

## Chapter 3

### THE APPLICATION AND IMPORTANCE OF EMOTIONAL INTELLIGENCE IN SOCIETY

#### 3.1 Introduction to application

Currently emotional intelligence has been applied within the following spheres:

- medical
- schools
- workplace
- personal

We see that the importance of emotional intelligence is certainly not seen as ineffective. If we were to look carefully at these spheres of influence we would clearly see that they cover almost every aspect of living there is: our health, wealth, education and personal well being. Thus, we could safely say that the need for emotional intelligence and an improvement of people's emotions is clearly of interest within our society. We will now look to investigate the role emotional intelligence plays in each area and also its importance within this area.

#### 3.2 The role and effectiveness of emotional intelligence in society

##### 3.2.1 The medical sphere

In terms of mental health it has come to the attention of many psychiatrists and clinicians that emotional intelligence in some way affects certain aspects of mental well being. "Today we believe that if you are emotionally intelligent then you can cope better with life's challenges and control your emotions more effectively, both of which contribute to good mental health" (Taylor 2001). An example undertaken here would be what many know as "alexithymia". Since

the definition of emotional intelligence by Salovey and Mayer, many medical researchers (Bagby 2000, Taylor 2001, Bar-On and Parker 2000) have seen a commonality between low emotional intelligence and alexithymia. This holds sway according to Bagby. "Alexithymia is a personality construct that is conceptually similar and exhibits some overlap with emotional intelligence" (Bagby 2000: 40).

- Alexithymia can be defined as a disorder of which people "have difficulty in identifying and describing subjective feelings" (Taylor 2001: 74). In the early 1970's a psychoanalyst, Peter Sifinos coined the term from the Greek words "a" meaning lack; "lexis" meaning word; and "thymos" meaning emotion.

Research has shown that people with high emotional intelligence do not suffer from alexithymia. Another interesting find is that people with low emotional intelligence have difficulty managing stress. People with high emotional intelligence "are able to effectively contain and balance their emotional responses and thereby protect themselves from any adverse effects of stress" (Taylor 2001: 75). Research has shown that those people with high alexithymia used poor methods to regulate emotions. They tended to binge on food or develop a headache. Those with low alexithymia developed adaptive behaviours, (which according to Sternberg is a sign of intelligence). "Findings from research studies suggest and confirm earlier observations that alexithymia is associated with substance use disorders, eating disorders, post traumatic stress" and "an inability to express emotions and to regulate them" (Bagby 2000: 97).

Taylor clearly emphasizes this when he says, "since the mid-1980's research studies have generated a lot of data to support earlier clinical reports of strong association between alexithymia and certain psychiatric disorders" (Taylor 2001: 71). The fact is as Taylor further suggests, when a person is emotionally unaware and has difficulty regulating emotions, which corresponds to low emotional intelligence, disorders can occur. We will review some of these now.

Although substance abuse is not necessarily a result many times of a psychiatric disorder, amongst people with alexithymia it is more prominent (Taylor 2000). Even before the alexithymia construct was introduced many psychoanalysts saw that drug addicts have difficulty talking about their feelings. "The addiction to drugs and alcohol can also be the result of many aspects such as: personality and socio-cultural circumstances, but one thing is clear: addicts have difficulty managing their emotions" (Taylor 2001: 71).

Similarly, Leon Wurmser, who had a special interest (as a psychoanalyst) in addiction observed that, "individuals prone to substance use disorders do not understand their own emotions well and cannot empathize with others. People crave drugs when they cannot deal with old and disturbing emotions that they cannot label. At other times, they take drugs to alleviate vague discomfort and tension, which they can only dimly perceive as an emotional feeling and more usually they attribute it to something wrong either with their body or their environment" (2001: 76).

However, low emotional intelligence is not only relevant to substance abusers, but also to those with eating disorders. In the 1960's research suggested that people suffering from anorexia nervosa had trouble with body image, but also the understanding and confusion concerning their emotions. Studies show that 48-77% of people with anorexia nervosa have high alexithymia. A similar account of bulimia is evident too. Thus, people with low emotional intelligence are more likely to succumb to these eating disorders, because of their inability to deal with their emotions and others (Bagby 2000).

Another disorder is that of somatoform disorders. This happens when people develop physical symptoms, but neither doctor nor patient can explain its origin. The symptoms usually show up as a result of what doctors call the defense mechanism of the body. Where emotional conflicts are expressed in the body

and produce symptoms, even ranging to real pains being experienced. In studies there has been a commonality between high alexithymia and these disorders. This due to the fact that doctors believe it is because high alexithymia individuals cannot recognize and understand their feelings. And so in the case of hypochondriacs, they then focus or amplify and misinterpret their bodily sensations that come with states of emotional arousal (Bagby 2000).

Depressive disorders are also frequent in people with high alexithymia. They also score typically high when tested for anxiety disorders and neuroticism. Researchers see that such people tend to develop their anxiety disorders, thus causing the inability for them to use their emotions to help activate their psychological defenses. Because they cannot mobilize their defenses they are prone to panic attacks. Patients with panic disorders have rates of 47% and 67% alexithymia (Taylor 2001: 78). Many depressive patients have low emotional intelligence because they cannot understand and label their emotions. They are many times unaware of their depressive state and so develop somatic symptoms (Taylor 2001: 79).

In terms of our mental health we see that the ability to express, understand and manage our emotions is of importance not only to our mental health, but also our physical health. In terms of the alexithymia construct we see that it has much in common with low emotional intelligence.

The following statement made by Taylor confirms the importance of emotional intelligence to our mental and physical health. "Programs that educate parents about emotional development and the types of interactions that help secure attachments can potentially help children get the core components of emotional intelligence, and in turn, help them become more resilient to everyday stress and thereby help protect them against mental illness" (2001: 81).

Obviously, not all mental illness will disappear even when we encourage the education of emotional intelligence, but there is certainly a link between a person's well being and their emotions and how they interact with their environment and their emotions. For many the downfalls has come due to the inability according to Salovey and Mayer, to identify, understand and effectively deal with their emotions. Any preventative method therefore is plausible. In this case, emotional intelligence is of definite importance to the medical and health professions within society.

### 3.2.2 Schools and education

Schools and education have always been the primary way to educate people for the future. Academics has always been priority and understandably so. After school, tertiary education would be essential if you were to find a successful job and live a successful life. But, apart from the academic aspect of school, there are many other facets of life to learn about and prepare for. One of these is our social development. School is the place where you interact with your peers, learn to interact with people you don't like or don't like you and it's a place many times of learning about social aspects, such as discipline, manners, friendliness and relationships (romantic or not). In a sense, school and the adolescent period of our lives, many times are the building blocks of our future.

Educators have come to realize that not only academics will enhance their student's future, but also that emotional and social competence is really what each student is striving for. This is evident all over the place, in every school and on every playground. Students want to be able to cope and deal with their social environment and in so doing become successful for their future social interactions. They want to feel competent in their relationships and within their environment.

We see this in a statement made by a number of co-authors in Salovey and Sluyter's book called "Emotional development and emotional intelligence". "Educators and policy makers are becoming increasingly aware of the importance of providing all students with educational opportunities that enhance their emotional development and social competence" (1997: 145). What is even more interesting (and which emphasizes the importance of this focus) is the fact that when social and emotional needs have been met it "promotes academic performance and citizenship, decreases the likelihood of risky behaviour such as violence, sexual activities and substance abuse" (1997: 147).

In America we see a program called SEL - "Social and Emotional Learning". This program is been instilled in schools in America (Greenberg 2000). "The Collaborative to Advance Social and Emotional Learning was founded in 1994 to establish social and emotional learning as an essential part of education from preschool through to high school" (Greenberg 2000). However, the progress is very slow, "for reasons not hard to figure out schools have been slow to implement SEL into their structure. Schools continue to be test driven" (Elias 2000).



Within South Africa such a program could be the equivalent of our "life skills" development program. In which children are taught on emotion, social and life orientation. This is incorporated along with the other subjects such as guidance education, physical education and religious education, into one subject, called life orientation. This subject is designed to encompass and deal with all aspects of their development: physical, emotional and spiritual.

It has been found that the youth of today engage in more risk taking behaviours and it is more common amongst the young people of today. The problem is also escalated by the fact that these risk behaviours don't occur on their own, but come in "packages". Thus, one individual would have a cluster of activities simultaneously in their life: drugs, sex and alcohol. This is emphasized by

Weissberg as he says, “many of today’s young people are engaging in behaviours that increases the likelihood they will personally experience poor health, social, academic and emotional outcomes and consequently will have a negative effect on society” (2001: 392).

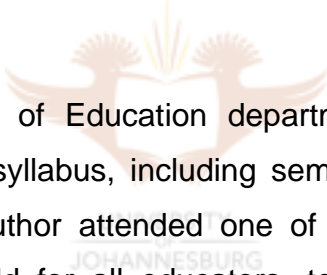
Suicide attempts and depression are also very rife amongst the young people of today (Weissberg 2001). These behaviours obviously endanger the life of others and their own. But, research has shown in terms of their coping skills that for future coping mechanisms the results are not good. According to Dryfood, “as would be expected, the higher the co-occurrence of problem behaviours present, the greater the likelihood that the individual will experience poor adjustment outcomes” (2001: 392). Why these behaviours?

In Mayer, there is evidence to suggest the fact that the more adolescents feel confident about themselves and their environment, the more adequate they feel and are more willing to deal and to go through the difficulties that they are faced with everyday (2001: 394). Thus, a solution would not only necessarily be to deal with the negative outcomes that they are producing (such as dealing with their drugs addictions, alcohol abuse and depressive states), but also more importantly dealing with the positive outcomes that they should be aware of and enjoying. This is where the application of emotional intelligence can be taught and developed. If they are to feel confident about what and how they are feeling, they should be able to have the zeal to at least want to deal with specific issues.

This can be viewed according to the statistics Dryfood shows, “65% of today’s young people are at a medium to high risk experiencing maladaptive outcomes. The healthy status of the other percentage that are currently safe could be compromised if their families, communities, or schools failed to continue to foster their healthy development”. As Cowen suggests, “building wellness in the individual is a start and promoting conditions that maintain and enhance it, is a pro-strategy in its own right” (2001: 394). Thus, the role that families,

communities and schools play within the positive emotional well being of an individual young person is of primary importance for the prevention of maladaptive behaviour.

The best way the schools can aid in this education is through the educational programs they implement in an 8-hour school day. However, the role of educators should not be downplayed therefore. This is however, very stressful and the educational departments and institutes need to adequately prepare and train educators for the demand that (they should not have to bear, but) awaits them with each ring of a bell. "As such schools face the challenge of teaching as well as remediating the emotional skills of children. This challenge can be met by infusing emotional literacy into the standard curriculum, as well as creating school climates that foster the development and application of emotional skills" (Weissberg 2001: 135).



The Johannesburg College of Education department has already begun to implement this within their syllabus, including seminars for educators who are already in the field. The author attended one of the seminars on "emotional intelligence", specifically held for all educators, to further equip them for the development of the personal well being of their students. However, although teachers play an instrumental part within the development of their students, it is unfortunate to have to load this extra responsibility upon their already heavy-laden shoulders.

Emotional intelligence: the ability to regulate, express and manage our emotions is definitely needed within our educational systems. Education of emotional intelligence is needed for the future development of our youth.

### 3.2.3 The Workplace

Our work place is most probably one of the most important and demanding areas within our lives. The workplace is not simply the area that consists of my desk,



computer and papers to file in my filing cabinet across the hallway. No, the workplace is an interaction of both my work environment and my relationships with those I work with, and also those clients I assist. Our workplace is filled with stress, politics, deadlines, and pressures from the boss, conflicts with colleagues and clients and also personal inadequacies.

It is extremely difficult to bring service to a client, when we are unaware of our emotional reactions and responses to our environment around us. Many times these emotional reactions filter through in our dealings with the clients our companies so desperately need. This is why being aware of our emotional state and why we are feeling a certain way can help us to better manage our emotions when dealing with a client (Cherniss 2001). Goleman states this in the following statement, “more and more companies are seeing that encouraging emotional intelligence skills is a vital component of any organizations management philosophy” (2002: 7).

Emotional intelligence also enables us to deal better with others too. We are simply more sensitive and aware of their emotional reactions and responses. Therefore if a client were to come to us uptight, then we would simply be aware of the fact and treat the client with more tenderness and empathy. Whereas if we were unaware, we would probably treat the client according to the way we were feeling prior to the meeting and then cause more disrepair for both you and them. Thus, emotional intelligence is extremely important for both you and the clients, but also the relationships you have with your colleagues.

Research (Goleman 2002, Cherniss 2001) has shown that top companies have recently been implementing emotional intelligence seminars for their employees. The results have shown that productivity has increased, job moral and etiquette has increased and the general atmosphere has increased due to an awareness everyone has concerning their emotions and its effect on others as employees. It has also been suggested that some companies be interested in an employee

with a high emotional intelligence, rather than an employee with a high job qualification (2001: 446).

Neither is it just certain workplaces that need emotional intelligence. It is all. Even the nursing environment is adamant on the fact that their nurses be trained in emotional intelligence so as to adequately deal with patients effectively. Emotional intelligence helps both the individual deal with stress and emotions, including those of the client. Thus a nurse will be better equipped to deal with her own emotions and those of her sick patient (Koonce 1996: 19).

Many patients have recovered quicker when cared for emotionally, than just physically. Many sicknesses are also brought on many times by the inability of the patient to deal with their emotional system and its interactions with the pressures of their own environment. When these emotional pressures are dealt with and brought out to the open, then the patients many times are able to deal more effectively with their circumstances and in so doing are able to recover more quickly.

Emotional intelligence is therefore of primary importance for the well being of the individual but also the environment that the individual serves. Thus emotional intelligence is imperative for the effective functioning of every working environment.

#### 3.2.4 Personal development

It would be obvious that if emotional intelligence were important for the functioning of a corporate environment then it would be just as important for the functioning of an individual environment. Thus the personal development of emotional intelligence would be of essential importance to the well being of people, their future and for the future of others within their environment. Research has shown that every person has an emotional intelligence. This

emotional intelligence however, can be developed during life (Goleman 1995, Salovey and Barret 2002). This is why the education and the development of emotional intelligence within our younger generations are so important. The personal development of emotional intelligence will now be looked at more intensely.

#### 3.2.4.1 Infancy and toddlerhood

Emotions play an important part of the communication process between infants and their relations with others. Crying, anger tantrums, laughing and sadness are just many of the emotions that these infants express to communicate a little of how they are feeling. The big factor within this phase is the way in which the caregiver responds to these emotions of the infant. Research has begun to show that these emotional responses will be what the infant then will expect again when a certain emotion is portrayed (Salovey and Barret 2002, Stern 2000: 104).

Reference is made here to Daniel Stern who details how “the care givers selective responses to the infant’s emotional displays inform the infant which emotions are permissible and this socializes the infant’s subsequent affective displays” (2000:104). This we see with parents who would tell their sons that it’s not manly to cry. This will be socialized for the child and the child would learn not to cry in public and not to cry really at all, because he is a boy! The parent’s reaction socialized the infant’s emotional expression of whether it is an appropriate expression or not.

This is extremely fragile because before the toddler has already become capable of living his/her internal emotions, they are already adapting ways of suppressing their emotional behaviour. Thus, their emotional responses have already been established before they can accurately identify and be aware of what and why they are feeling when they are feeling. When he/she is older and begins to feel this, his/her adaptive behaviour is already telling him/her that it is inappropriate

behaviour to cry in front of everyone. And so this suppression causes ineffective regulations and mismanagement of this specific emotion.

#### 3.2.4.2      Preschool years

As a child's linguistic abilities develop they are able to express verbally much easier what they are feeling. Thus, their actions in terms of their emotions are not so unclear. They are now developing the facility to identify accurately with language what they are feeling and can now express this verbally to others. Because this verbal faculty is now being developed the child can try to identify his/her own emotions and that of others. This develops into self-talk where the brain activity and processes are now functioning within their cognitive sphere. They can hear themselves think about the specific emotions (Salovey and Sluyter 1997). So we see that emotional intelligence is part of our human functioning and develops along with our emotional faculties of identification.

They can also analyse and see the motive for their specific emotions. Many times within this stage the ability of self-control is demonstrated. Because they are now interacting with themselves, cognitively before reacting, they are now thinking whether it is the right thing to do. "With the advent of the child's ability to use self-talk, the control of behaviour first comes under conscious cognitive control" (Stern 2000:104). This according to Salovey and Mayer is emotional intelligence. It is a cognitive activity developing along with our emotional development.

#### 3.2.4.3      The school years 5-7

Children this age according to developmental researchers, undergo major changes (Stern 2000, Salovey and Barret 2002). These changes include cognitive processing skills, growth and slow growth in brain size and functioning. The importance of this is clearly stated as follows "this transition and the accompanying changes allow children to undertake major changes in

responsibilities, independence and social roles” (Stern 2000: 106). The use of their inner speech is much more prevalent within this age. This includes the ability to think about problem situations and to anticipate their occurrence. This will produce effective behaviour, if the child is able to effectively identify his/her emotions.

If a child were to misidentify their own feelings cognitively, they are bound to produce wrong behaviour and maladaptive solutions to their problem situations. Thus the relationship between effective cognitive identifications and expression of their emotions is an important part of their development here. If they continually misidentify the emotion their adaptive behaviour will not be adequate and the child will most probably end up with problem behaviour in difficult situations. This relationship between problem solving and effective cognitive thinking needs to be developed.

Thus the regulation and expression of emotion is important within the development of people and their functioning within their problem filled environment. The fact that people were created with the capacity of emotional intelligence is evident with their brain development and their emotional facilities within their brain. Throughout our development as children, our emotional development is of every importance for our functioning as individuals one day. Emotional intelligence is important for the functioning of our social interactions with people.

The personal development of emotional intelligence is an important factor within our childhood years and our later life. The importance of emotional intelligence is extremely necessary and helpful for the development and the success of our emotional interactions. Whether it is our mental or physical health; our educational systems; our work environment or our emotional development, emotional intelligence is essential and also important for effective emotional functioning. The question now remains whether emotional intelligence is

important for the church as institution and should the church value it as highly as what the rest of society's institutions do?

### 3.3 The value and importance of emotional intelligence to the church

The real issue is whether emotional intelligence concerns the church. Is the church simply an institution in which people can come on a Sunday to listen to what God says in the Bible and then go home? Is the church only concerned with the spiritual well being of people?

#### 3.3.1 Spirituality as the primary focus of the church

The primary focus of the church should be to provide people with spiritual guidance. As representative of God the church's mission as institution is to aid people spiritually. It is therefore not the church's primary obligation to be an employment agency, a medical facility, or an educational institution. The church has one concern: and that is the spiritual well being of people. This is why spiritual well being is not a priority for a company with top executives, or a school or even a hospital. It is the church's responsibility to take care of people's spiritual well being (Möller 1998: 68).

Emotional intelligence will only concern the church, when it aids in facilitating the effectiveness of the church's mission. Thus, if emotional intelligence were to aid the ministry of the church towards society, then it would be of importance. Top companies, schools and medical institutions are concerned with providing some assistance in emotional intelligence, not because it is their institution's purpose to cater for people's emotional needs. Rather it is because emotional intelligence equips them to perform better and provide the service they are offering more effectively. Thus, the question would be: how could emotional intelligence effectively equip the church for serving the needs of people spiritually, when it does not concern itself with the emotional reality of people?

### 3.3.2 People as holistic beings

The reality is that the church does deal with people's emotional reality. The church cannot simply focus on people's spirituality alone. The church should be aware of the fact that in dealing with a person's spirituality, it is also at the same time dealing with a person's emotions and mental well being. A person is a holistic being. This means a person is spirit, body and soul (Möller 1998: 69). The church ministers to the whole person, with emphasis on their spiritual well being. Möller emphasizes this theological point of view when he says, "man is a unity where the one exists in and through the other" (1998: 69).

Each person walking into the pastor's office everyday interacts differently, manages their emotions differently and feels differently, about their physical, emotional and spiritual well being. Each person is not a spiritual component on his/her own, but each component effects and develops the other. A person is a holistic being who functions within a holistic world. This consists out of themselves, their friends, family and people surrounding them (1998: 68).

In terms of emotional intelligence, the expression, perception and regulation of a person's emotions as a spiritual being is of utmost importance. It doesn't mean just because the church's primary focus concerning people is spiritual, that their emotions and environment don't concern it. A person's spiritual well being, affects their emotional well being and visa-versa.

Thus, it is important for the church to at least be aware of the importance of emotional intelligence within people and its effect on their productivity and behaviour. Many times marriage problems may not be due to a spiritual reason, but rather an emotional intelligent reason. It would some how be inadequate for the pastor to simply visit, say a prayer, hope for the best and leave, hoping that God will sort it out because the problem is not only spiritual in nature. The

problem is also behavioural, due to many times the inability to express, regulate manage and perceive each other's emotions. The problem within the marriage is emotional intelligence, which is in turn affecting the spiritual lives of the couple. If the pastor were aware of the importance of emotional intelligence within his/her own and others' lives, then he/she could adequately guide this couple through a process of restoration.

It is therefore imperative at least for the clergy of the church to be aware of emotional intelligence and its development. So, that when if a situation were to arise like the one above: the pastor can identify where emotional intelligence is not functioning. The pastor can accurately identify the failure of empathy to low emotional intelligence and accurately help each person to identify the emotions within one another. People were born with the ability to be emotionally intelligent, if this is the problem, the pastor or counselor should be aware of it too. Thus, in terms of counseling and pastoral work it is extremely relevant to at least know about emotional intelligence.

### 3.3.3 Emotional intelligence and the pastor

However, the personal application of the pastor's emotional intelligence is also important. When a pastor is aware of the fact that emotional intelligence exists, (its development and what it consists out of) it is much easier to monitor and regulate his/her own emotional responses with people. Many times a pastor's job entails a lot of empathy. An example would be during counselling, funerals or even devastating events, which happen to be part of his/her congregation. If the pastor is unable to empathize, the people will feel as though he/she does not understand at all.

Similarly people many times hide their emotional states from the pastor. Pastors that have learnt to accurately perceive and identify their own emotions can also do so with the members of their congregation. They can thus adequately help



and aid someone by approaching them in love and asking if they are okay, because they can perceive that something is wrong.

For the pastor's ministry wherever he/she goes, accurate perception and identification of emotion is essential (Flury 2000). Within hospital visitations, marriage ceremonies and even baby dedications his/her emotional responses and empathy needs to be top notch, if he/she is to at least make an impact in people's lives. His/her personal life is also of importance. Thus, emotional intelligence is of importance for the functioning and the manner in which the pastor interacts with his/her family after a hard day's work.

#### 3.3.4 Emotional intelligence and the workplace of the church

The church is also a workplace and cannot function effectively as an institution without a working environment. The fellow colleagues whom the pastor works with and the different leaderships that are prevalent within the church, is another reason why emotional intelligence is important for the effective functioning of the working environment of the church today. Many pastors cannot work with another pastor on staff, because they are simply unable to deal with each other's headaches, and emotional responses within a working environment.

But, just as emotional intelligence is highly regarded within a company for the development of the relationships between employers and employees, the same should function within the working environment of the church. Emotional intelligence will definitely aid the workplace of the church as institution.

However, it can be taken further pertaining to various leadership areas of the church such as the church music department, the Sunday school department, the youth department, and the missions department. Each one of those leaders needs to have an emotionally intelligent relationship with the pastor, but also with the people they lead and serve. Thus, it is of utmost importance that emotional

intelligence is at least somehow incorporated into the development of these departments.

Many times emotions run amok because of the fact that, beside the pressure of running a certain ministry, there is other pressure during the day at work and at home that has also taken its toll. If these leaders do not adequately know how to regulate and express their emotions, the church departments will also feel the crunch when emotions run wild and people begin to be in discord.

### 5.3.6 Emotional intelligence is important for church functioning

Thus the church as institution definitely needs to be aware of the presence of emotional intelligence within each individual and the effect it has on the interactions around it as institution. If the church is to really be the light and inspiration to those around it, its emotional intelligence needs to be developed and looked at to be relevant, but also very effective within today's society. This includes its leadership and also its functioning as an institution within society.

The church should be known as an institution that cares, not just spiritually, but that can aid with problems people face, many of which are caused by an ineffective regulation of emotions. For the church to help in these ineffective emotional regulations it needs to also be able to master its own emotional regulation, to be relevant and to stand out as an exceptional institution that is worth stopping by.

### 3.4 Conclusion

The value and application of emotional intelligence is clearly demonstrated within a number of fields of our human existence. For our mental health, emotional intelligence and regulation of our emotions is extremely relevant. Many times low emotional intelligence is associated with habitual addictions such as alcohol and

drug abuse, anorexia and bulimia and also psychosomatic disorders. This is due to the ineffective identification of emotions and their regulation within people. The more we develop this faculty the less likely we are to suffer from low emotional intelligence and the possibility of turning to other means of survival.

We see the need for emotional intelligence within educational institutions and the importance that it has on the behaviour and success of the student within their personal and social life. The current state the youth are in many times is due to their inability to identify and perceive emotions in themselves and within others. Thus, they produce maladaptive behaviours, many of which are risk-taking behaviours, which lead to only devastation for both themselves and their families. Its development and its importance are clearly seen with the urgency the schools are implementing emotional intelligence with.

The stress on the workplace shows that emotional intelligence is also of importance there. With seminars and job opportunities including emotional intelligence, we see a definite urgency and importance attributed to emotional intelligence amongst the workplace.

Within our development and personal lives, emotional intelligence is yet once again an important aspect of our well being and coping mechanisms. If we were to look at society and the importance that various institutions place and have for emotional intelligence and its development, then the question would be then does emotional intelligence have importance for the church?

Currently, the church has not mentioned anything about emotional intelligence and it seems as though the clergy of the church are unaware of emotional intelligence and its daily functioning amongst its members but also within their own personal lives. If all other institutions that have a serious say in the development of people are aware and value emotional intelligence so highly, should the church not also do the same?

The church has one important priority and that is the spiritual functioning of people. The church however knows that a person's spiritual aspect does not occur in a vacuum. And when people's spiritual needs are met, their emotional needs are also taken into account. It is important for the church to at least be aware of the function and importance of emotional intelligence and its effectiveness within people's life on a daily basis.

However, the church also needs to be aware of its own emotional intelligence and how emotional intelligence can function better within its ministry. Thus, emotional intelligence is important for the church's ministry and could be used for the benefit of its clergy and its members. It however, needs to become aware of emotional intelligence and how it works.

The church should, like the other institutions in society, also value the importance of emotional intelligence highly for its effective functioning as institution, but also as an aid, for an institution that needs to make a difference in people's lives everyday.