



A STUDY ON THE SIGNIFICANCE OF EMOTIONAL INTELLIGENCE IN THE ROLE OF A TEACHER

Ms. Ameer Asra Ahmed* Dr. M.S. Ramachandra**

*Research Scholar – Management, Research & Development Centre, Bharathiar University, Coimbatore.

**Research Supervisor – Management, Research & Development Centre, Bharathiar University, Coimbatore.

Abstract

Emotional Intelligence is the ability to understand one's own emotions and those of people around. The concept of emotional intelligence means most persons have a self-awareness that enables to recognize feelings and manage your emotions. As per the study conducted by Alan Mortiboys 'Emotional intelligence involves:

- The ability to perceive accurately, appraise and express emotion.
- The ability to access and/or generate feelings when they facilitate thought.
- The ability to understand emotions and emotional knowledge.
- And the ability to regulate emotions to promote emotional and intellectual growth.

An attempt is made in this paper to analyze the concept of emotional intelligence and how significant it can be in a teacher's role. This paper also attempts to identify the role and the qualities of the teachers and how that can impact there in classroom performance and their job satisfaction.

Keywords: Emotional Intelligence, Intellectual Growth, Job Satisfaction.

1. INTRODUCTION

Ever since the publication of Daniel Goleman's book on emotional intelligence in 1995, the phenomenon of emotional intelligence has become widely known and popular across a wide range of academic and non-academic circles. It is believed to be a better forecaster of excellence than general intelligence and it might predict up to 80% of success in life, based on Daniel Goleman's implication (1995, 1998, 2006). Many other psychologists and researchers seem to agree that emotional intelligence can really have a significant predictive value. Current research on emotional intelligence measured as ability suggests that it may have some use in predicting important outcomes like reduced rates of emotional behavioural problems. Thus emotional intelligence has immense significance and relevance for self-emotional management, development of human potential, relationship management at home and work, teamwork, effective leadership, job performance, organisational development, creativity and innovation, educational development, stress reduction helper and so on.

Our nation now stands on the threshold of the 21st Century. Whether the nation can face the internal and external challenges successfully will decide the quality of the citizen's life tomorrow. Education is the most effective instrument to meet the challenges. Education to be meaningful should not only aim at the physical and mental growth of the individual, but also take into account the needs and the aspirations of a developing society. Emotions of teachers are vital in this regard. Emotion refers to a feeling state or felt-tendency. It is similar to waves of the sea, no stop it may come again as like wave one after another; totally unpredictable of its power and strength, sometime it may take you along. That come to you with rush, you wipe your tear that threatening to fall on to your cheeks in a little while. Negative emotions would affect our normal life and emotional decisions would lack fairness of judgment and affect others.

WHAT IT MEANS TO BE AN EMOTIONALLY INTELLIGENT PERSON

Emotional intelligence has to do with a person's ability to recognize, understand, and manage his or her own emotions and the emotions of others. Emotions can help us solve problems and guide our relationships, both at home and at work. Some people (with high emotional intelligence or EQ) harness the wisdom of emotions better than others. Emotionally intelligent people are easy to spot because they tend to:

- Successfully manage difficult situations
- Express themselves clearly
- Gain respect from others
- Influence other people
- Entice other people to help them out
- Keep cool under pressure
- Recognize their emotional reactions to people or situations
- Know how to say the "right" thing to get the right result
- Manage themselves effectively when negotiating
- Manage other people effectively when negotiating
- Motivate themselves to get things done



- Know how to be positive, even during difficult situations

2. OBJECTIVES

1. To identify the main roles played by a Teacher
2. To identify the importance of Emotional Intelligence for a Teacher in those roles.
3. To identify the reasons behind many companies adopting CSR in the recent years

3. PROBLEM STATEMENT

A teacher mainly has three things to offer their students. Firstly, their subject expertise, derived from their qualifications and/or professional experience. Secondly, they have their expertise in how to teach and in how people learn, which informs your practice. Thirdly they have their emotional intelligence. Many a time's learners don't get the full benefit of the teacher's expertise in the subject and in learning and teaching methods because of the teacher's failure to use emotional intelligence. This resulted in learners wasting energy on negative, unproductive emotions, less satisfaction for the teacher and missed opportunities for enhancing the teaching session.

Usage of emotional intelligence in the classroom include: acknowledging and discussing with learners the expectations that they bring to a new course or session; acknowledging individual learners within a group; listening fully to learners; developing a critical self-awareness of yourself as a teacher, particularly how you interact with learners.

Using emotional intelligence is a prerequisite for developing a good relationship with a group of learners, which then can be the basis for producing learners who have:

- More engagement,
- Greater motivation,
- A greater readiness to take risks in their learning,
- A more positive approach,
- A readiness to collaborate,
- More creativity and more tenacity.

4. LITERATURE REVIEW

The year 1990 saw Peter Salovey and Jack Mayer announce their emotional intelligence theory in the first articles about emotional intelligence in academic journals and presented their work at several scientific conferences. Mayer et al. (1990) undertook the first empirical study of emotional intelligence that explicitly used the term. The concept of emotional intelligence was more popularised after the publication of psychologist and New York Times science writer Daniel Goleman's (1995) book "Emotional intelligence":

Why it can matter more than IQ. According to the article by Annie Paul, Goleman asked their permission to use the term 'emotional intelligence' in his book and that permission was granted providing he told people where he heard the term (Paul, 1999).

Robert K. Cooper and Ayman Sawaf published EQ: Emotional intelligence in leadership and organisations. This includes the 'EQ map' (Cooper & Sawaf, 1998). Mayer, Salovey and Caruso (2008) discussed emotional intelligence as new ability or eclectic traits.

In 1998 Daniel Goleman published Working with emotional intelligence. He defined emotional competency as 'a learned capability based on emotional intelligence that results in outstanding performance at work' (Goleman, 1998, p. 23). In that book he widened the definition of emotional intelligence even further, saying that it consists of 25 'skills, abilities and competencies'. Petridges and Furnham (2001, 2003) and Petridges, Pita and Kokkinaki (2007) proposed a trait-based model of emotional intelligence and defined it as a constellation of emotion-related self-perceptions located at the lower levels of personality' (Petridges et al., 2007, p. 274). In lay terms, trait emotional intelligence refers to an individual's self-perceptions of their emotional abilities. It encompasses behavioural dispositions and self-perceived abilities and is measured by self-report as opposed to the ability-based model which refers to actual abilities. Trait emotional intelligence should be investigated within a personality framework. Dulewicz and Higgs (1999) questioned the development and measurement of emotional intelligence. However, Schutte et al. (1998) endeavoured to develop and validate a measure of emotional intelligence. Ciarrochi, Chan, and Bajgar (2001) measured emotional intelligence in adolescents.

5. RESEARCH METHODOLOGY

The research method used for this paper consists of a desk study of journals, newspaper and magazine reports and financial reports accessed through libraries and websites of Government, NGOs and companies. There was not much empirical research done in this topic. This is mainly an exploratory research.

6. EVOLUTION OF EMOTIONAL INTELLIGENCE

Table 6.1. Five Periods of Development in Emotions and Intelligence in Past Century (Adapted from Rohr, 2005)

1900-1969

1900-1969 Intelligence and Emotions as Separate Narrow Fields	Intelligence Research -Psychometric approach to intelligence is developed and refined. Emotions Research -Debate which happens first: physiological reaction or emotion. -Movement from Darwin's theory for heritability and evolution of emotional responses to now being viewed as culturally determined. -Social Intelligence (Thorndike, 1920) as concept is introduced.
1970-1989 Precursors to EI	-The field of cognition and affect emerged to examine how emotions interacted with thoughts. -Gardner (1983) theory of multiple intelligences described an intrapersonal intelligence and an interpersonal intelligence. -Empirical work on social intelligence developed four components: social skills, empathy skills, prosaically attitudes, and emotionality (sensitivity). -Brain research began to separate out connection between emotion and cognition. -Occasional use of EI appeared.
1990-1993 The Emergence of EI	-Mayer and Salovey publish a series of articles on EI. -First ability measure of EI published. -Editor of the journal Intelligence argued for an existence of EI. -Further developments for EI in the brain sciences.
1994-1997 The Popularization and Broadening	-Goleman (1995) publishes Emotional Intelligence which becomes worldwide best-seller. -Time magazine used the term "EQ" on its cover (Gibbs,1995) -measures of EI using mixed model theories were published.
1998-Present Research on the Institutionalization of EI	-refinements to the concept of EI. -new measures of EI introduced. -appearance of peer-reviewed articles on the subject

7. ROLES OF A TEACHER

Ramana (2003), in his PhD thesis, presented many roles of a teacher which are as follows:

- **Confident:** A teacher is expected to win and share the confidence of the students.
- **Democrat:** He is expected to the promoter of democratic values. Detective: He detects the rule broken students.
- **Facilitator of Learning:** A teacher is expected to promote effective learning in the student. Acts as a friend and philosopher.
- **Group of Leader:** He is expected act as a leader in developing cohesion and suitable climate in the class as a social group.
- **Helper:** The teacher is expected to be a helper to students providing them academic and personal guidance.
- **Inspirer and Exemplar:** He is expected to behave in manner that students get inspiration from him.
- **Judge:** He is expected to evaluate the achievement of the students in a fair and judicious manner.
- **Limitor or reducer of anxiety:** A teacher is expected to create such situations in the class that the students feel the least anxiety and they feel emotionally stable.
- **Missionary:** He is expected to serve without any substantial reward.
- **Moralist:** He is expected to inculcate the attitudes and moral values cherished by the society.
- **Parent-surrogate (Parent-Substitute):** A teacher is expected to act as a parent of the students and treat them with love and affection.



- **Rationalist:** He is expected to promote actions based on reason.
- **Referee:** He is expected to settle disputes among students in a fair manner. Reformer: He is an agent of social change.
- **Secularist:** He must promote secular values.
- **Scientist:** Like a scientist he should promote a spirit of enquiry. In all kinds of education, a teacher occupies a central place. He is at the basis of the work of mind.

8. THE EMOTIONALLY INTELLIGENT TEACHER

Emotionally healthy behaviour is reflected in characteristic ways of

1. Thinking,
2. Identifying, managing, and expressing feelings, and
3. Choosing effective behaviours'.

Becoming an emotionally intelligent teacher is a journey and process, not an arrival state or end result. Emotionally intelligent teachers are active in their orientation to students, work, and life. They are resilient in response to negative stress and less likely to overwhelm themselves with pessimism and strong, negative emotions. An emotionally intelligent teacher learns and applies emotional intelligence skills to improve:

- Physical and mental health by gaining knowledge/techniques to break the habit of emotional reactivity (Stress Management);
- Productivity and personal satisfaction by helping to harmonize their thinking and feeling minds (Self Esteem and Confidence);
- Self-esteem and confidence by learning specific emotional intelligence skills (Positive Personal Change);
- Communication in personal and work relationships (Assertion);
- Ability to manage anxiety and improve performance under pressure (Anxiety Management);
- Ability to quickly establish and maintain effective interpersonal relationships (Comfort);
- Ability to understand and accept differences in others and diversity issues (Empathy);
- Ability to plan, formulate, implement effective problem solving procedures in stressful situations (Decision Making);
- Ability to positively impact, persuade, and influence others (Leadership);
- Ability to direct energy and motivation to accomplish personally meaningful goals (Drive Strength);
- Ability to manage time to meet goals and assignments (Time Management);
- Ability to complete tasks and responsibilities in a timely and dependable manner (Commitment Ethic);
- Ability to control and manage anger and improve performance under stressful conditions and situations (Anger Management).

The Emotional Skills Assessment Process and Emotional Learning System provide an assessment and learning process to help teachers develop a plan of action to learn and apply emotional intelligence skills. Teachers who intentionally develop emotional skills and model emotionally intelligent behaviour on a daily basis experience more success and satisfaction in their professional career and life.

Emotionally intelligent teachers are more resilient and proactive in responding to stressors and less likely to react to stress. Teachers who model emotional intelligence are characterized by: intentional reflective (not reactive) behaviour, more flexible (not resistant to change), assertive communication (not aggressive or passive), more optimistic and hopeful (not pessimistic and negative), and relies on skills and positive habits (not reactive habits)

CONCLUSION

As per the study conducted by Carson (1996), the single quality that most associate with effective teachers' – more than brilliance and love of the subjects and even more often than enthusiasm in the classroom was the attitude and relationship the teachers shared with the students. This is nothing but Emotional intelligence. Thus, Emotional intelligence is not a minor quality but it should be recognised as an essential component of what all teachers offer.

Emotional intelligence should be just intuitive but teachers should be more deliberate in using it. The recognition of the role of emotions in learning and teaching in higher education is long overdue. It does not mean that one has to sacrifice a higher education which values and fosters coherent critical argument, independence of thought and academic rigour but that these



aspects can be enriched by infusing them with humanity. Teachers need to recognise and work with the power of emotions in learning by teaching with emotional intelligence.

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