



## **Emotional Intelligence and Teacher Education**

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### **Abstract:**

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 behavior 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) behavior, 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) and such transformation in teacher's personality is possible only through teacher education programs and policies.

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**Key Words:** Emotional Intelligence, Teacher Education

### **Introduction**

Emotional intelligence relates to the ability to monitor, employ, and manage emotions (Salovey & Mayer, 1990). Teachers high in emotional intelligence are more likely to regulate their emotions. One useful strategy to enable emotional control is psychological skills (Becker, 2003),

which may help to raise emotional intelligence and enhance mental health. Therefore, it is needed to pay more attention on the development of emotional intelligence, mental and psychological skills of teachers. Salovey and Mayer (1990) found that emotional intelligence relates to the ability to perceive, monitor, employ, and manage emotions within one-self and in others. The need and importance of emotional intelligence has been outlined in various research studies (Boyatzis, 1994, Kumar and Pande, 2011) and lead towards the enhancement of mental health.

### **Emotional Intelligence- Conceptual Understanding**

Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for motivating emotions well in us and in our relationships. Emotional intelligence involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions. Emotional intelligence is the capacity to reason about emotions to enhance thinking, to process emotional information, which includes perception, assimilation, understanding, and management of emotions, to meet the requirements of day-to-day living and learning (Cherniss, 2000). Goleman (1995) defined emotional intelligence as a learned skill that a better predictor of life success than intellectual attainment or technical ability. According to Goleman, emotional intelligence has five elements: self-awareness, self-regulation, motivation, empathy, and social skills.

### **Benefits of Emotional Intelligence**

The benefits of Emotional Intelligence apply to every aspect of life and are especially relevant to teachers. Several studies have found that emotional intelligence can have a significant impact on various elements of everyday living. Palmer, Donaldson, and Stough (2002) found that higher emotional intelligence was a predictor of life satisfaction. Increasingly, Emotional Intelligence being recognized as the critical factor in success and life satisfaction. One of the most applied constructs which emotional intelligence has been associated with is that of leadership. The current academic research in the area of leadership describes two distinct types of leaders: transformational and transactional (Mandell & Pherwani, 2003). The transformational leadership

is said to be comprised of the following four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (One who stimulates interest among colleagues, inspires a different outlook on the work, generates an awareness of the goals of the organization, develops others to higher levels of ability, and motivates others to consider the interests of the group over their own interests). Alternatively, the transactional leader is one whom rewards (or disciplines) staff on the basis of their performance. They emphasize work standards, task completion, and employee compliance while relying heavily on organizational rewards and punishments to influence employee performance (Bass & Avolio, 1994).

Researchers found that transformational leadership predict higher ratings of effectiveness and satisfaction, higher group performance (Keller, 1995), and higher amount of effort on the part of subordinates (Seltzer & Bass, 1990) compared to transactional leadership. Researchers in the area of leadership have likewise proposed that effective transformational leaders must possess social and emotional intelligence. These elements can also be include in teacher education system as Goleman emphasized that leaders high in emotional intelligence are key to organizational success; leaders must have the capacity to sense employees' feelings about their work environments, to intervene when problems arise, to manage their own emotions in order to gain the trust of the employees, and to understand the political and social conventions within an organization (Goleman, 2001).

### **Emotional Intelligence- Tool for Professional Development of Teachers**

Thus, an emotionally intelligent teacher will serve as an important role model for students particularly as the extraordinary challenges of the classroom of the future become more evident. The main aim of education is the all round holistic development of the students. In the pursuit of this goal, teachers play a significant role. Emotionally healthy behavior is reflected in characteristic ways of (1) thinking, (2) identifying, managing, and expressing feelings, and (3) choosing effective behaviors. Various studies reported that people higher in emotional intelligence were also more likely to use an adaptive defense style and thus exhibited healthier psychological adaptation. Mayer, Caruso, and Salovey (1999) found that higher emotional intelligence correlated significantly with higher parental warmth and attachment style, while others found that those scoring high in emotional intelligence also reported increased positive interpersonal relationships among children, adolescents, and adults (Rice, 1999). No gender differences were observed for these associations (Brackett and Mayer, 2003). As previously,

discussed, advanced emotional intelligence can be beneficial in many areas of life. However, the application of its usefulness has been most frequently documented in the professional workplace. Cherniss (2000) outlined success and motivation factors for evaluating and improving emotional intelligence competencies.

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. Emotionally Intelligent teachers help students with improved motivation, enhanced innovation, increased performance, effective use of time and resources, improved leadership qualities and improved team work. Hence, it is essential to develop the emotional intelligence of student teachers during pre-service. There is necessity to develop the emotional competencies of the student teachers, which in turn helps them to develop the same among their students. Inspirational subjects like art, literature, poetry and music help in developing an appreciation of the beautiful and sublime emotions in life. They should be included in the teacher education curriculum. Religious beliefs and an abiding faith in God help in tolerance and stability of emotions. There should be no suppression of emotions. They should be sublimated through constructive activities. Sports, games, dramatics, and other co-curricular activities are of great value. Skill, confidence and involvement in work as well as a healthy sense of humour are basic to emotional intelligence. Therefore, work ethics and balanced work and healthy living must be stressed in the curriculum. Emotions should be concentrated or directed towards some good object or healthy idea. Such a direction and concentration can lead to development like justice, patriotism and other moral qualities. Strategic competency in teaching can be developed in teachers by means of emotional intelligence. The concept of emotional intelligence may be incorporated in the teacher education curriculum to revitalize teacher education programme. The needs of emotionally intelligent citizens who possess favorable attitude about the process of modernization are the real assets of a society. The concept of emotional intelligence in Indian and foreign context is embedded with various aspects of life in which highly valued social concern, traditional and cultural values have been emphasized in various studies. Besides these, the following points must keep in mind to maintain quality- Create a constancy of purpose ,Adopt a total quality philosophy, Reduce the need for testing, Development of education system in new ways ,Improve the quality and productivity and reduce

cost, Provide training for lifelong learning ,Leadership development in education ,Eliminate the barrier to success, Create a quality culture ,Remove the barriers that rob the student, staff and administration of their right to pride of workmanship, Development of commitment approach ,Responsibility approach for quality maintenance .Quality improvement is like a long journey, which entails considerable effort over a long period. The journey can be divided into five phases:-Decide Prepare, Start, Expand, and Integrate. A sixth phase-valuation can be added to complete the cycle, which will indicate as to how effective the implementation is as compared to the institutional plan or with other organizations.

### **Teaching Emotional Intelligence**

Training programs aimed at improving emotional intelligence can occur in several different areas of training and development within an organization, including management training, communication and empathy training, conflict resolution and stress management training, as well as self-management training and training provided to unemployed workers (Cherniss, 2000). However, it is important to realize that traditional training curriculum and delivery are not generally successful in developing emotional intelligence competencies. Traditional programs generally adopt a "one size fits all" approach that ignores individual complexities while focusing on cognitive learning (Dearborn, 2002). According to Cherniss and Goleman (2001), programs, which utilize a cognitive learning process, involve placing new information into already existing frameworks and ways of understanding, consequently enriching and expanding the neural circuitry of the brain. This type of learning is generally ineffective when trying to teach emotional intelligence competencies as these skills involve expanding the neural circuitry of the brain while re-training the brain centers, which control emotion. Thus, emotional rather than cognitive learning techniques must be utilized to teach emotional intelligence. This less traditional training approach, based on self-directed and more individualized learning engagements, encompasses the following components:

- ◆ visioning around reaching one's ideal self.
- ◆ Self-assessment and self-awareness of current strengths and weaknesses.
- ◆ Ensuring that strengths and limitations improve so that they do not detract from the achievement of goals.
- ◆ Creating and committing to a learning agenda that builds on strengths and reduces weaknesses.

- ◆ Active and frequent experimentation with new behaviors that support and develop emotional intelligence competencies.
- ◆ Reliance on a coach to regulate progress (Goleman, 1995).

Goleman has also established an optimal process for developing emotional intelligence in organizations, which consists of four phases: preparation for change, training, transfer and maintenance skills, and evaluation. Each phase has corresponding guidelines for achieving success. Preparation for change involves assessing the competencies, which are most critical for organizational and individual effectiveness while convincing the workforce that improving their emotional competencies will lead to desirable outcomes. Goleman points out those motivational factors might be a particular issue in this step, as emotional learning and emotional intelligence are areas, which are central to a person's identity, and thus many may be resistant to being told they must change themselves as people. The training phase focuses on experiential learning with repeated practice, modeling, and corrective feedback. Maintenance of skills is done through social support and a supportive work environment along with policies and procedures, which support the development of emotional intelligence. Finally, evaluation is conducted to determine individual satisfaction with the training as well as to establish if the training has produced meaningful changes in on-the-job behaviour (Cherniss & Goleman, 2001).

A teacher has strong emotional bondage with his students. 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); and Ability to control and manage anger and improve performance under stressful conditions and situations (Anger Management).

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