EMOTIONAL INTELLIGENCE AMONG THE TEACHERS

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ABSTRACT: Emotional Intelligence impact on different aspects in our day to day life, such as the way we behave and interact with others. Emotions at the working place generally fall into the category of positive (Good) and negative (Bad) emotions. Positive emotions are the feelings of an individual that are favourable to the attainment of institution goals while negative emotions are perceived to be destructive to the institutions. The teachers have heavy mental exercise in their work. Due to their heavy mental exercise, they get more emotions and stress towards their work and personal life. It is difficult for teachers to remain healthy and effective in demanding work environments unless they learn and apply positive stress management skills daily. Teaching is a stressful profession. High levels of negative stress and emotional reactivity lead to burn-out and/or negative outcomes. While teachers cannot control issues related to salary, teaching assignment, paperwork, class size, student behaviour, or support from administrators, they can learn and choose to develop skilled behaviours to deal with stressors. Emotional intelligence skills are the key to managing stress and the daily pressure of life and work. This article tries to know the emotional intelligence of the teachers.

KEYWORDS: Emotional Intelligence, Education Model of Emotional Intelligence, Teacher Stress and Attrition, Emotionally Intelligent Teacher.


INTRODUCTION: The Emotional Intelligence is a set of qualities and competencies that captures a broad collection of individual skills and dispositions, usually referred to as soft skills or interpersonal skills, that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. Emotions are an intrinsic part of our biological makeup, and every morning they march into the office with us and influence our behaviour.

According to Goleman’s model, Emotional Intelligence consists of five factors: Knowing one’s emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships. It plays a significant role on the teachers in the institutions. More institutions are realizing that, encouraging emotional intelligence skills and balancing the work, are vital components of their management philosophy. Emotional intelligence skills are the key to managing stress and the daily pressure of life and work.

Emotions: The term ‘emotion’ is used to designate a state of consciousness having to do with the arousal of feelings. Feelings refer to any of the subjective reactions, pleasant or unpleasant that one may experience in a situation. Emotions consist of physiological changes within the bodies, subjective cognitive states and expressive behaviours.

Emotion is an inborn, unhidden and a spontaneous instinct. Emotions monitor as well as charge life with a number of feelings that makes human. Emotions are the most basic facets of the individuals since the expression of feelings is vital and indispensable and gives different feel at different occasions with different intensity and frequency. Emotions, if properly used, will be an essential tool for successful life. But if emotions are out of control, it can result in disaster.

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Emotions trigger action, compelling people to behave in different or difficult ways. The Emotions can be categorized as positive and negative emotions. Emotions refer to “Complex pattern of feelings”. Emotion is used to designate a state of consciousness having to do with the arousal of feelings. Feeling refers to any of the subjective reactions, pleasant or unpleasant that one may experience in a situation.

The feeling function is that part of the mind, which is our internal monitor, which informs us of how we are doing in any given situation or set of circumstances. Positive feelings such as joy, affection, pride and happiness serve many purposes. Positive emotions enable people to think more creatively, seek out new information and experiences, behave more flexibly, have greater confidence in work and be more persistent.

Positive emotions can help people bounce back from adversity and for healthier lives. People who experience positive emotions, especially during stressful times, tend to tolerate pain better, cope up and recover from illness faster, and experience less depression. In contrast, negative emotions such as anger, jealousy, shame, disgust and sadness tend to narrow a person’s focus and limit options to search out alternatives. Negative emotions produce feelings of inferiority, weakness and of helplessness. Negative emotions need to be addressed as they cause major problems at the work place and in every sphere of life.

Intelligence: Intelligence is understood “as the ability to learn or understand from experience or to respond successfully to new experiences, and the ability to acquire and retain knowledge”. It is the general tendency of an individual to perform a wide variety of tasks intelligently. It is the aggregate or global capacity of an individual to act purposefully to think rationally and to deal effectively with the environment. In detailed meaning, it is the predominant ability to learn from experience to do intellectual work to acquire and retain knowledge and to respond quickly and successfully to a new situation, it means the effective use of reason in solving problems and means the keenness of mind, shrewdness, smartness, retentive memory to perform tasks with a good measure of success.
Emotional Intelligence: “Emotion and Intelligence” are the two components of Emotional Intelligence. According to Daniel Goleman, Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and managing emotions well in us and our relationships. In other words, it is the aggregate of individual’s cognition of one’s own and others emotions, feeling, interpretation and action as per environmental demand to manipulate the consequence which in turn results in superior performance and better human relationships. All of us have different personalities, wants and needs, and different ways of showing our emotions. Navigating through this all takes tact and cleverness—especially if we hope to succeed in life. This is where, emotional intelligence becomes important.

Emotional intelligence is the ability to recognize our emotions, understand what others are telling us, and realize how our emotions affect people around us. Emotional intelligence also involves our perception of others: when we understand how they feel, this allows us to manage relationships more effectively. Thus, people with high emotional intelligence are usually successful in most things they do. Human resource management and the corresponding soft-skills or abilities are pivotal to the management success. One of the measures of these soft-skills, used in recent years, is the concept of emotional intelligence. Emotional intelligence (EI) is the capacity to grasp, appreciate and discerningly manage emotions in relationship to oneself and others.1

Emotional Intelligence is required for all the individuals working at different scenario’s and is defined as the following:
1. It is the ability to understand and express emotions constructively,
2. It is the ability to understand other’s feeling and establish co-operative interpersonal relationships,
3. It is the ability to manage and regulate emotions in an effective manner,
4. It is the ability to cope realistically with the new situations and to solve problems of a personal and interpersonal nature as they arise and
5. It is the ability to sufficiently be positive and self-motivated in order to set and achieve goals.

From the above definitions it is clear that, Emotional intelligence is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. There are five elements identified as the components of emotional intelligence: self-awareness, self-regulation, motivation, empathy and social skills that comprise the field of emotional intelligence. Emotional intelligence has four branches: Perceiving emotions, reasoning with emotions, understanding emotions, managing emotions. Emotional intelligence has four attributes: Self-awareness, Self-management, Social awareness, Relationship management.

Models of Emotional Intelligence.2

Emotional Intelligence is classified into two types. (i) Ability Model and (ii) Mixed Model.
1) Ability Model–It focuses on the mental abilities to define emotional intelligence.
2) Mixed Model–It seeks to define emotional intelligence as a mixture of abilities and some personality traits and characteristics.

Ability Model of Emotional Intelligence: This model of emotional intelligence emphasizes on the cognitive components of emotional intelligence and conceptualizes emotional intelligence in terms of potential for intellectual and emotional growth (Schutte, Malouff, Hall, Maggerty, Cooper, Golden and Dorheim, 1998). Four sets of mental abilities ranging from basic to more complex psychological processes were proposed in this model.

The first set, ‘Perception, appraisal, and expression of emotion’ allows an individual to identify and express emotions in self and others.

The second set is, ‘assimilating emotion in thought’. It allows an individual to use emotions to facilitate thinking and to recognize respective consequences of different emotional responses and to justify the appropriate one.

The third set, ‘understanding and analyzing emotions’ concerns with the ability to understand, label and acknowledge the emotions and to use emotional knowledge.

The fourth set is, ‘reflective regulation of emotion’ which deals with the ability to manage and adjust the emotional response to support the situational requirement.

Mixed Model of Emotional Intelligence: Mixed models include non-ability traits (Motivation, optimism, interpersonal skill, stress management) in conceptualizing emotional intelligence. The various types of mixed models are.

(i) Bar-On’s Model: This model of emotional intelligence is one of the most well-known mixed models. This model was fundamentally based on the personality characteristics. Five broad areas of emotional intelligence were proposed in this model.
   i. Intra personal skills (Emotional Self-Awareness, Assertiveness, Self~Regard, Self-Actualization).
   ii. Inter personal skills (Social responsibilities, empathy).
   iii. Adaptability (Problem solving, reality, testing, flexibility).
   iv. Stress Management (Stress tolerance, impulse control) and
   v. General Mood (Happiness and Optimism).

(ii) Goleman’s Model: The most popular and accepted mixed model of emotional intelligence is the one proposed by Goleman (1995). Two competences of emotional intelligence were proposed in this model. Emotional intelligence is a total of personal and social competences. (i) Personal competence determines how to manage ourselves and (ii) Social competence determines how to handle our inter-personal relationships.

   i. Personal Competence: It comprises of three dimension of emotional intelligence such as, self-awareness, self-regulation, and motivation.

(a). Self-Awareness–It is the ability of an individual to observe and to recognize a feeling as it happens (Goleman, 1995). The hallmarks of this ability are self-confidence, self-assessment and openness to positive criticism.

(b). Self-Regulation–It is the ability to control emotions and to redirect those emotions that can have negative impact. Trustworthiness, integrity, tolerance of ambiguity and attitude to accept change are some characteristics of this ability.
(c). Motivation—It is the ability to channelize emotion to achieve a goal through self-control and by moderating impulses as per the requirement of the situation. The people who have this ability are optimistic and committed towards organizational as well as individual goals.

ii. Social Competence: It comprises of two dimensions namely empathy and social skills.

(a). Empathy–It is the ability to feel and get concerned for others, take their perspective and to treat people according to their emotional reactions. People with this ability are experts in generating and motivating others.

(b). Social Skills–It is the ability to build rapport and to manage relationships with people. People having this skill are very effective in persuasiveness and team management. Social skill is the culmination of all other components of emotional intelligence assuming that, people can effectively manage social and work relationships only, when they can understand and control their own emotion and can emphasis with the feelings of others.

Education Model of Emotional Intelligence: In education model (Nelson and Low, 1977-2005), the defining feature is that, emotional intelligence is best understood and learned when framed around specific emotional skills and competencies. Simply stated, emotional intelligence is a learned 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, experiences, chooses behaviour, and acts in the same way. Research-based approach to emotional intelligence addresses this unique human condition. Emotional intelligence as a confluence of developed abilities to: (1) know and value self; (2) build and maintain a variety of strong, productive, and healthy relationships; (3) get along and work well with others in achieving positive results; and (4) effectively deal with the pressures and demands of daily life and work. The development of emotional intelligence is an intentional, active, and engaging process. Affective learning requires a person-centered process for teacher and student growth and development. When emotional intelligence skills are a focus of learning, teachers and students are building human development behaviour that are intricately related to the positive outcomes of achievement, goal achievement, and personal well-being.

Teacher Stress and Attrition: Educators live in a time of rapid change and increased demands. Physical and psychological problems occur, when constant alarm reactions exhaust our response capacities. Stress is related to both positive and negative change, and stress is not the problem. Stress negatively impacts health and productivity when our responses to stressors are too intense and too long in duration. It is difficult for teachers to remain healthy and effective in demanding work environments unless they learn and apply positive stress management skills daily.

Teaching is a stressful profession. High levels of negative stress and emotional reactivity lead to burn-out and/or negative outcomes. The unrealistic expectations between teacher training and reality of teaching, a lack of clear performance standards with constructive feedback,

Increasing physical demands and added responsibilities, inadequate pay and resources, and physically and psychologically dangerous work environment lead to, teacher dissatisfaction and attrition. 3

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 behaviour. 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 establish quickly 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 impact positively, persuade, and influence others (Leadership);
- Ability to direct energy and motivation to accomplish personally meaningful goals (Drive Strength);
- 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. 3

Emotionally intelligent teachers are more resilient and proactive in responding to stressors and less likely to react to stress. Teachers who have 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).

Summary: Emotion is defined as the feeling of affection. Positive self-concept can contribute in influencing emotional intelligence and reacting to situations positively. Therefore, the development of a positive self-concept is very essential for human growth and development. Increased emotional intelligence will lead to enhanced self-awareness, and better understanding about people’s behaviour.
Emotional Intelligence which gives a new path to attain their goals is highly powerful tool to drag out the emotional sensitivity. Emotional Intelligence skills can enable the teachers to control their emotions and motive themselves effectively. It is clear that, the people with high Emotional Intelligence and competencies are more successful in workplace. So, Emotional Intelligence has also got the ability of increasing the performance of the teachers. It also helps to develop high job satisfaction, student behaviour, career commitment and effective commitment to manage their emotional turnout effectively. To become more socially and emotionally competent, the institutions should increasingly provide training to enhance Emotional Intelligence of the teachers. In summary, the research literature provides a clear and compelling case for the importance of emotional intelligence to teacher's success, academic achievement, retention, personal health, and leadership.

To achieve the high goals and expectations of education in the 21st century, the intentional inclusion and development of emotional intelligence skills in teacher preparation programs and student development programs are needed.

REFERENCES:

ABILITY MODEL OF EMOTIONAL INTELLIGENCE (Mayer and Salovey, 1997):

BAR-ON's MODEL OF EMOTIONAL INTELLIGENCE (1997)
GOLEMAN'S EMOTIONAL INTELLIGENCE MODEL (1995)

- Personal Competence
  1. Self-Awareness
  2. Self-Regulation
  3. Motivation

- Social Competence
  1. Empathy
  2. Social Skills