

Role of Emotional Intelligence of Teachers in Emerging Education Scenario

Rajeev Kumar Bhardwaj*

Research Scholar, Department of Commerce and Business Studies, Jamia Millia Islamia, (A Central University),
New Delhi-110025

Abstract – In olden days it was believed that a person with high Intelligence Quotient (IQ) could be a successful teacher but now teaching profession has become so challenging that a teacher with high IQ may not be successful unless he or she has emotional intelligence. Initially Emotional Intelligence (EI) was considered as the construct of psychology. Since the change is the law of nature so teaching profession is controlled by several external factors such as class size, number of teachers in institution, working hours, salary and allowances and education policy. The intrinsic factors such as mastery of subject, style of teaching, communication skill and personality of teacher also affect teaching learning process. Emotional Intelligence (EI) has its root in the field of psychology but gradually it moved into the field of education via the human resource development theories. Since the evolution of the term “Social Intelligence”, many researches have been carried out on Emotional Intelligence till date, but in the present research article the author has tried to take out the gist of those similar researches carried out so far on the Emotional Intelligence.

Key Words – Intelligence Quotient (IQ), Emotional Intelligence (EI), Emotional Quotient (EQ), Social Intelligence (SI), Emotional-Social Intelligence (ESI), Emotional Intelligence Scale (EIS).

-----X-----

INTRODUCTION

The psychology construct Emotional Intelligence is frequently used in the field of education and has wide application in relation to teacher psychology. In present education scenario the success of a teacher not only depends on Intelligence Quotient (IQ) but on Emotional Quotient (EQ). Emotional Intelligence means the ability to retain emotional impulses, to read other person's innermost feeling and to handle relationships smoothly. It is found that different professionals need different levels of EI for success but the results say that teachers need to be highly Emotionally Intelligent to be successful. The recent researches carried on the role of teachers and the practice of teaching indicate a change in the educational paradigm from the focus on teaching of content, knowledge and facts to a great focus on teaching the students “how to learn”.

OBJECTIVE OF THE STUDY

The objective of the study is to ascertain the role of Emotional Intelligence in emerging education scenario i.e. how it could be useful for teachers in modern education era.

RATIONALE OF THE STUDY

It is difficult for teachers to remain healthy and effective in demanding work environments unless they learn and apply positive stress management skills daily. Now a day's teaching has become a stressful profession because of high level of negative stress and emotional reactivity. Research findings suggest that unrealistic expectations between teacher training and reality of teaching, a lack of clear performance standards, increasing physical demands and added responsibilities, inadequate pay and resources have lead to negative outcomes.

Although teachers cannot control issues related to salary, teaching assignment, paper work, class size, student behaviour, and support from administrators, but they can learn Emotional Intelligence skill to deal with those stressors. Skill of Emotional Intelligence (EI) is the key to managing stress and the daily pressures of life and work. Simply stated, EI is an ability to identify, understand, experience, and express human emotions in healthy and productive ways. Emotional experience and expression are unique to each teacher and student. No one else thinks, expresses feelings, chooses behaviours, and acts in the same way.

STATEMENT OF THE PROBLEM

The term Emotional Intelligence finds its root in the psychological construct "Social Intelligence" which was firstly identified by E.L.Thorndike in 1920. The term was coined by famous psychologist Peter Salovey and John Mayer in 1990. But the term was really popularised by Daniel Goleman in 1993 through his best seller "EI". The term which was originated in the field of psychology is now being used popularly in the field of education and human resource. The present study tries to know the role of Emotional Intelligence of teachers in emerging education scenario. The study has been carried to know the general impact of Emotional Intelligence on teacher's ability in emerging scenario and how it could be useful for teachers in modern complex modern education system.

RESEARCH METHODOLOGY

The study is based upon analytical descriptive methodology of research and the appropriate secondary data which has been retrieved from various Books, Newspapers, Research Article, Hard-cover Journal and On-line Journals. On-Line journals were searched on "Sodh Ganga" and "Google Scholar".

LITERATURE REVIEW

Chan D. (1984) found that the extent to which teachers are able to deal effectively with their own emotion and others emotions can be considered a reflection of their emotional intelligence.

Dewey (1993) found that practice of teaching in new paradigm not only involves knowledge, cognition and skill, but it has also become an emotional activity.

Nias (1996) felt the need to study the role that the emotions play in the context of teaching. He further stated that emotions are the integral part of teacher's lives and the way teachers feel about themselves and their professional performance.

Hargreaves (1998) contends that modern complex era emotion, cognition, feeling and thinking are the integral part of teaching and learning process. He further stated that teaching and learning are emotional in nature.

Petride and Furnharm, (2001) Emotional Intelligence (EI) refers to individual differences in the perception, processing, regulation and utilization of emotional information. It is a constellation of emotion-related self-perceived abilities and dispositions located at the lower levels of personality hierarchies

Gibbs (2002) found that teacher's emotions and moods are persuasive as source of information that influences the judgements of teachers. He insisted teaches should have capacity to understand and

manage emotional knowledge to enhance thoughts and actions so it should be a significant part of teaching process.

Singh (2003) found that the different professionals need different levels of EMOTIONAL INTELLIGENCE for success in their respective professions. But the result of his research says that the teachers need to be highly emotionally intelligent to be successful.

Bar-On (2005) pointed that the term "EMOTIONAL INTELLIGENCE" popularised by Goleman can be more powerful than intelligence quotient (IQ). He stated the emotional intelligence as an ability to recognise the emotions of own and others and to use them rationally to solve the problems.

Bren brown (2005) stated that Emotional Intelligence is required for leadership and performance of top management and executive. It is also supported by various literatures which suggest a positive relationship between Emotional Intelligence of team leader & higher productivity of team.

P.S.Robibins (2007) found in his research that emotions are the natural part of individual behaviour. Persons who understand the role of emotions will significantly improve their ability can predict the behaviour of other individuals. Positive emotions will boost the performance while negative emotions can hinder the performance. Positive emotions acts as motivator and enhance the personality while negative emotions destroy the personality. Further it was found that emotions are important to pedagogical teaching practices to student teachers relationship. According to him emotional stability means a person's ability to keep himself/herself calm, self-confident and secure against negative score, nervousness or depression.

Salami O.S. (2007) found that emotional intelligence and self efficacy has significant relationships with work attitude. It was recommended that emotional intelligence and self efficacy of teachers should be enhanced to improve their work attitudes.

Zahra A. (2008) demonstrated a significant relationship between emotional awareness, empathy, and self-efficacy in theory courses. Teaching physical education teachers with respect to components of emotional intelligence was significant.

Tsai M.T. (2011) has found that a supervisor's emotional intelligence has a significant positive influence on his/her personal leadership style, that a supervisor with high emotional intelligence is able to perform excellent leading skills to elevate the employee self-efficacy, and that employees

self-efficacy results in a significant positive influence on organizational commitment.

Luisa Broli found (2011) found that Emotional intelligence are linked to well being and sense of identity and influence both teachers and students cognitions motivations and behaviours. Hargreaves stated that emotions are the heart of teaching. Emotions skills are crucial when teachers have to face educational reforms that imply a reconsideration of their professional competencies.

Hasim F. (2011) recommends the emotional intelligence has a positive relationship with communication skill and stress management. It was found the emotionally intelligent people have more effective communication skill. And in turn communication effectiveness plays a key role in job satisfaction.

M.A. FARSANI (2011) stated that Emotional Intelligence has made a great heat in last two decades. He said that Emotional Intelligence not only deals with the human emotions but also improves teachers and student relationship. He further stated that teachers need a better understanding of this new concept psychology.

Penrose A. (2012) found that emotional intelligence has the correlation with self efficacy. Emotional Intelligence of teachers not only increases self efficacy but enhance their teaching effectiveness.

Dr. Amos Oyesoji Aremu (2012) found that all learning takes place in a social context, so it is the teachers Emotional Intelligence which affects the learning. It was proved by him that the teachers with high intelligence are more effective in class room than those with low Emotional Intelligence. He further stated that Emotional Intelligence is malleable and can be developed through proper training and development.

According to **Dr. Jeanne Segal and Melinda Smith, (2012)** to Emotional intelligence (EI) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impacts many different aspects of your daily life, such as the way you behave and the way we interact with others.

Abbas (2012) found that Emotional Intelligence has a great importance on self efficacy on nursing staff in Pakistan. He found that Emotional Intelligence is ones tendency to recognise, evaluate and handle own emotions and others as well. According to him EI it is designated ability to utilize emotional condition of an individual, group or own-self to achieve a certain goal or a set of goals or objectives. Abbas pointed out that EI is ability to appreciate the

emotions and identify the likely outcomes of them and finally to apply them practically. The study conducted by him also found that Emotional control is also a crucial factor in performance of a team in various sorts of organisation goal. According to him EI is the ability to demonstrate an emotion best suited to situations.

FINDINGS AND CONCLUSION

After review of related online journals, hard-cover journals, newspapers, research papers, research articles and relevant material available online it has been observed that the from psychological field there has been a significant emergence of research related to emotions and the regulations of those in the field of education. Earlier it was believed that high level of Intelligence Quotient (IQ) is needed to be a successful teacher but now it has been proved that the smarter an individual in terms of IQ and EQ, the more opportunities to be a great teacher. Emotional Intelligence means ability to retain emotional impulses, to read other's innermost feeling and to handle relationship smoothly. The general mindset in this world has always been the propagation of intelligence quotient (IQ), with the new thinking; there is now the urgency to take a deeper look into EQ.

Emotional intelligence (EI) is ability to detect and to manage the emotions cues and information in productive manner. Emotional intelligence (EI) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impacts many different aspects of your daily life, such as the way you behave and the way you interact with others.

Emotional Intelligence (EI) refers to individual differences in the perception, processing, regulation and utilization of emotional information. It is a constellation of emotion-related self-perceived abilities and dispositions located at the lower levels of personality hierarchies.

Emotional Intelligence consists of four attributes

- 1) Self-awareness – We able to recognize our own emotions and how they affect our thoughts and behavior and come to know our strengths and weaknesses, and have self-confidence.
- 2) Self-management – We are able to control impulsive feelings and behaviors, manage our emotions in healthy ways, take initiative, follow through on commitments,

and adapt our selves according to changing circumstances.

- 3) Social awareness – We can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
- 4) Relationship management – we know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

It has been observed from the study that Emotional Intelligence plays a very crucial role in modern scenario as role of teacher has become more demanding and challenging. In olden days emphasis was given on the fact that what content to be taught but now emphasis is given on other facts such as individual differences of learner and healthy learning environment, so role of teacher has been changed. Of course teaching learning is an academic activity but in modern era it has become an emotional activity. Emotion, cognition, feeling and thinking are merged during the process of teaching, so teaching learning has emotional in nature. In modern scenario where more is expected from teachers now it has become difficult for teachers to remain healthy unless they learn to use Emotional Intelligence and apply positive stress management skill. The importance of teacher's quality cannot be underestimated. Emotional Intelligence (EI) is one the construct of psychology which affects the performance, although there are certain construct such as self-efficacy and job satisfaction. The state commission of States observed the Emotionally Intelligent and effective teachers could produce better result above those teachers who lacked both the construct.

Emotional Intelligence can help the teachers in following manner

- 1) It provides the teacher the sense of **self-awareness** as teachers can identify their emotions and of others. Self-awareness also helps the teachers do the "SWOT" analysis.
- 2) Emotionally Intelligent teacher have good sense of **self-management** as they can control impulsive feeling and can regulate the emotions in healthy way.
- 3) Emotionally Intelligent teacher have the quality of **self-awareness** so they are alert about the general environment, political environment, social environment, and new education policies of the nation.
- 4) The present complex education system demands the teacher to have the quality of **relationship-management** as healthy

relationship is necessary for effective communication and fruitful teaching-learning process.

Teachers can be classified as follows:-

- A) Primary Teachers or Elementary Teachers
- B) Middle School Teachers
- C) Secondary and Senior Secondary school teachers
- D) Higher Education teachers

Since the teachers of different levels have to teach the students of different standards so it is obvious that they need different levels of Emotional Intelligence. But the fact cannot be denied that in present scenario teachers need to be emotionally intelligent if they want to survive in their profession. Day by day teaching professions is becoming more challenging job, so Emotional Intelligence is one the key to become a successful teacher in emerging education scenario.

Emotional Intelligence can be useful for the teachers in modern complex era as follows

- 1) If a teacher wants to be role the model of his / her students then it is the need of our to attach the student with himself /herself emotionally, then it is possible through Emotional Intelligence
- 2) The conflicts, between teachers and students, which have emerged in this era, can be resolved by the teachers if they are emotionally intelligent.
- 3) Emotionally Intelligent teachers create a healthy and conducive learning environment in classroom and it helps them to produce better results in smoother ways.
- 4) The ancient "Gurukul" system of education was based on the same construct i.e. Emotional Intelligence. "AACHARYA CHANKKYA" had a great sense of Emotional Intelligence and he created a superb bond with his students and he achieved the goal of his life.

LIMITATIONS AND SCOPE FOR FURTHER RESEARCH

The present study is based on secondary data which elaborates the role of Emotional Intelligence of Teachers about emerging education scenario. More studies can be done on other similar constructs like self-efficacy and job satisfaction. It is obvious from the study that different levels of

Emotional Intelligence is required for different levels of teachers, so further studies may be conducted on different levels of teachers using primary data.

REFERENCES

1. Abbas, S. N. (2012). *The Impact of Emotional Intelligence on Self Efficacy of Nursing Staff Serving in Pakistan*, Global Journal of Management and Business Research, Vol. 12 issue 11 Version 10 July, 2012, International Research Journal Publisher: Global Journals Inc. (USA) Online ISSN: 2249-4588.
2. Adeyemo, D.A. & Adeleye, A.T. (2008). *Emotional intelligence, religiosity and self-efficacy as predictors of psychological wellbeing among secondary school adolescents in Ogbomoso, Nigeria*. Europe Journal of Psychology February 15, 2008. Retrieved on April 25, 2009 from www.ejop.org/archives/2008/02/emotional_in_tel.html
3. Aremu A.O. (2012). *Emotional Intelligence and Teacher Effectiveness*, Academic Journals Cebu, Philippines, Volume 11, Number 1, 2012
4. Bar-On, R. (2005). *The impact of Emotional Intelligence on subjective well-being in Perspectives in Education*, 23(2), pp 41-42.
5. Broli, L. (2011). *Emotional Intelligence as a Protective Factor in Times of Educational Reforms for High-School Teachers*, Literacy Information and Computer Education Journal (LICEJ), Volume 2, Issue 1, March 2011
6. Brown, B. (2005). *Emotional Intelligence, Implications for HRD*, Otego Management Graduate Review, Volume 3.
7. Chan, D. (2004). *Perceived Emotional Intelligence and Self-Efficacy among Chinese secondary school teachers 97 in Hong Kong, Personality and Individual Differences*, www.google scholar, 10-12-2102, p.36 and pp. 1781-1795.
8. Coetzee, M. & Schreuder, D. (2011). *The relation between career anchors, emotional intelligence and employability satisfaction among workers in the service industry Southern African Business Review* Volume - 15, Number 3.
9. Farsani, M. A. (2011). *The relationship between trait emotional intelligence and self-efficacy among Iranian EFL teachers*, 2011 *Literature and Linguistics IACSIT Press, Singapore, IPEDR vol. 26, 2011*
10. Gibbs, C. (2002), "Effective Teaching exercising Self efficacy and Thought control of action". Paper was presented at the Annual Conference of British Educational Research Association, University of Exeter, England, September 2002
11. Fauzi, H. (2011). *Emotional Intelligence: Communication Effectiveness mediates the Relationship between Stress Management and Job Satisfaction*, International Journal of Managing Information Technology (IJMIT) Vol.3, No.4, November 2011.
12. Hargreaves, A. (1988). *The Emotional Practice of Teaching, Teaching and Teacher Education*, Volume 14, No. 8, pp. 835-854
13. Nias (1996). *Thinking about Feeling: The Emotion in Teaching*, Cambridge Education Journal, Cambridge University Press, UK, Volume 26, Year 1996, pp. 293-306
14. Penrose, A. (2012). *Emotional intelligence and teacher self efficacy: The contribution of teacher status and length of experience*, Posted on website 2nd week of January 2012.
15. Robbins, P.S. and Sanghi, S. (2007). *Emotions & Emotional Stability*, Organisation Behaviour 11th Edition Pearson Education, New Delhi.
16. Salami, O.S. (2007). *Relationships of Emotional Intelligence and Self-Efficacy to Work Attitudes Among Secondary School Teachers in South-western Nigeria*, Essays in Education, Volume 20, Spring 2007.
17. Salovey, P. And Mayer, J.D. (1990). *Emotional Intelligence, Imagination, Cognition, and Personality*, 9, pp. 185-211
18. Singh (2003). *Emotional Intelligence of a School Teacher - a case study analysis*, Krepublishers.com/02-Journals/IJES/IJES-02-0-000-10-Web/IJES-02-2-000-10
19. Tsai, M.T. (2011). *A study on the relationship between leadership style, emotional intelligence, self-efficacy and organization*, Posted on website 25 January 2011.

20. Zahra, A.: *Relationship between Emotional Intelligence and Self-efficacy in Practical courses among Physical Education Teachers*, Pelagia Research Library www.Pelagiaresearchlibrary.com

Corresponding Author

Rajeev Kumar Bhardwaj*

Research Scholar, Department of Commerce and Business Studies, Jamia Millia Islamia, (A Central University), New Delhi-110025

rkbrkbjg@gmail.com