Study on Cultivating Non-Intelligence Factors of College Students

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Abstract

The non-intellective factors have great influences on college students’ overall success, including their foreign language achievement. It motivates, guides, and regulates college students’ academic study, personal activity and behavior. Therefore university educators should emphasis on the evaluation and cultivation of non-intellective factors of college students. This paper discussed the approach of non-intellective factors cultivation from five perspectives—will, emotion, character, temperament, and personality.

Key words: College student; Non-intellective factor; Cultivation; Temperament; Personality

INTRODUCTION

The term “Non-intellective factor” is first defined by American psychologist W. P. Alexander in 1935 in Intelligence, Concrete and Abstract (Chen & Yin, 1991). Then in 1943, another American psychologist D. Wechsler proposed the term “Non-intellective factors of intelligence”. He further discussed the term in his paper Cognitive, Conative, and Non-intellective Intelligence which published in 1950. In general, this paper is regarded as the official start of scientific research on non-intellective factors in psychology field.

In Wechsler’s view, non-intellective factors mainly refer to the person’s temperament and personality, especially the personality factors, and should include congenital, cognitive and emotional elements. However according to Wechsler, the non-intellective factor is only one factor of intelligence (Li, 2009). In China, the study of non-intellective factors began 30 years ago. In 1983, Professor Yan Guocai published the paper Attention Should be Paid on the Cultivation of Non-intellective Factors on Guangming Daily, which drawn interest and attention to this problem in education and psychology field. With the continuously in-depth study, more and more professionals began to focus on the research of non-intellective factors.

Personal development is inseparable from the intellectual improvement, and the intellectual improvement needs assistance of non-intelligence factors. Therefore, the process of personal development is the process of interaction between intellectual factors and non-intellective factors. Between intelligence factors and non-intelligence factors, there are significant differences. However, they are also closely linked. They have mutual restraint but also are conditions of each other which make each other constantly improving. Intense intellectual activity is strenuous mental activity, that’s why when lacking active support of non-intelligence factors, it is difficult to remove the obstacles and come to success. Therefore, the conducting of intelligence activities also has certain requirements for non-intelligence factors, which are the only way to form the interaction between the two. Meanwhile, intelligence factors in human practice formed stable characteristics that can be directly converted to the character of intellectual characteristics. For example, memory agility, persistence, imaginative initiative, richness, internal factors like attention concentration and stability of character can be directly converted into intellectual personality characteristics. We can tell that the development process of intelligence is also the process of the formation and promotion of
non-intelligence factors. In general, the development of intellectual and non-intellectual factors is falling in the same path. In other words, the development of non-intellectual factors tends to promote the intellectual factors corresponding development, and the intellectual factors will do the same thing to non-intellectual factors. But development of intellectual and non-intellectual factors is not absolutely the same. Therefore, regardless of the level of the individual’s IQ, which is to say no matter how well the foundation of students’ intellectual development before universities, we must focus on the development and training of non-intellectual factors.

1. THE DIFFERENCES BETWEEN PERFORMANCE OF INTELLECTUAL AND NON-INTELLECTUAL FACTORS

There are mainly four aspects of the differences between the performance of intellectual factors and non-intellectual factors. First, the difference in composition, that is, they contain different psychological factors. Mostly intelligence is considered to be closely linked with cognitive factors, whereas non-intellectual is defined as related with emotional factors. Second, the integrity of the structure is different. Intellectual factors when play a role in practice, they overall play role as a whole, but non-intellectual factors in intelligence activities each play its unique role, and the influences of each factor are not at the same level. Third, intelligence of a person is largely determined at birth, mostly intellectual optimization are deal with the problems of digging the potential wisdom; non-intellectual factors are mainly acquired after school, which means in order to optimize the non-intellectual factors, one has to training manually. Fourth, the development of intellectual factors and non-intellectual factors are not synchronized. Through the appropriate development, intellectual factors are likely to be greatly improved in a relatively short period of time, while human’s non-intellectual factor must be improved by exercising through social practice over a significant long period of time. For example, for many “young talent”, their level of intelligence are able to meet or exceed the intelligence of adults, but their non-intellectual levels are usually still in the same level compared to the people the same of their ages.

2. INTELLECTUAL FACTORS CAN PROMOTE THE DEVELOPMENT OF NON-INTELLECTUAL FACTORS

Intellectual factors can promote the development of non-intellectual factors. First, non-intellectual factors are produced in the intellectual factor activity. It is in the process of perception, memorization, thought and imagination of the objective world that people recognize

the relationship between self and external things, and then further create demand, control, attitude, and experience etc., for the objective world. By understanding the whole universe and human society, through the exploration on science and novelty, people also gradually develop strong interest, emotion, strong and persistence character. Non-intellectual factor is gradually formed in the process of understanding; people’s correct perception of objective things is also good for conduction of the formation of non-intellectual factors. Furthermore, the process of intellectual activity is not based solely on intellectual factors to make sure the completeness, but also set forth requirements on the active participation of non-intellectual factors. Also, the formation of certain stable characteristics of the various factors of intelligence, can be directly converted to sensible feature of individual’s characteristics. For instance, when conducting the intelligence activities, many good qualities can be created and stabilized gradually. Such qualities include attention stability, observed sensitivity, memory persistence, imagination novelty and the flexibility, agility, originality and profundity of critical thinking. They constitute the internal factors of personal characteristics. Therefore, the development of intellectual process is also the development process of certain non-intellectual factors.

3. NON-INTELLECTUAL FACTORS CAN ALSO CONTRIBUTE TO THE DEVELOPMENT OF INTELLECTUAL FACTORS

Non-intellectual factors can also contribute to the development of intellectual factors. On the one hand, non-intellectual factors are usually involved in intelligence activities, to enable them to persevere, and eventually succeed. This will inevitably promote intellectual development. On the other hand, non-intellectual factors can compensate for the lack of intellectual development. During the normal learning process, there are many students who are not dominant in intelligence, but still make through outstanding academic achievements through hard work. However, poor non-intellectual factors exhaust the development of intelligence. There is an old saying—the modest receive benefit, while the conceited reap failure—which indicates that modest as a good non-intellectual factor plays a positive and promoting role in the intellectual development of the individual while pride as a poor non-intelligence factor plays a negative and obstructive role in the intellectual development of the individual.

Non-intellective factors are psychological conditions that can ensure people successfully conduct various activities besides individual’s genetic IQ and capability. It is psychological factors and mental factors in the person’s personality structure such as beliefs, feelings,
emotions, motivation, determination, character, interests, ideals, pursue etc., in addition to intellective factors like perception, thought, memory, imagination. The non-intellective factors of college students include their will, character, emotion, temperament and personality. In fact, there is no big difference of intellective factors among most of the students. The significant reason leading to student differentiation is the relatively large differences in the cultivation of non-intellective factors. Practice has proved that the cultivation of active non-intellective factors can boost and facilitate the cultivation of intellectual factors. The non-intellective factors have great influences on college students’ overall success. It motivates, guides, and regulates college students’ academic study, personal activity and behavior.

4. FOCUS ON DEVELOPMENT OF STUDENTS’ NON-INTELLECTUAL FACTORS

Educators according to ideological and political views and social norms of moral behavior must request from the physical and mental development of the law of the object of education, a purpose and a plan to shape the mind of educational activities object of education, especially for young students, the ideological and political character the train has a very important significance for the ideological and political quality and moral quality of talent (Wu & Xia, 2001). As of college students’ education noble sentiment, to guide students to establish goals, and an effective way to correct outlook on life and values, so that students get the comprehensive development in moral, intellectual, physical, and aesthetic aspects, with a sound character and good social adaptability. Educators should focus on developing students’ non-intellective factors. Non-intellective Factors of students, mainly university students to mold in promoting good will, to help students maintain a positive emotional state, promoting the shaping of students’ perfect personality traits, students’ development of broad interests and guiding students to establish a correct motivation in these five aspects.

4.1 Cultivate the Will of College Students

Will refers to the psychological quality that people showed in the process of dealing with difficulties setbacks and failures to achieve the intended goals. It is a unique human psychological phenomenon, which is human mental process during which people control their own actions to achieve certain goals, and consciously to overcome the difficulties in the operation. Will has two essential conditions, action and difficulty. For instance, the individual’s learning activities while growing are actions which will encounter difficulties, where will need to participate in order to achieve the desired learning objectives (Li, 2012). If college students have strong will, they can not only promote the emotional and intellectual cognitive activity, but also in accordance with the intended target, overcome all difficulties with hard work and practice, toward a higher goal tenaciously eventually. So, having great willpower is important guarantee for university students’ success.

Nowadays the most students are post-90s. They usually are the only child of the family, who grew up spoiled with poor self-governance and low resilience, susceptible to the environment and others. They are lack of independent skills and mental preparation without sense of responsibility and control; therefore they cannot do good self-management. They desire independency, but are psychological dependent. When accounting learning and life difficulties, they usually show relatively strong psychological dependency, behave with evasive or complaining attitude. In our educational process, focused on the college students’ widespread poor willpower, we can use the examples of role models (outstanding biographies, advanced deeds) to let students understand what is the good will and then guide them establish determination to improve their own. Educators can also strengthen students’ will by conducting a variety of practical activities, such as extensive training and military training, competitive sports, and survive exercise in unfamiliar circumstance etc. Besides, social practice should also be actively held, which expose students to the community to get better understanding of it. It may improve students’ ability of judging and self-education, encourage students to think boldly and independently, as well as enhance social responsibility. To sum up, willpower is resulting from education, cultivation and training during the process that college students’ participant in social practice.

4.2 Cultivate the Emotion of College Students

Emotion is people’s physiological responses to activities’ purposes and attitude feeling generated from whether objects meet their needs. As an inherent psychological characteristic, emotion includes two aspects, value and morality, which can be the specific performed as love, happiness, hatred, disgust, beauty and so on.

As a large group that are emotionally rich, college students can directly convert emotion to the inherent motivation, prompting them to take the initiative to complete the task. Emotionally rich and strong are both features of contemporary college students and many students have severe mood swing. When getting into the university, with physical mature and liberal life, students are energetic and generate lots of new demands. College is an important period when people form values. However with contradictions and conflicts arise in real life, college students always swing between in meeting their needs and value judgments. Young people perceive the world more sensitively with their fast and intense emotions change. They either get excited and radical with small things or
down into depression and frustration because of a little setback. In the process of higher education, educators should play a proper guidance role, for instance invite moral heroes, experts, academics, outstanding alumni to the school to give lectures and academic reports, stressing economic hot spots, practical issues addressing concern to students to catch young students’ eyes; focus on digging advanced character and deeds among young students to establish role models then motivate the majority of young students. Educators can allow students to participate in the preparation of regulations as they need. Through the establishment of college students own autonomous organizations and groups to achieve self-management, gradually guide students evaluate their own ethical behavior, and ultimately realize moral behavior internalization and moral qualities cultivation of the college students. By standard and strict management, educators can make sure students’ behaviors of learning and life meet certain social ethics requirements.

4.3 Cultivate the Character of College Students

Character is the psychological characteristic that one person shows his/her attitudes and behaviors towards people and activities. It can specific performed as brave, strong, weak, and rude etc. Character is stable attitudes and habits of behavior, is one of the core factors of psychology, which reflects the manner of a person.

Cultivate good character of college students have great influence on their whole life. Higher educator should use all aspects and multi-channels to promote character education. By developing class group and school (department), they can imperceptibly shape students’ character with positive environment. When cultivate sound personality, educators should focus on improving students’ resilience to failure, so they do not panic about the setback, keep rational and find motivation upon the failure. Educators should also use their own charisma to impact young students, grant students with full confidence and expectations, which can contribute to developing their good character. Cultivation of the undergraduates’ character should give full play to the initiative and spontaneous of them, respect students’ independence and respect their ideas and propositions.

4.4 Cultivate the Temperament of College Students

Temperament is a stable psychological characteristic in human mental activity. It is unique to each person, which cannot be learned or imitated the behavior inherent to the spirit of accomplishment. Specifically, temperament refers to when human in the activity of cognition, emotion, language, and action, their mental activity behave stably in strength, speed and balance changes as personality traits.

There is no good or bad temperament according to its character. But a person’s temperament is not static. The nervous system plasticity, its innate characteristics and types are acquired under the impact of changes in the environment, therefore can be modified with education. Each type of temperament can change towards the positive or negative side of certain personality traits, so in the process of education, educators should beware of these characteristics to help different types of students toward positive qualities direction and guide them away from the negative one. Good temperament can be carved and college is the period that one’s temperament shapes. This stage is not only crucial to social networking for the time being, but also has a profound impact for the future. That’s why cultivate the temperament of students is so important. Temperament formation will not happen overnight, it must gradually cultivated through knowledge acquire, enhance thinking, experience will, together with the cultivation and enrichment of life. Educators should help students ideologically correctly understanding themselves, accept themselves so that they can make good use of their strength as well as weaknesses, and constantly improve themselves. During educational work, one should actively guide students to look at life in peaceful mind, learn more, think more, and confidently face everything.

4.5 Cultivate the Personality of College Students

Personality is the sum of relative stable psychological tendencies and psychological characteristics that person behaves in different environments that differentiates from the others. Personalized specifically refers to a person’s pursuit, motivation, ideals, interests, outlook, values and other factors. These factors also play a very big role in young college students’ growth.

In the process of personality cultivation of college students, we should first guide students learn to face themselves, evaluate themselves, know their strengths and weaknesses, and develop positive personality, overcome negative personality according to their characteristics. The object of education is college students, they have different personalities. Therefore, when cultivate good character of college students, educators should use both rational and emotional method, give recognition and encouragement when student progress, and enthusiastically help out when students encounter difficulties. They should also create a relatively relaxed atmosphere for students and provide free environment for activity and good school environment for campus culture, encourage students to actively participate in social practice outside the classroom, participate in academic and cultural activities, widen their experience, develop their interest, sharpen and increase their abilities. At the mean time, they should organize colorful, healthy and civilized cultural and sports activities to cultivate noble sentiments of young students, develop their interests, enhance their self-confidence, so that the student’s personality can reach higher level. Besides, they should create as many opportunities for students’ personality cultivation as possible, amplify their personality strengths to make full use of their personality in order to assist the overall development of students.
CONCLUSION
The non-intellective factors have great influences on college students’ overall success, including their foreign language achievement. It motivates, guides, and regulates college students’ academic study, personal activity and behavior. Therefore, in the field of education and training of college students, educators should fully understand the important role of non-intellective factors, adopt new ideas, innovate the content of courses, and take effective measures to strengthen the cultivation of college students’ non-intellective factors, to meet the needs of the overall cultivation of students’ quality.

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