SKILLS AND EMOTIONAL INTELLIGENCE: STUDY AND INVESTIGATION OF THE INTERNATIONAL ORGANIZATION OF THE OECD

Dr. Zoe Karanikola, Katerina Alexopoulou and Dr George Panagiotopoulos.

Technological Educational Institution of Western Greece

ABSTRACT: *Emotional Intelligence is directly linked to the professional development of teachers and the existence of positive results in the field of education. The purpose of this paper is to investigate, through qualitative content analysis, whether the skills associated with emotional intelligence are identified in the political texts of international organizations and in particular in that of the OECD. According to the survey results, emotional intelligence skills related to self-awareness, self-regulation, social awareness and interpersonal relationships management are present. For a better understanding of the issue, it would be helpful to explore these skills in other texts of international organizations, with a view to comparing and enriching relevant databases.*

KEYWORDS: Emotional Intelligence, Teachers, Development, OECD, Goleman.

INTRODUCTION

In recent years, emotional intelligence as a concept has been increasingly used by more and more theorists and researchers. This is because it affects the effectiveness of individuals and organizations with teamwork, morality and health, productivity, sales, innovation, and employee commitment (Cherniss, 2002). According to Aristotle, as he claims in Ethics Nicomacheia, everyone can get angry, it's easy. The hard thing is to get angry with the right person, for the right reason, in the right way. This reflection is not accidental if we consider that it has effect from antiquity to the present. In an effort to understand emotional intelligence, scientific interest is manifested in the sectors of psychology, education, and the general public, such as parents and teachers. There are many different theoretical models and theoretical approaches regarding Emotional Intelligence and identified in the literature to interpret this complex concept. These models can be classified into three categories (Platsidou, 2010):

- Skills Models: They consider emotional intelligence as an ability of the mind, while its own structure and organization match with the other types of intelligence that relate mainly to cognitive abilities. The model of Salovey, Mayer and Caruso belongs to this category.

- Models with personality framework: They consider emotional intelligence to be a result of adaptability, characteristics and predispositions. The model of Bar-On belongs to this category.

- Performance models: They try to both explain and predict the performance and effectiveness of the individual at work, based on how they organize their personality. The Goleman model belongs in this category.

The socio-emotional model of Goleman's Emotional Intelligence, which was adopted by many researchers (Bar-On, 1997, Schutte, Malouff et al., 2007), focuses on conscious understanding of emotions at both in-person and interpersonal levels. Daniel Goleman, like other researchers,

argues that emotional intelligence affects all areas of people's lives (eg, health, learning, behavior, relationships) and it is a very important factor in predicting success and their ability to resolve problems (Goleman, 1995). The structure of Goleman's theoretical model, as revised and simplified in 2002, involves the structuring of the personal and social competences that constitute the concept of emotional intelligence in four key areas (initially five domains), which include eighteen skills (at the beginning they were twenty-five) (Goleman et al., 2002: 57-73). It is worth mentioning that, according to Goleman (1998), emotional competence is a learned concept.

THEORETICAL UNDERPINNING

The Importance of Professional Development of the Teacher

A primary and exclusive criterion for the improvement of the education provided is the learning progress of the students (Bredeson & Johansson, 2000; Garet et al., 2001). Teachers are called to play a significant role in the improvement of education, since they have a duty to implement new standards of teaching and innovation in the classroom (Garet et al., 2001). According to Bredeson and Johansson (2000), the correlation between teacher's professional development and professional change is particularly evident. It has also been pointed out that current educational changes attach great importance to teacher development and continuing training (McIntyre & Byrd, 1998). Similarly, Vrasidas and Glass (2004) agree that there is a need for teachers to develop and evolve professionally and not to rest in the undergraduate training they have already acquired. Equally important is the fact that teachers should be distinguished for their flexibility, openness and ability to adapt to continual demands and apply new educational practices (Garet et al., 2001).

Teachers' professional development should be governed by certain traits and characteristics which should be considered in the design of relevant policies (Bredeson & Johansson, 2000). Initially, it is essential for them to collaborate and participate collectively in professional development activities, which enable them participate actively in learning processes. In addition, professional development of teachers has an impact on pupils' learning and performance. Teachers also have to devote time to professional development activities, since they should be continuous and lasting. This results in teacher self-evaluation. Through professional development, therefore, the teacher can link theory to practice, knowledge with skills and practices. Finally, professional development takes into account the needs of the teacher and the requirements of the school environment and it is a function involving many factors regarding not only teachers and students, but also the space, the time and the teacher's cognitive background (Fotopoulou, 2013).

Conceptual clarification of the term "Emotional Intelligence"

According to bibliographic review, despite the fact that there are many definitions on emotional intelligence, still there is no a commonly accepted definition for this term (Ciarrochi, Caputi & Mayer, 2003). In 1990 Salovey and Mayer proposed the first official definition of emotional intelligence. According to this definition, emotional intelligence is the ability to recognize one's and others' emotions and feelings, to distinguish emotions and to guide one's thoughts and actions. Salovey and Mayer argue that a person of high emotional intelligence can recognize, control, understand and manage not only their feelings but people they communicate with as well. Their theory consists of four branches:

- Perception, evaluation and expression of emotions. It includes the person's ability to recognize not only his / her own emotions but also the feelings of others. In addition, it relates to the ability of the individual to evaluate his/her feelings and express them with precision.

- Understanding emotions on other person's side.

- Analysis of emotions.

- Setting emotions to promote emotional development.

There is a direct correlation of these abilities with the emotions to play a significant role in one's life and affect his/her perception of events and people.

METHODOLOGY

Qualitative Methodology

For this study, a qualitative data analysis methodology, which imagines the camera obscura of the research process, was performed. In recent years, the interest shown for quality research is great and a variety of applications of quality research methods have been carried out. However, the ambiguity and confusion that has arisen about what qualitative research means is creating strong concerns (Morse & Richard, 2002: 202). Quality research is a set activity, which places the observer in the world. It consists of a set of interpretative and material practices that make the world visible. These practices transform the world and convert it into a series of self-representations, including field notes, interviews, conversations, photos, tapes, and calendars. At this level, qualitative research includes an interpretative, naturalistic approach to the world. This means that qualitative researchers are studying things in their natural context, trying to make sense or interpret phenomena in terms of the meaning people give to them (Denzin & Lincoln, 2005).

In addition, the qualitative research method helps a researcher investigate issues he/she comes into contact for the first time. For this reason, as a method it is more appropriate when the issue to be studied has not yet been investigated or has not been sufficiently explored. What is more, it is possible to approach a subject without having pre-defined perceptions about this, about the variables it will be related with, leading to the construction of a theory for the interpretation and explanation of research data (Marshall & Rossman, 2006). Also, a qualitative researcher builds concepts, categories and theoretical models from "bottom up" in order to organize his/her data into more abstract information units. This process is defined as inductive and the researcher goes back and forth between his/her categories and data in order to create a functional set of modules. Throughout this process, it has the ability to work with the subjects / objects of the research, with the purpose of analyzing issues largely matched by the experiences (Creswell, 2007).

Qualitative research has also a reconstructive character and goes back to the interpretative philosophical tradition. The researcher has the prior knowledge that what he/she has to consider has been interpreted beforehand. He has a duty to understand in depth the ways in which people experience their social situation, understand the social world and make sense in their actions (Tsiolis, 2014).

Finally, in qualitative research, interest focuses on the holistic recording of complex and different data. Through the analytical collection of data, a holistic approach can be achieved. According to Marshall and Rossman (2006), the flexibility of the qualitative researcher focuses on the complex kinds of interactions of a situation, as opposed to quantitative researchers whose views are one-sided.

In this present study the qualitative methodology and in particular the qualitative content analysis was followed. This method has its origins in the last decades of the 20th century and it is part of the wider attempt of alternative qualitative examples from the views of positive quantitative researchers (Marshall & Rossman, 2006). In the early 1980s, a methodological example of qualitative content analysis was synthesized by German Ph. Mayring (1983), as it was found that the methodology books did not have a systematic methodological tool for analyzing quality material. According to Bondy (2004), the methods used were deficient. In particular, the interpretative analysis was ambiguous, the linguistic ambiguity of the text was unilateral and the content analysis was only quantitative. This study uses the Mayring (1980) model, which leads to a reduction in the material under investigation, aims to find important elements and messages of the text and generates a general idea about it. The Mayring model consists of 10 steps. The course of the research process, which will be developed in detail below, is as follows:

- Determination of the material under investigation.

- Analysis of the conditions under which the material was formed.

- Typical characteristics of the material.

- Direction of analysis.

- Questions based on a theoretical framework.

- Determination of the analysis techniques and selection of the sample to be investigated.

- Category system – Improvement.

- Categorization system analysis.

- Review the system of categories based on theory and material.

- Interpretation of data in the direction of key questions (Bonidis, 2004).

Definition and presentation of the material under investigation

In particular, the choice of the specific text "The future of education and skills, education 2030" (2018) was made because it is an official text of an international organization (OECD), which sets out guidelines for policies to be followed by all Member States in order to improve their national education. In addition, the writing of this text is the response of the OECD to the achievement of the goals of the UN Sustainable Development Goals Agenda 2030, which is about the sustainable development of people around the globe. Education is required to play an important role in achieving the 17 Agenda goals (UN, 2015).

Analysis of conditions under which the material was formed

Today, unprecedented challenges - social, economic, environmental - are being tackled and driven by the acceleration of globalization and the faster pace of technological developments. At the same time, these forces provide thousands of new opportunities for human progress. The future, however, is uncertain and cannot be predicted, but everyone must be open and ready for it. It is worth noting that the children entering 2018 will be young adults in 2030. Schools should have the opportunity to prepare children to solve problems that they have not yet been addressed, for jobs that they have not yet been created, for technologies that they have not still been invented. It is therefore a shared responsibility for everyone to seize opportunities and find solutions.

In order, of course, to navigate in such an uncertainty, students should develop curiosity, imagination, resilience and self-regulation. It is necessary for them to respect and appreciate the ideas, perspectives and values of others, but also to face failure and rejection and to move ahead with adversity. Their motivation should be more than finding a good job and a high income. They should also care about the well-being of their friends, families, communities and the whole planet (OECD, 2018).

In addition, education can equip learners with the sense of purpose and the skills they need to shape their own lives and the lives of others. For a better understanding of this, the Organization for Economic Cooperation and Development (OECD, 2018) launched the project "The future of education and skills, education 2030". The goal of this project is to respond to the knowledge, skills, behaviors and values that students will need today to thrive and shape their world and how education systems can effectively develop this knowledge, skills, attitudes and values. Similarly, Study Programs must continue to evolve in a radical way to be able to respond to these developments.

Typical characteristics of the material

This text is written in English and consists of 23 pages. For its study and processing it was necessary to translate it into the Greek language. In particular, in the first 7 pages, the theoretical part of the text on education and skills to be developed in 2030 is developed. Then, on pages 8-16, the first appendix takes place and all the contributors in this research are presented in detail. Next, on page 17 is the second annex, which lists the list of structures presently presented and on pages 18-21 all bibliographical references are presented. The text is titled "The future education and skills, education 2030" and the second page records the reason for writing the text. On page 3, OECD Education and Training Manager Antreas Schleicher makes an introduction to the text that will be followed later and invites anyone interested in contacting him.

Direction of analysis

Where? (source)	Why? (coding process)	How; (channel)	What; How; (message)	Effect; (decoding process)	To whom; (receiver)
OECD Text	Providing information, reproducing sovereign global political positions, informing, raising awareness of the educational community	Text, research data	Clear and stranded text / text content	Acquisition of knowledge, attitudes, abilities, adoption of universal policies	All those involved in the educational process (academics, teachers, pupils, parents, etc.)

Table 1. Structure of the direction of the analysis

Research questions

Based on the theoretical context, the principles and dimensions of Emotional Intelligence, the following research questions arise:

• Does the text of the Organization for Economic Cooperation and Development take into account the emotional dimension of skills?

• If so, which emotional intelligence skills are suggested?

• In what way are they captured?

• Is their writing consistent with the writing of other international texts or other international research on contemporary skills?

Determination of the analysis techniques - establishment of the system of categories

Following the theoretical context and dimensions of Emotional Intelligence, the text was analyzed and processed based on Goleman's theoretical model of Emotional Intelligence (2002). Thus, the following categories were created:

• Self-awareness: knowledge of the inner state, awareness of emotions, self-confidence, accurate assessment.

• Self-managemet: self-control, tendency to achieve, initiative, consciousness, adaptability, optimism.

• Social-awareness: empathy, service-oriented, operational awareness, political perception.
• Relationship management: leadership, communication, conflict management, facilitating change, fostering the development of others, building links, teamwork and collaboration.

Analysis based on the system of categories – Findings

The content analysis of the OECD text "The future of education and skills, education 2030" reveals that there are references to Emotional Intelligence related skills, according to Goleman's theoretical model (2002).

The following findings are included in the self-awareness category:

- "Education can equip its trainees with the service and the sense of purpose and the skills they need to shape their lives" (p. 2), "What knowledge, skills, attitudes and values will today need students to to thrive and shape their world?"(page 2).

- In the category of self-regulation, the following findings are mentioned: "In order to navigate such an uncertainty, students should develop curiosity, imagination, resilience and self-regulation" (p. 2), "and they should face failure and rejection and move ahead with adversity" (p. 2), "For this purpose, a wide range of skills will be needed, including cognitive and metacognitive (eg critical thinking, creative thinking, learning, self-regulation)" (p.5).

- In the category of social awareness the following findings are mentioned: "They can have a positive impact on their environment, influence the future, understand the intentions, actions and feelings of others and have the short- and long-term consequences on what they are doing" (page 4), "That's why will need a wide variety of skills ... and emotional skills (empathy, self - efficacy and cooperation) "(p. 5)," central to this competence is the concept of self - regulation, which includes self - control, self - responsibility, e problem solving and adaptability "(p.6).

- In the category of interpersonal management, the following findings are presented: "They should respect and appreciate the ideas, prospects, values of others" (p. 2), "they should also be interested in the well-being of their friends and their families, their communities and the planet" (p. 2), "Education can equip its trainees with the service and the sense of purpose and the abilities they need to shape their lives and contribute to the lives of others" (p. 2), "To help the service teachers need not only to recognize the individuality of the students but to recognize the broader set of relationships - with teachers, peers, families and communities - that affect their learning "(page 4)," In this context, everyone should be considered learners, not only students but also teachers, school managers, parents and communities "(page 4)," That's why they will need a wide variety of skills ... and emotional skills (empathy, self-efficacy and collaboration (p. 5). "Therefore, in the context of the OECD's learning for 2030, a complex view is embedded: the mobilization of knowledge, attitudes, values through a reflection, anticipation and action process, in order to develop the interdependent skills needed for cooperation with the world "(Page 6).

Obviously, through the analysis of the OECD text, it seems that reference is made to all categories of Goleman's theoretical model of emotional intelligence (self-observation, self-regulation, social awareness, interpersonal relationships management), with the latter appearing significantly in the text.

CONCLUSIONS

Emotional intelligence skills are often referred to as life skills as they help people become more flexible, open-minded, efficient, improve their quality of life, meet new challenges, and can emotionally support themselves as well as their others (Jenkins, 2011; Balatti et al., 2007). It can be seen that the OECD is not abiding in the internationally-held and contemporary demands that make the skills of emotional intelligence of major importance. Through the drafting of relevant texts, the OECD tries to contribute to the formation of policies that will lead, through the design and delivery of appropriate skills, to the professional development of teachers and workers in general. With the right skills, people can both seek and retain a profession and become capable, active and active citizens (European Commission, 2016). Developing the right skills is therefore considered to be of major importance as it is linked to the reduction of unemployment, poverty, injustice and the promotion of healthy working environments (UNESCO, 2012). The drafting of this text is in line with the philosophy and policy of the European Commission, as a similar survey (Panagiotopoulos & Karanikola, 2017) in the text "The New Skills Agenda for Europe" (2016) shows that the skills emotional intelligence are also demonstrated and proposed.

Future Research

Emotional Intelligence is of the utmost importance for the professional development of teachers. The importance of this research lies in the fact of analyzing the efforts of an important international organization on issues related to the field of education and enhancing the corresponding bases for analyzing political texts. These efforts are infinite and continuous, as changes in the field of work and education are rapid. In a future research, however, it would be useful for somebody to investigate how these skills will be distributed and delivered to teachers and students, as well as what will actually be implemented and realized, as this research focuses on and depicts what the OECD claims that has to be done. Will these policies remain rhetorical or will they be implemented and transposed into action? It would also be useful to analyze the nature of these skills and in other texts of both the OECD and other international organizations.

REFERENCES

Balatti, J., Black, S. & Falk, I. (2007). Teaching for social capital outcomes: The case of adult literacy and numeracy courses. *Australian Journal of Adult Learning, 47(2) 245–63.*

Bar-On, R. (1997). *BarOn Emotional Quotient Inventory (EQ-i): Technical manual.* Toronto, Canada: Multi-Health Systems.

Bredenson, P.V. & Johansson, O. (2000). The school principal's role in teacher professional development. *Journal of In-Service Education, 26, 385-401.* https://doi.org/10.1080/13674580000200114

Cherniss, C. (2002). Emotional Intelligence and the good community. *American Journal of Community Psychology, 30 (1), 1-11.* https://doi.org/10.1023/A:1014367914754

Denzin, N.K. & Lincoln Y.S. (2005). Introduction: The discipline and practice of qualitative research. In N.K. Denzin and Y.S. Lincoln (Eds.). *The Sage Handbook of Qualitative Research* (2nd ed.) Thousand Oaks, CA: Sage.

European Commission. (2016). Next steps for a sustainable European future: European action for sustainability. Strasbourg. Available: https://ec.europa.eu/europeaid/commission-communication-next-steps-sustainable-european-future_en

Fotopoulou, B.S. (2013). The contribution of undergraduate undergraduate students in the development of their professional identity. In: N.R. Economidis (Ed). *Teacher Education and Training - Theoretical and Research Approaches* (pp. 509-520). Athens: Pedio.

Garet, M., Porter, A., Desimone, L., Birman, B., and Yoon, K. (2001). What makes professional development effective? *Analysis of a national sample of teachers. American Education Research Journal, 38, (4), 915-945.* https://doi.org/10.3102/00028312038004915

Goleman, D. (1998). Working with emotional intelligence. New York: Bantam.

Goleman, D. (1995). *Emotional Intelligence. Why it can matter more than iQ*. New York: Bantam Books.

Goleman, D., Boyatzis, R. E., & McKee, A. (2002). *Primer leadership: Realizing the power of emotional intelligence*. Boston: Harvard Business School Press.

Jenkins, A. (2011). Participation in Learning and Well-being Among Older Adults. *International Journal of Lifelong Education, 30 (3) 403–420.* https://doi.org/10.1080/02601370.2011.570876

Marshall, C. & Rossman, G.B. (2006). *Designing qualitative research (4th ed.).* Thousand Oaks, CA: Sage.

Mayring, Ph. (1983). *Grundlagen und Techniken Qualitative Inhaltsanalyse, Dissertation.* Munchen.

Mclnyte, D.J. & Byrd, D.M. (1998). *Strategies for career-long teacher education. Teacher Education Yearbook VI.* Cowing Press, Inc., Thousand Oaks, CA.

Morse, J.M. & Richards, L. (2002). Read me First for a Users' Guide to Qualitative Methods. SAGE Publication, pp.262.

OECD, (2018). *The future of education and skills, Education 2030.* Available at the website: https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf

Panagiotopoulos, G. & karanikola, Z. (2017). Skills and sentimental intelligence: a new dimension in employability. *European Journal of Educational and Development Psychology,* 5 (5) 37- 44. European Centre for Research Training and Development UK.

Plattsidou, M. (2010). *Emotional Intelligence: Theoretical Models, Ways of Measurement and Applications in Education and Work.* Athens: Gutenberg Publications.

Schutte, N., Malouff, J., Hall, L., Haggerty, D., Cooper, J., Golden, C. & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, *25, 167-177.* https://doi.org/10.1016/S0191-8869(98)00001-4

Tsiolis, G. (2014). Methods and Techniques of Analysis in Qualitative Social Research. Athens: Kritiki.

UNESCO Global Monitoring Report. (2012). *Investing in skills for prosperity. Education for all.* Available: http://www.unesco.org/fileadmin/.../gmr2012-report-ch4.pdf

United Nations General Assembly. (2015). *Transforming our world: the 2030 Agenda for Sustainable Development Resolution A/RES/70/1 of September 2015.*

Vrasidas, C. and Glass, G.V. (2004). *Current Perspectives in Applied Information Technologies: Online Professional.*