



## EMOTIONAL INTELLIGENCE FOR BETTER WORLDLINESS

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A teacher can promote socio emotional development in his classroom by embedding his teaching practices and remaining sensitive to children's requirements which help the students feel safe, secured and confident and thus enable them to act as a role model for effective social behaviour. A teacher should be attentive to the socio- emotional skills and needs of each unique child; help them feel secure and self assured in a learning environment. Attention of teacher can be a pillar of confidence for students who are dealing with stressful life circumstances. Let the students recognise that as a teacher ,he is there to help and maintain students trust as well as a source of guidance.

When most of us recall the teachers who influenced us the most,we remember the teachers who consistently demonstrated personal concern for our well being or the teachers who surrounded our work together with pleasure and developed faith in us. They accepted our demonstrations warmly that made us to believe that we were individuals of great worth.

A teacher must possess a set of competencies and abilities as honesty, compassion, sense of responsibility, feeling of empathy, courage, dedication, respect, optimistic attitude, self confidence, quality of introspecting and being tactful as well as enthusiastic. Most of these traits fall under the category of Emotional Intelligence.

According to Patricia Jennings and Mark Greenberg, leading scientists in the field of socio emotional learning, teachers who possess socio emotional competence are likely to experience burnout because they are able to perform more efficiently and effectively with the challenging students.

To illustrate ,instead of quickly restoring to punishments, teachers with socio emotional competence(SEC) recognise their students' emotions and have insight into what is the cause which helps teacher to understand why a student is acting out and can redirect the student's behaviour appropriately. If, for instance, a teacher gets acquainted of the student's acting out because of problems at home, the teacher may be more likely to treat the student with

kindness. This kind of behaviour promotes caring and supportive relationships between teachers and students which proves as a key to reduce problematic behaviour of students to a great extent.

Teachers with socio emotional competence create safe classroom climate. In such a kind of classroom the teachers and students practice respectful communication and problem solving; transitions from one activity to another run smoothly. Lessons are designed to encourage students' engagement with learning- all of which promote academic achievement and create a positive feedback loop for teachers, sustaining their passion for teaching. Thus we see that becoming a teacher is far more complex than simply completing a sequence of courses.

Student teachers experience more stress and during their Teacher Training Programme due to heavy work-load. They have to perform multi roles in their professional life. More emphasis on perfection leads to stressful events. So the teacher training should be in the direction of results rather than being fussy about perfection. It is assumed that the teachers who are emotionally intelligent can successfully manage the stressful situations and can be more successful in dealing with such like situations.

Though stress-free life is not possible in today's environment. All that can be done to reduce it to a reasonable level or even to the level where it can play a positive role rather than adversely affect one's health and abilities, this is termed as coping. John Mayer a popularly known management expert has stated whatever you vividly imagine, ardently desire, sincerely believe and enthusiastically act upon must inevitably come to a pass.

Generally, emotion are classified in two ways:

**POSITIVE EMOTIONS** - Positive emotions are those which assist the individual to have an optimistic approach to life. A person with positive emotions is full of hope and joy. These emotions may be aroused by any circumstances that furthers, augments or enhances the gratification of a person's needs or the realization of his goals.

**NEGATIVE EMOTIONS**- Negative emotions are those which make a person unhappy and anxious. Emotions of anger, fear, hate and hostility are of negative type. such emotions affect the mental health of the individual.

Positive and negative emotions make it clear that conditions that give rise to emotions are as varied and complex as life itself. It becomes more and more difficult for a teacher to know whether the student is afraid or depressed as he gains understanding of the world around him.

One must possess the basic dispositions and behaviours needed to be member of this profession. It is believed that all teachers should demonstrate such personal dispositions that reflect a commitment to excellence in the profession.

Goleman identified five main domains of emotional intelligence-

1. Knowing emotions
2. Managing emotions
3. Motivatiog oneself
4. Recognising emotions in others
5. Handling relationships

1) **Knowing our own emotions:** Emotions are often powerful reactions, it would seem at first glance that everyone ought to be able to recognise their own feelings. It is seen that some people are highly aware of their own emotions and thoughts about them, while on the other hand, some seem to be almost oblivious to these. The individuals are not aware of their own feelings to such an extent that they cannot make intelligent choices and are low in expression. They are not able to show their feelings clearly through facial expressions, body language or other cues. It can have adverse effects on their interpersonal relationships because other people find it hard to know how they're feeling or reacting.

2) **Managing our Emotions:** The people are already aware of the fact that we often try to manage our emotions, regulate our nature, intensity and expression. Doing so is very important both for our mental health and from the point of view of interaction with others effectively. They will probably be avoided by many people and won't get promotions for whatever they want.

3) **Motivatiog ourselves:** Emotional intelligence has been able to motivate oneself to work long and hard on a task, remaining enthusiastic and optimistic about the final outcome and being able to delay gratification too put off receiving small rewards in order to get larger ones later on. Being high in such skills can indeed contribute to success in many different contexts.

4) **Recognising and Influencing Other's emotions:** Another aspect of emotional intelligence - the ability to 'read' others accurately to recognise the mood, the feel what emotion they're experiencing. This skill is valuable in many practical settings. The persons who are skilled at generating strong emotions in others are often highly successful in fields of business and politics. They can get other people to feel what they want them to feel.

5) **Handling Relationships:** Some people seem to have a knack for getting along with others; most people who meet these people like them and as a result, they have many friends and often enjoy high level of success in their careers. In contrast, others seem to make a mess of virtually all their personal relationships.

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Positive and consistent relationship support socio emotional development. According to the National Scientific Council on the developing child , children who are warm, positive relationships with their teachers are more excited about learning, more self confident and achieve more.

We cannot avoid the fact that emotional intelligence cannot be developed in a day or two. It should be preferred in the syllabus along with other subjects so that the students gradually may start understanding their own as well as other's emotions. Ultimately students will become tolerant, rational and develop better worldliness in themselves.