

EMOTIONAL INTELLIGENCE AND EFFECTIVE TEACHING: A CONCEPTUAL FRAMEWORK PAPER

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INTRODUCTION

Typically, a “teacher” brings two things to the classroom that are of value to the learners. One is the “expertise in the subject” derived from the “study, research, and professional experience.” The other is the “knowledge of learning and teaching methods.” Many researchers suggest that Emotional Intelligence is the unrecognized third component that a teacher should possess. If Emotional Intelligence is not used in teaching, the value of knowledge and the teaching methods can seriously diminish.

Research has suggested that some people are more successful in their careers than others even when they have had equal educational and experiential opportunities. One explanation for these disparities may relate to differences between Intellectual Intelligence and Emotional Intelligence. Intellectual Intelligence measures academic competencies or one’s ability to use knowledge in making decisions and adapting to new situations. On the other hand, Emotional Intelligence is a measure of emotional and social competencies or one’s ability to identify emotional expressions in one and others. Although both can be improved through training and changed over time, Emotional Intelligence is distinct from Intellectual Intelligence, in that, it is one’s ability to “regulate emotions in response to environmental stimuli.” Emotional Intelligence has been popularized as a “learned skill” that is a better predictor of life’s success than intellectual attainment or technical ability (Goleman, 1995).

THEORETICAL BACKGROUND

Understanding of Emotional Intelligence has broadly fallen into one of two camps: A broad concept linking emotions, personal and social capabilities into an ability to cope with life or more closely-defined processing skills to identify, relate to and manage emotions in oneself and others Psychologists, Mayer and Salovey coined the term Emotional Intelligence, presenting an emotional intelligence capabilities model which Goleman, who subsequently popularized the term, presented as a more detailed Emotional Competence Inventory.

The following tables show the relation between the various components of Emotional Intelligence.

Table 1: Emotional Intelligence: A Theoretical Framework

	Personal (or Intrapersonal)	Social (or Interpersonal)
Awareness of feelings	Recognising our own feelings	Recognising the feelings of others
Behavioural response to feelings	Managing our own feelings effectively	Action that takes account of the feelings of others.

Table 2: Emotional Intelligence and Professional Teaching Standards

Emotional Competence Inventory	Related standards for Qualified Teacher Status
Self-Awareness: Knowing one's internal states, preferences, resources, intuitions 1. Emotional Self-Awareness 2. Accurate Self-Assessment 3. Self-Confidence	Q1. Have a creative and constructively critical approach towards innovation and being prepared to adapt their practice where benefits and improvements are identified.
Self-Regulation/Self-Management: Managing ones' internal states, impulses, and resources 1. Emotional Self-Control 2. Transparency 3. Optimism 4. Adaptability 5. Achievement Orientation	Q2. Demonstrate the positive values, attitudes and behaviour they expect from students. Q3. Act upon advice and feedback and be open to coaching and mentoring.

<p>6. Initiative</p>	
<p>Social Awareness: Awareness of others feelings, needs, and concerns</p> <p>1. Empathy 2. Organizational Awareness 3. Goal Orientation</p>	<p>Q4. Communicate effectively with students.</p> <p>Q5. Recognise and respect the contribution that colleagues and other teachers can make to the development and well-being of the students and raising their levels of attainment.</p> <p>Q6. Know how to identify and support students affected by changes or difficulties in their personal circumstances.</p>
<p>Relationship Management: Adeptness at inducing desirable responses in others</p> <p>1. Developing Others 2. Inspirational Teaching/Motivation 3. Influence 4. Change Catalyst 5. Conflict Management 6. Teamwork & Collaboration</p>	<p>Q7. Establish fair, respectful, trusting, supportive and constructive relationships with students.</p> <p>Q8. Work as a team member and identify opportunities for working with colleagues, sharing effective practice with them.</p>

Self-Awareness

- Identifying the impact of current EI behaviors on students.
- Recognizing our emotions and their effects on colleagues (Our Patterns of Behavior).
- Knowing one's strengths and limitations through accurate self-assessment.
- Building emotional literacy.
- Understanding one's current perception of teaching, level of teaching, responsibility, collaboration, problem-solving abilities, accountability, and adaptability to change.

Self-Management

- Choosing and evaluating options for a different kind of response.
- Applying consequential thinking.
- Building self-management and self-direction through:
 - Emotional Self-Control
 - Adaptability
 - Trustworthiness/Transparency
 - Optimism

Social Awareness

- Understanding students and colleagues and taking an active interest in their concerns: Empathy.
- Anticipating, recognizing and meeting the students' needs.
- Reading and responding appropriately to the students' relationships within the organization.

Relationship Management

- Aligning choices with a larger sense of purpose and commitment.
- Responding to students and colleagues with awareness of our choices on ourselves and others.
- Practicing back at work: Identifying areas for continued self-development.

Diagram -1, EQ - Teacher



REVIEW OF LITERATURE

“Researchers know surprisingly little about the role of emotions in learning to teach, how teachers’ emotional experiences relate to their teaching practices, and how the sociocultural context of teaching interacts with teachers’ emotions.” The earliest mentioning about Emotional Intelligence is by Publilius Syrus in the First Century BC stating “Rule your feelings, lest your feelings rule you.” Of late, lot of work has been done on Emotional Intelligence. Researchers have related the term “Emotional Intelligence” to effective leadership, management in healthcare, primary education and very importantly higher education.

Following is the list of some researchers and the topics they have worked on

1. Formative Assessment of student teachers’ emotional intelligence: Does it improve their classroom performance. By: Eamonn Pugh and Ed Tyson; University of Cumbria, 2008.

A project conducted in a primary school explored the hypothesis that student teachers could reflect upon feedback to prove their use of emotional intelligence in the classroom, thereby improving their teaching as defined by the required professional teaching standards.

2. Introduction to Emotional Intelligence: Unlock the leadership in yourself and others. By: Dr. Melvin Smith and Dr. Diana Billimoria; Weather School of Management, Case Western Reserve University.

The authors believe “Outstanding leaders, executives and managers distinguish themselves by their ability to understand and manage themselves and to understand and work with others. It is given that technical and functional expertise is the foundation for effective performance, but Emotional Intelligence (EI) competencies overwhelmingly distinguish outstanding leaders from average performers.

3. The role of trait “Emotional Intelligence” in a Gender-Specific Model of Organizational Variables. By: Dr. K. V. Petrides, Institute of Education, University of London, and Dr. Adrian Furnham, Department of Psychology, University College London.

This article investigated the relationships between “trait” Emotional Intelligence or Emotional Self- Efficacy and 4 job-related variables (perceived job control, job stress, job satisfaction and organizational commitment).

4. Practical Intelligence: Assessing its convergent and discriminant validity with social, emotional and academic intelligence. By: Joseph Harold Steward, 1997.

The purpose of the study was to evaluate the convergent and discriminant validity of practical intelligence as it relates to Social Intelligence, Emotional Intelligence, and Academic Intelligence. The study also examined the relationship of nonacademic intelligence to social behaviors and the predictive validity of nonacademic intelligence with regard to student performance. The outcome was two distinct conceptions of practical intelligence exist: Practical Intelligence as Tacit Knowledge and Practical Intelligence as Constructive Thinking. Social intelligence, represented by social skills; emotional intelligence, represented by identification of emotion; and traditional academic intelligence were compared and contrasted to practical intelligence.

5. Emotional Intelligence and Beginning Teacher Candidates: By: Madeline Justice and Sue Expinoza The authors have carried out the study examining the profile of the students’ EI skills entering an University Secondary Teachers Education Program, and they were also to see whether the teacher’s preparation program as per traditional methods was preparing the students emotionally for school classroom.

METHODOLOGY: The methodology adopted is as follows

1. Objective

- a. To evaluate the relationship between emotional intelligence and efficiency of a teacher.
- b. To study how emotional intelligence can be positively utilized to improve the teacher-student relationship.
- c. To study whether gender, age, experience effect emotional intelligence and efficiency of the teacher.

2. Hypothesis

- a. Emotional balance of a teacher leads to better class management.
- b. Performance of a teacher is reflected by the credits and grades of the students.

3. Data Collection

- a. Data would be collected by distributing a questionnaire to the UG and PG teachers in colleges at Bangalore.
- b. Total – 400

Lecturers – 100	Associate Professors – 100	Assistant Professors – 100	Professors – 100
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Rationale for Selection of the Participants: The participants are selected from 4 categories based on their experience. A Lecturer is considered a newcomer to the profession without experience. His views and opinions would be from the point of a beginner and whether Emotional Intelligence is required for effective teaching.

The Associate Professors and Assistant Professors are not the newcomers but with varied years of teaching experience. Their views and opinions would be about whether additional skills are required for effective teaching and can Emotional Intelligence be one of it.

The Professors are seniors and highly experienced teachers. Their views and opinions on Emotional Intelligence and its contribution in making teaching effective would be valuable and add substance to the study.

Tool: The questionnaire is divided into 5 parts, i.e., Self-Awareness Assessment, Social Skill Assessment, Optimistic Thinking Assessment, Emotional Control Assessment, and Flexibility Assessment.

The rationale behind dividing the questionnaire into 5 parts is “Emotion” is generally the ability to be aware of oneself and his/her control and express one’s emotions and handle interpersonal relationships judiciously and empathetically.

Emotional Intelligence can be studied effectively by understanding the 5 different components, i.e., self-awareness, social skills, optimistic thinking, emotional control and flexibility, thus the questionnaire is divided into 5 parts under the above mentioned headings.



4. Limitations

As of now, the study is restricted to the emotional intelligence of teachers.

- It is conducted only in the city of Bangalore.
- It reflects the emotional quotient of the teacher's effectiveness only.

RESULTS

The results are yet to be administered before which a pilot study would be designed and conducted.

IMPLICATIONS

1. Research Implications

- a. Teachers will be benefited as it increases their teaching efficiency.
- b. Emotional Intelligence is required to be a good teacher.

Implication of this research can be measured in different stages from the presentation of this study, i.e., between 1-3 years; between 4-7 years; and 7+ years: Between 1-3 years the teacher will be able to monitor his/her own and others' feelings and emotions. He/she will be able to discriminate among them and use this information to guide their thinking which is an important managing skill.

Between 4-7 years the teachers would realize how good are they in their subject and that now they should acquire additional skills to make their teaching more effective and they also realize that they can develop these skills, especially, the emotional skills to become successful teachers.

After 7+years they would have developed Effective Intelligence and would be effectively using it for their's as well as others' benefit. They would have developed the skill to acquire Emotional Intelligence particularly at critical periods and teach effectively.

2. Academic Implications

A Training and Development Wing at the institution can be set up to impart necessary skills required for the teacher to enhance their Emotional Intelligence.

Institutions can help teach students how to develop their Emotional Intelligence. Institutions and their classrooms need to be a secure place emotionally for both the teacher as well as the student.

Emotional intelligence can be thought of as a set of skills that will help the teacher to become a successful teacher and a student to be successful student. As a consequence of this, they are more likely to have a strong self-esteem and be better equipped to cope with failures and setbacks in teaching and learning respectively. To become effective learners, students need to develop a strong sense of self-worth and confidence in themselves and their abilities, which can be imparted to them or inculcated in them by a teacher who has good Emotional Intelligence skills. They will be taught to take responsibility for their own learning and performance and demonstrate persistence and resilience in the face of any obstacles, failures or setbacks.

In due course, an emotionally intelligent teacher will be teach his/her students to manage their emotions and help others do the same. It is less to do with controlling emotions and more to do with recognizing and understanding the effects of these emotional states and developing coping strategies. The teachers and students will come to understand that negative feelings can be valuable since they provide personal insights into thoughts, feelings and motivation to learn.

The foundations for emotional intelligence, self-esteem, happiness and success in life are laid down in the learning years as students, and education institutions and teachers can play a significant part in helping students establish these foundations for themselves.

Many proponents of Emotional Intelligence believe that institutions must set time aside specifically to teach students strategies for managing their emotional states and develop skills to empathize. Others argue, however, that this should not be treated as a separate area of the curriculum, rather developing emotional literacy ought to be a core part of every teacher's work with the students. Whichever approach prevails, institutions must establish classroom environments which enable teachers and students discuss and share their views, opinions, beliefs and values openly and honestly.

3. Policy Decisions

- a. Management can spend time and resources to train the teachers.



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