51 students-73.92%
	* Average marks between 6-8:	*Average marks between 8.01-9: - 21 students-30.44%
b. What was your average mark in bacalaureate?	- 28 students -40.58%	*Average marks above 9.01: - 20 students-28.98%
c. What was your average mark of the first year of university?	* Average marks between 6-8: - 27 students -39.14%	*Average marks between 8.1-9: - 34 students-49.28% *Average marks above 9.01: - 8 students-11.58%

d. Did you practice any sports between 6-18 years old?

42 students responded with "YES"- a percentage of 60.86%

27 students responded with "NO"- a percentage of 39.14%

Therefore, I have discovered that at marker a., of the total of 69 subjects (100%), 26.08% (18 students) are medical excused and 73.92% (51 students) are physical able to attend P.E (physical education) classes. At marker b., the percentage is the following: 28 students (40.58%) have average marks between 6-8 in baccalaureate and 28.98% (20 students) have average marks up to 10. Through the average mark of the first year of university, I have observed their evolution starting from the high school to the faculty. According to table no.1, (marker c.) we registered: 27 students-39.14% who obtained at the end of first year of university average marks between 6 and 8; 42 students who obtained average marks starting from 8.01- above 9.50. For a better understanding of the situation, I have required an element that links the emotional intelligence (EQ) and successful learning (IQ) with motric activities. This element should act on the subjects, in order to leave visible marks on the three stages: physical, mental and educational. For the physical stage, I identified the motric exercise, for the physical stage- the emotional intelligence practice and for the educational stage- the successful learning- respectively the average marks obtained in the baccalaureate and after one year of university study. But, we can not conclude about the interpretation of table no.3 unless we discuss about the fourth marker (d.- "Did you practice any sports between 6-18 years old?"). Here, the group was divided: 42 students responded with "Yes", meaning a percentage of 60.86% of the total and 27 students replied with "No", a percentage of 39.14%. I reconsidered table no.2 and compared it with the markers of question d. On a more detailed analysis of the percentages from table no.2, it can be observed an imaginary line which delimits the table in two distinct groups of subjects:

Group I- on the left side of the table, the subjects who did not practice any kind of sport – with emotional intelligence score average and below average (Table no.2) have lower average marks (6-8) in contrast with the others classmates- as seen in Table no.3, chart no.1

Group II- on the right side of the table, the subjects who practiced sport, with high emotional intelligence score above average and highly above average (table

no.2) have higher average marks (8.01-above 9.50).- as seen in Table no.3, chart no.1.

Both groups of subjects (Group I and group II) overlap themselves with the subjects from table no.3 (marker d.), who practiced sports between 6-18 years old and had the possibility to be trained in „the emotional literacy” in order to develop their emotional intelligence (EQ) more than the subjects who are sedentary or medical excused. This group of students had lower marks than those who were active and practiced sports between 6-18 years old. The group best results are achieved by the continuous physical trainings, self-awareness, emotional self-control, motivation, social abilities and the school success, aspects which confirm the research hypothesis. Not so long ago, the success meant to be intelligent, having a high coefficient of intelligence. This was simply the key to success. The researchers achieved to the border of psychology and neuroscience and according to Daniel Goleman studies (2017), demonstrated that nowadays the emotional intelligence (EQ) is more important than the coefficient of intelligence (IQ). The emotional intelligence provides creativity, new hypothesis, innovative solutions and is impossible to be separated from the intelligence quotient. These two types of quotients can only complete themselves. In consequence, we can discuss about a new perspective about the "two minds"- the rational mind (IQ) and the emotional one (EQ) and how they shape the future of human being. The real examples used by Goleman in his book (*Emotional Intelligence*) clearly define the five essential abilities of the emotional intelligence: the emotional self-regulation, the self awareness, the empathy, the motivation and the social ability. All these five abilities determine our professional or school success, good relations with others at work, even our physical well-being. The actual research has a new perspective about being emotionally intelligent (EQ). It also presents the importance of childhood physical activities and sports in order to exercise the mind. We should consider that "the emotional literacy" is not set at the beginning of life, but it can start then and be achieved and developed during life. The graphoanalytical method (chart no.1) is conclusive in this way.

The statistic markers which indicate the connection between emotional intelligence (EQ)-motric activities-successful learning and question d. ("Did you practice sports between 6-18 years old?")- Table no.3

The statistic markers which indicate the scores obtained according to the index of standard for emotional intelligence after applying the survey- Table no.2

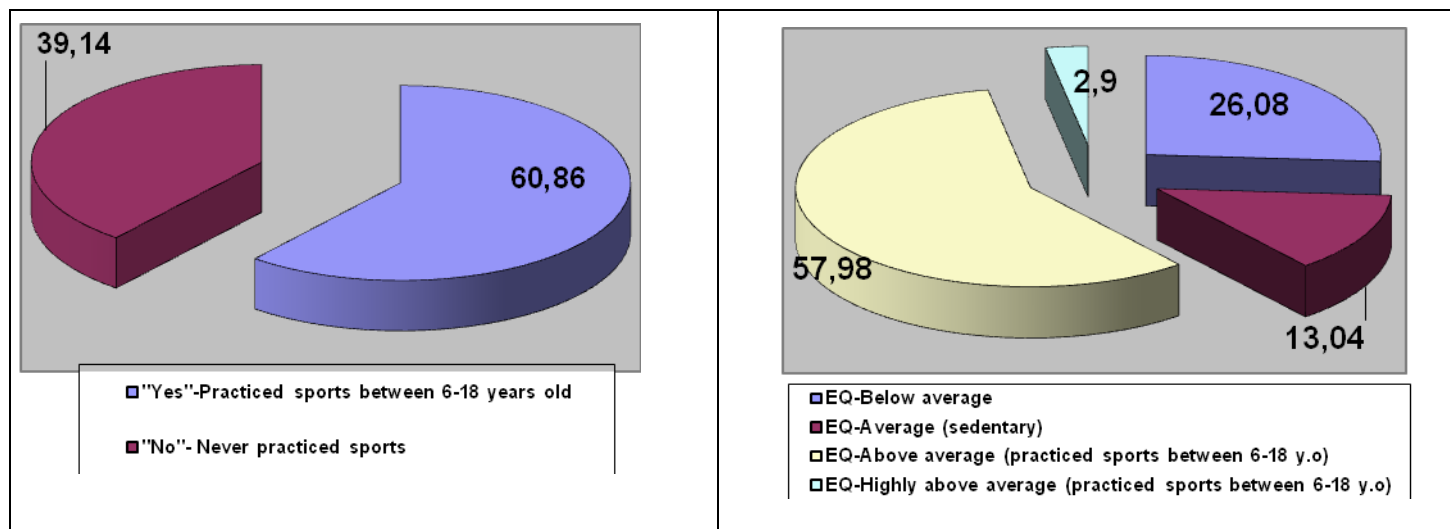


Chart no.1- The simultaneously presentation of the statistic indicators which define the connection between the emotional intelligence (EQ)-motric activities- the successful learning according to data from Table 1 and 2.
Conclusions

- The emotional intelligence (EQ) firstly presumes the self-awareness, the discipline.
- Multiple types of intelligence are developed through motric activities that generate tasks and difficulties.
- Not so long ago, the success meant to be intelligent, having a high coefficient of intelligence. This was simply the key to success.
- Nowadays, the emotional intelligence (EQ) is more important than the coefficient of intelligence (IQ).
- The emotional intelligence provides creativity, new hypothesis, innovative solutions and is impossible to be separated from the
- The subjects who practiced sports between 6-18 years old and realised "the emotional literacy", developed their emotional intelligence better than their classmates who were sedentary or medical excused, having good marks at school, but not sufficient in order to achieve remarkable school success.
- The actual research has a new perspective about being emotionally intelligent (EQ). It also

- intelligence quotient. These two types of quotients can only complete themselves.
- The research has started from the hypothesis that emotional intelligence (EQ) can be improved by the confrontation of certain difficulties.
- Through sporting activities, the individual encounters difficulties under the form of motric tasks which should be systematically solved in order to produce positive changes with a visible impact in learning process.

presents the importance of childhood physical activities and sports in order to exercise the mind. We should consider that "the emotional literacy" is not set at the beginning of life, but it can start then and be achieved and developed during life.



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