

## **EMOTIONAL INTELLIGENCE – A PREDICTOR OF TEACHER’S SUCCESS**

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### **ABSTRACT**

Student achievement, teacher effectiveness and school improvement are the critical components of our educational system and are interdependent. Both teacher effectiveness and school improvement plans are often evaluated by measures of student achievement. It is clear from recent research that teachers have a great potential to affect student’s educational outcomes. (Anderson, 2004) There are substantial evidences indicating that schools make a difference in terms of student achievement and the significant factor in that difference is attributable to teachers. Teaching is a passionate vocation and good teachers are passionate about their ideas, learning and their relations with students. There is a coordination of mind and feeling in teaching so caring professions like teaching not only requires emotional sensitivity but also emotional labor. A teacher has strong emotional bondage with his or her students. An effective teacher must not only be a master of his or her subject matter, but can understand his students well and transacts the curriculum as per the needs and interests of his students. In case of educational organization, the teacher is the key person whose Emotional intelligence is of great relevance not only for the organization but it also helps in the development of emotionally intelligent individuals. As teachers, our objective is to enhance the academic and social progress of all students. This paper explored the value of emotional intelligence skills in teacher’s success. 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 is the need of the hour and the present paper will also suggest ways to develop emotionally intelligent teachers.

**KEYWORDS:** leadership behavior, team cohesion, success

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### **INTRODUCTION**

Education is a constructive process which drags a person from darkness, poverty and misery and leads him to the pool of prosperity and happiness by developing his personality in the entire aspects i.e. physical, mental social, emotional & spiritual. It is a lifelong process that starts from the birth of the individual and continues till death. A school is a miniature of the society. Both teacher effectiveness and school improvement plans are often evaluated by measures of student achievement. It is clear from recent research that teachers have a great potential to affect

student's educational outcomes. (Anderson, 2004) There are substantial evidences indicating that schools make a difference in terms of student achievement and the significant factor in that difference is attributable to teachers. Specifically differential teacher effectiveness is a strong determinant of differences in student learning. (Darling- Hammond 2000). Teaching is considered both science as well as art. It is science because careful planning of objectives, methods, content, experiences and evaluations are required for good teaching. It is art because the teacher needs fine qualities such as sensitivity to the needs, interests and progress of pupil's sympathetic personal relationship and skills in working with children. It is not mere acquisition of bookish knowledge but in fact interaction between the teacher and the pupil knowledge, understanding and handling the emotions in right manner, at the right time, in the right way. Thus teaching is not everybody's cup of tea.

A teacher makes a difference. A good teacher sparks a child's desire to kindle a fire that burns forever. Teachers' must possess the vital skills, personality characteristics and behavior that student's perceive to impact their motivation to learn. Since, it is a teacher's job to connect with each student to foster the passion and excitement to learn. Teachers' play a key role in bringing balanced emotional development , providing guidance to them & their parents, by providing exemplary behavior , by providing outlet for the emotional energies of the children through proper curricular and co-curricular experiences .

## **EMOTIONAL INTELLIGENCE**

The concept of emotional intelligence has recently attracted a great amount of interest from the academicians all over the world. Emotional intelligence is considered to be important as it affects the academic achievement of students positively not during the years they are taught but during the years to follow. Apart from reason and general intelligence, human beings are strongly motivated by emotions. Emotions are our responses to the world around us and they are created by the combination of thoughts, feelings and actions. Emotions if properly used are an essential tool for successful and fulfilling life. But if emotions are out of control, it can result in disaster. In our day to day life, they affect our relations with people, our self-identity and our ability to complete a task. Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables. To be effective, the cognitive processes must be in control of emotions so that they work for rather than against. Here comes the importance of Emotional intelligence.

Emotional intelligence is the ability to understand your own emotions and those of people around you. The concept of emotional intelligence means you must have a self-awareness that enables you to recognize feelings and manage your emotions. It is a balance between HEART (emotions) and MIND (intelligence) If a person just follows 'mind, then he is nothing but 'machine', If a person just follows 'heart, then he is just 'tender' (child), If a person able to combines both, then he is emotionally intelligent, it means he is mentally as well as emotionally strong. It has been found that academic intelligence has little to do with emotional life. People with high IQs can be stunningly poor pilots of their private lives. The brightest among us can founder on the shoals of unbridled passions and unruly impulses. So there are certainly some other characteristics involved in addition to IQ. Data suggests that EQ can be powerful and at times more powerful than IQ. IQ defines how smart you are, while Emotional intelligence defines how well you use

what smartness you have/possess. While IQ cannot be changed much by experiences or education, the crucial emotional competencies can indeed be learned and improved upon.

Emotional life is a domain that can be handled with unique set of competencies and skills. A high IQ is no guarantee of prosperity, prestige or happiness in life. When emotions are acknowledged and guided constructively, they enhance intellectual performance. Much evidence testifies that people who are emotionally adept, who know and manage their own feelings well and who can read and deals effectively with other people's feelings are at advantage in any domain of life. People with well developed emotional skills are also more likely to be more content and effective in their lives, in mastering the habits of mind that foster their own productivity; people who cannot marshal some control over their emotional life, fight inner battles that sabotage their ability for focused work and clear thoughts. To the degree to which we are motivated by feelings of enthusiasm and pleasure in what we can do or even by an optional degree of anxiety they propel us to accomplishment. It is in this sense, that emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities either facilitating or interfering with them.

From the times of Charles Darwin, there is an opinion that not only the general mental abilities, but the non- cognitive aspects of intelligence are also necessary for human survival and adaption. The famous psychologist E.L. Thorndike through his concept of social intelligence laid down a solid foundation of the essence of emotional intelligence in 1920. He used the term social intelligence to describe the skill of understanding and managing other people. Gardner (1983) introduced the idea of multiple intelligence, including intrapersonal and interpersonal intelligence. He conceptualized in intrapersonal as an ability to understand one's own emotions and interpersonal intelligence as an ability to know others emotions and intensions- the ability to understand other people i.e. what motivates them how they work, how to work cooperatively with them. Thus although Thorndike (1921), Gardner (1983) research into social intelligence hints at the importance of emotions to intellectual functioning, the term Emotional intelligence was not brought into mainstream psychology until the 1990s (Mayer, DiPaolo and Salovey , Salovey and Mayer 1990). Mayer, Salovey and colleagues argues that Emotional intelligence incorporates a set of conceptually related psychological processes involving the processing of affective information (Mayer & Geber, 1996; Mayer & Salovey, 1997; Salovey & Mayer, 1990). These processes include the appraisal and expression of thoughts, assimilation of emotions in thoughts, understanding emotions, their regulation and management. One distinguished author, Daniel Goleman (1995a) even hypothesized that the majority of a person's success in life was determined by his or her Emotional Quotient (EQ).

## **CONCEPT OF EMOTIONAL INTELLIGENCE**

The concept of Emotional intelligence is multifaceted in nature including individual skills and insights, regarding inter and intra personal factors which influence the competency profile of a person. Individual Emotional intelligence differences help explain the wide variation in the professional accomplishments, competencies and effectiveness of people with similar level of general intelligence (IQ), experience and academic credentials. Thus when people with high cognitive abilities fail and those with moderate cognitive abilities succeed, it is due to the emotional and social abilities. IQ accounts for only 20%of one's success, the rest 80% goes to

emotional and social intelligence (Goleman, 1995). **According to Peter Salovey and John Mayer (1990), Emotional intelligence is defined as “ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”.** This definition identifies emotional information processing as a necessary precursor of emotional regulation.

Emotional intelligence by Salovey and Mayer (1990) consisted of three different categories of adaptive abilities:

- Firstly it is appraisal and expression in the self as well as others. In the self, there are verbal and non-verbal components. In others, there are non-verbal perceptions and empathy.
- Secondly there is regulation of emotions in the self and others.
- Thirdly, it is utilization of emotions that include flexible planning, creative thinking, redirected attention and motivation.

Mayer and Salovey (1997) however, revised their own original model stressing the cognitive components of emotional intelligence. Accordingly Emotional intelligence involve the ability to access and or generate feelings, when they facilitate thought, the ability to understand emotion and emotional knowledge; and ability to regulate emotions to promote emotional and intellectual growth” (Mayer and Salovey,1997)

In modern time, the concept of Emotional intelligence was popularized by American Psychologist Dr. Daniel Goleman in 1995 when he published his book “**Working with Emotional Intelligence**”. He argued that human competencies such as self-awareness, persistence and empathy are more important in life than a person’s IQ. **According to Goleman, “Emotional Intelligence is the capacity for recognizing our own feelings and those of others for motivating ourselves and managing emotions well in ourselves and in our relationship”.** Kravitz and Schubert (2004) opined that there are five emotional intelligence skills: self-awareness skills, social skills, optimism, emotional control and flexibility skills.

In general, Emotional intelligence is the accumulation of all non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures of everyday life. It is the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth.

## **COMPONENTS OF EMOTIONAL INTELLIGENCE**

According to Mayer and Salovey (1990) Emotional intelligence is categorized into five domains:

- **Self-Awareness:** Observing yourself and recognizing of feelings as it happens.
- **Managing Emotions:** Handling feelings so that they are appropriate to realized what is behind a feeling, finding ways to handle fears and anxieties, anger and sadness.
- **Motivating Oneself:** Channeling emotions in the service of a goal; emotional self-control, **delaying gratification and stifling impulses.**

- **Empathy:** Sensitivity to other's feelings and concerns and taking their perspective; appreciating the differences in how people feel about things.
- **Handling Relationships:** Managing emotions in others, social competence and social skills.

Goleman (1995) identified five elements as components of Emotional intelligence. They are:

- **Self-Awareness:** Knowing one's internal state preferences, reasons, intuitions etc. It indicates the ability to recognize, understand and accept one's moods, emotions, drives, strengths and shortcomings as well as to see how these affect other people.
- **Self-regulation:** Refers to managing and handling impulses, disturbing feelings and upsets rather than denying or repressing these feelings. Self-regulation helps in staying composed, focused, calm and helps to think clearly even under pressure.
- **Motivation:** It helps in the achievement of goals. It is an ability to pursue goals with energy and persistence. It provides the drive and zeal to shape our thoughts and actions.
- **Empathy:** Refers to the ability to put oneself into another's shoes and look at the things or think from his point of view. It can be the foundation skill of all social competencies.
- **Social Skill:** Ability to build rapport with various sections of society and create networks of people.

Wagner and Sternberg classified emotional intelligence into three categories as follows:

- **Managing Self:** This refers to the ability in administering of managing self in everyday to get highest results such as sequencing of activities, self-instigation and inducement to achievement, build up good self-inducement; be daring for ventures; not to be discouraged; know the limits of one's own personality.
- **Managing Others:** This is the skill in managing the subordinates and the social relations; the ability in getting along with others; the ability to entrust work according to the aptitude of the person.
- **Managing career:** This is the matter of building up a good impact to the community; the organization and the country; building up one's own fame and reputation. A person should arrange his own needs to be in consistent with the organization's point of interest. He should also influence associated persons to their concurrence.

Thus, earlier frameworks of Emotional intelligence consisted of five domains or dimensions like Self Awareness, Self-Regulation, Motivation, Empathy and social skills. Richard Boyatis, Goleman and Rhee further refined this in year 2000. Two more domains were added i.e. Self Esteem and Self Confidence. So, Emotional intelligence includes seven basic emotional and social competencies.

## **EMOTIONAL INTELLIGENCE AND TEACHER**

A teacher has strong emotional bondage with his or her students. An effective teacher must not only be a master of his or her subject matter, but can understand his students well and transacts the curriculum as per the needs and interests of his students. This line of thinking led the researcher towards studying emotional intelligence of teachers. Also at work place beside other

factors, emotional intelligence of employee's plays a significant role in that organization's "decision making, leadership, strategic and technical breakthrough, open and honest communication, trusting relations and teamwork, custom, loyalty and creativity as well as innovation"(Cooper & Sawaf, 1998). Thus Emotional intelligence also contributes for assurance and management of quality in any organization. In case of educational organization, the teacher is the key person whose Emotional intelligence is of great relevance not only for the organization but it also helps in the development of emotionally intelligent individuals.

Teaching job may be demanding and involves difficulties with heavy workload and controlling of unruly students which may result in feelings of frustration. Emotionally intelligent teachers are able to place themselves in a positive state of mind. They are likely to know how to avoid dysfunctional emotions and use emotions in adaptive ways to alleviate feelings of frustration. There is some evidence in the literature that emotional intelligence is positively related to organizational commitment (Ashforth & Humphrey, 1995; Carmeli, 2003). According to Carmeli (2003) emotionally intelligent individuals are expected to recognize, manage, and use their emotions to eliminate the ensuing obstacles and advance their career horizons better than people with low emotional intelligence. Teachers in schools are encouraged to "provide a supportive and productive learning environment", which relies very much on the teacher's emotional intelligence. Teachers are also required to teach 'essential learning's', which include personal and social learning domains involving skills associated with emotional intelligence (Department of Education & Training, 2005b).

There are academically bright people who cannot teach for toffee and other people who may not have been the most gifted at university [but] who have the emotional intelligence and spark to really engage a classroom. "As a general rule, the smarter an individual is in terms of IQ and EQ, the more opportunity for that person to be a great teacher." 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); and
- 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 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).

#### **WAYS TO DEVELOP EMOTIONAL INTELLIGENCE IN PROSPECTIVE TEACHERS**

Emotionally intelligent teachers' is an asset for total quality management in education due to their capabilities of increased performance, increased leadership qualities and better team work. Research (Goad, 2005; Justice, 2005) has indicated the importance and value of emotional intelligence in teacher preparation programs. According to their research, Goad and Justice indicate that pre-service teacher education, induction experiences with mentoring, and alternative certification programs could be strengthened by providing emotional intelligence training in preparing new teachers. Emotional intelligence skills were linked to both classroom management performance and teacher retention factors for new and novice teachers. It is therefore essential to develop emotional intelligence skills of student teachers during pre- service teacher education programs so that they may work with their students in a more efficacious manner and also may serve as important facilitators as well as role model for inculcating emotional competencies in them.

Following are some guidelines that teacher educators and teacher education institutes can opt in this regard:

- Inspirational subjects like arts, literature, poetry, and music help in developing an appreciation of the beautiful and sublime emotions in life. Such subjects should be included in the curriculum.
- Religious beliefs and an abiding faith in God help in tolerance and stability of emotions so religious activities should be organized at all levels.
- There should be no suppression of emotions. They should be sublimed through constructive activities. Sports, games, dramatic sand other co-curricular activities are of great value in developing emotional skills.

- Skill, confidence and involvement in work as well as a healthy sense of humour are basic to emotional intelligence, therefore work ethics, balanced work and healthy living must be stressed in the curriculum.
- Seminars, workshops and refresher courses should be organized to enhance emotional intelligence of in service teachers and teacher educators as well as prospective teachers.
- Prospective teachers should get training in the art of self-talk, internal dialoguing and self-affirmation. Yoga education must be included in the curriculum.
- The concept of emotional intelligence must be incorporated in teacher education curriculum to revitalize teacher education programme.
- More researches should be conducted in the field of education to suggest a modular inclusive approach for developing emotional intelligence among teacher trainees as well as for training them to develop the same in their students in future.

## CONCLUSION

Emotional intelligence plays an important part in every aspect of people's lives. In everyday life, having a high EQ may help us develop stable and trusting relationships, understand others better, and interpret actions of others more clearly. In the academic world, the topic of emotional intelligence is still relatively new; therefore, it is critical to implement effective EQ training into university curricula in order to prepare prospective teachers for thriving teaching careers and successful personal relationships. To develop emotionally intelligent teachers, it is important that the preparation and transfer-and maintenance phases of their training process must be considered well. Yet too often these phases are neglected in practice. The successful development of emotional skills requires motivation, effort, time, support, and sustained practice.

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