

## EMOTIONAL INTELLIGENCE FOR PROFESSIONAL AND DEGREE COLLEGE TEACHERS

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### ABSTRACT

*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. Goleman summarizes emotional intelligence into the following components: Emotional self-awareness, managing one's own emotions, using emotions to maximize intellectual processing and decision-making, including self-motivation and developing empathy (the art of social relationships and managing emotions in others). It influences what we do: A sad designer can't design beautiful portrait. It affects who we meet: An angry nurse can't show his/ her empathy to ailing patient. It determines how we look: Unpleasing facial gesture of teacher demotivates students. It expresses how we feel: Just seeing our face, students can understand how we feel. It decides our course of life: Happiness is a voyage it is not destiny, job satisfaction of teachers depends on their attitude. It helps to express emotions appropriately. Escape from one problem is not solution for that problem, instead react naturally and try to find the root cause of that problem. A person starts using drugs just to hide his disappointment, this would add more pain to his life, better is if he gets conviction to overcome it. Emotional health of staff working in educational institution is key for its quality delivery. Positive Emotions of teacher would leave positive impact on students.*

### OBJECTIVES

- To explicate the concept of emotional intelligence.
- To familiarize with the domains of emotional intelligence.
- To familiarize with the stress and attrition of teacher.
- To represent the qualities of emotionally intelligent teacher.

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## **INTRODUCTION**

The concept, emotional intelligence, taken together means how intelligently we can control our emotions. Emotional Intelligence refers to the capacity for reorganizing our feelings and those of others, for motivating ourselves and for managing emotions well in us and in our relationships.

Emotional Intelligence can have positive /negative impact on the life of an individual. The positive impacts include personal productivity; developing leaders; career success; team performance; motivation/empowerment; difficult clients ; customer satisfaction, creativity and innovation; time management, work/life balance and stress reduction. The negative impacts include lack of innovation and creativity; decreased productivity. Career derailment; increased stress and health –care costs and high turnover.

An emotionally intelligent person undertakes the difficult task of perpetuating his race and seeks to develop social usefulness in himself, as well as, in others. It is the most important factor in predicting success and happiness in life. It is far better to have a high emotional intelligence, if one wants to be valued as a productive member of the society. People with high emotional intelligence generally have successful relationships with family, friends, and fellow-workers. They can channel their emotional energies towards achieving their goals.

## **EMOTIONAL INTELLIGENCE**

Emotional Intelligence is increasingly relevant to organizational development and developing people, because the EQ principles provide a new way to understand and assess people's behaviors, management styles, attitudes, interpersonal skills, and potential. Emotional Intelligence is an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service, and more.

Emotional Intelligence links strongly with concepts of love and spirituality: bringing compassion and humanity to work and also to 'Multiple Intelligence theory' which illustrates and measures the range of capabilities people possess and the fact that everybody has a value.

The Emotional Quotient (EQ) concept argues that Intelligence Quotient (IQ) or conventional intelligence is too narrow; that there are wider areas of emotional intelligence that dictate and enable how successful we are. Success requires more than IQ (Intelligence Quotient), which has tended to be the traditional

measure of intelligence, ignoring essential behavioral and character elements. We have all met people who are academically brilliant and yet are socially and inter-personally inept. We know that despite possessing a high IQ rating, success does not automatically follow.

### **EMOTIONAL INTELLIGENCE - TWO ASPECTS**

The essential premise of Emotional Quotient (EQ) is : Success requires effective awareness, control and management of one's own emotions and those of other people.

EQ embraces two aspects of intelligence:

- Understanding yourself, your goals, intentions, responses, and behavior
- Understanding others, and their feelings.

### **EMOTIONAL INTELLIGENCE - THE FIVE DOMAINS**

Goleman identified the five 'domains' of EQ as:

1. Knowing your emotions,
2. Managing your own emotions,
3. Motivating yourself,
4. Recognising and understanding other people's emotions,
5. Managing relationships i.e. managing the emotions of others.

E.L.Thorndike and Stein (1937) were the first psychologists who identified the term emotional intelligence and they found that its roots lie in the concept of social intelligence so he defined it as, "The ability to understand and manage men, women, boys and girls and to act wisely in human relations."

According to Goleman (1995) emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions within us and in our relationship.

Mayer and Salovey (1997), elaborated that emotional intelligence was the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth. They studied that when a group of people saw an upsetting film, those who scored high -on emotional clarity (which is the ability to identify and give the name to a mood that is being experienced) recovered more quickly.

Wu (2004) discovered that to develop a psychometrically sound, self-report measure of emotional intelligence and examine the scores of vocational high school teachers by sex and age, 375 Taiwanese vocational high school teachers (186 men, 189 women) completed the 25-item Emotional Intelligence Scale of five domains: Self-awareness, Managing Emotions, Self-motivation, Empathy and Handling Relationships. Analysis indicated that these teachers reported higher scores on Self-awareness and Empathy but slightly lower on Managing Emotions. The women gave higher self-ratings on Self-awareness and Empathy than the men. There were also significant differences across age groups on Self-awareness, Self-motivation, Empathy and the Total score for the Emotional Intelligence Scale.

New 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. With the established relationship of emotional intelligence skills and academic achievement, students would benefit from learning and applying emotional intelligence skills to improve academic performance in school and college settings. With new research evidence linking emotional intelligence to instructional performance and as a factor in teacher retention, pre-service, new, and novice teachers could benefit from learning and using emotional intelligence skills for personal and professional development.

### **TEACHER STRESS AND ATTRITION**

Teaching is a stressful profession. High levels of negative stress and emotional reactivity lead to burn-out or negative outcomes. Research findings suggest that 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 environments lead to teacher dissatisfaction and attrition. While teachers cannot control issues related to salary, teaching assignment, paperwork, class size, student behavior, or support from administrators, they can learn and choose to develop skilled behaviors to deal with stressors. Emotional intelligence skills are the keys to managing stress and the daily pressures of life and work.

## THE EMOTIONALLY INTELLIGENT TEACHER

Emotionally healthy behavior is reflected in characteristic ways of (1) thinking, (2) identifying, managing, and expressing feelings, and (3) choosing effective behaviors. 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).

Emotional intelligence (EI) is the area of cognitive ability involving traits and social skills that facilitate interpersonal behavior. Intelligence can be broadly defined as the capacity for goal-oriented adaptive behavior; emotional intelligence focuses on the aspects of intelligence that govern self-knowledge and social adaptation.

Goleman describes emotional intelligence as "managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goals."

According to Goleman, the four major skills that make up emotional intelligence are:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Management.

### **SKILLS FOR DEVELOPMENT OF EMOTIONAL INTELLIGENCE**

Self- Regard: just look upon yourself and regard your feelings, thinking, knowledge and decisions.

Self-Awareness: Being able to identify and label specific feelings in yourself and others; being able to discuss emotions and communicate clearly and directly.

Self Motivation: Make intelligent decisions using a healthy balance of emotions

and reason. First assess the situation and then behave.

Social: Increased ability to analyze and understand relationships, better at solving problems in relationships, more assertive and skilled at communication.

Stress Tolerance: Always try to avoid stress and use some relaxation techniques like meditation, music, yoga, spend some time with your family and friends, play different games etc.

Mood Management: Express anger appropriately without resorting to violence, fewer suspensions or expulsion, less aggressive or self-destructive behavior, more positive feelings about self, family and friends, better at handling stress.

Balance between personal life and work: Measure the degree to which work and personal life activities are prioritized so that neither is neglected.

Keep a Dairy: Always keep a pocket or small diary with you, whenever a problem arises note it down in your diary. Update your social networking website status and ask friends to comment on that issue, than analyze the comments and choose appropriate answer/ resolution to dilemma.

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