

## Emotional intelligence and teacher effectiveness- an analysis

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### Key Words

Emotional Intelligence, Teacher, Facilitator

### Abstract

*Emotional Intelligence is the ability to understand own emotions and those of people around. The concept of emotional intelligence means persons must have a self-awareness that enables to recognize feelings and manage your emotions. Studies of emotional intelligence appeared in academic articles beginning in the early 1990's. Emotional Intelligence is the set of abilities that accounts for how people emotional reports vary in the Emotional Intelligence accuracy and how the more accurate understanding of emotions leads to better problem solving in an individual's. An attempt is made in this paper to analyze the concept of emotional intelligence and teacher's effectiveness in the class room of schools and universities, Role and the qualities of the teachers, Programmers' for enhancing emotional intelligence and the Emotional Intelligence result. In the academia, the quality of teaching effectiveness. However, the environment of local universities is very challenging due to the increasing demands, standards and expectations of the public, stake holders and the Ministry of Higher education. The lectures are overwhelmed with multiple roles and tasks such as conducting research for promotion purposes, attending seminars, project presentations and engaging in students and community services activities subsequently, the lectures have the tendency to experience negative emotions such as tension, hostility, depression, anger, nervousness and frustration. Therefore, it is vital for lecturers not only to possess the appropriate knowledge, skills and abilities to ensure the optimum transfer of knowledge, but to equip themselves with another pertinent aspect of teaching called the Emotional Intelligence.*

*The term emotional intelligence was popularized by Goleman (1995) who claimed that Emotional Intelligence "can be as powerful and at times more popular, than I.Q."*

*There are a number of different definitions of emotional intelligence in the psychological literature, but in general, it is defined as the ability to identify, regulate, and manage emotions in the self and in others. Research indicates that higher levels of emotional intelligence are associated with a range of positive outcomes, such as better workplace performance and physical and mental health. Good teachers need a strong emotional intelligence understanding what makes a particular student "tick" emotionally can be important in helping with individual learning.*

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### Introduction

Our nation now stands on the threshold of the 21<sup>st</sup> century whether the nation can face the internal and external challenges successfully will decide the quality of the citizen's life tomorrow. Education is the most effective instrument to meet the challenges. Education to be meaningful should not only aim at the physical and mental growth of the individual but also take into account the needs and the aspirations of developing society. Emotions of teachers are vital in this regard.

### Role of a Teacher

The teachers are the builders of the nation. A teacher has a key role to play in .communicating knowledge in specific subjects and help students grow to the Emotional Intelligence fullest stature, develop suitable attitudes and unfold the Emotional Intelligence personality. A teacher has to not only instruct but also inspire the students.

Teachers are leaders for the Emotional Intelligence students. Hemphill (1940) suggested that leaders, who are able to establish mutual trust, respect and a certain warmth and rapport with members of the Emotional Intelligence groups will be more effective. Research shows that the quality of teachers is crucial to better learning related outcomes. The teachers work as a team, which helps them, but teachers do not accept criticism from the Emotional Intelligence supervisors as the supervisors sometimes do not like the teachers or do not like working with them. Hence the schools will also suffer from these problems.

### **Multifarious Roles of a Teacher**

Ramama (2003) in his Ph.D thesis, presented multifarious roles of a teacher.

**Confident:** A teacher is expected to will and share the confidence of the students.

**Democrat:** He is expected to be the promoter of democratic values.

**Detective:** He detects the rule broken students.

**Facilitator of learning:** A teacher is expected to promote effective learning in the student. Acts as a friend and philosopher.

**Group of Leader:** He is expected to act as a leader in developing cohesion and suitable climate in the class as a social group.

**Helpers:** The teacher is expected to be helper to students providing them academic and personal guidance.

**Inspirer and exemplar:** He is expected to behave in manner that students get inspiration from him.

**Judge:** He is expected to evaluate the achievements of the students in a fair and judicious manner.

**Limiter or reducer of anxiety:** Teacher is expected to create such situations in the class that the students feel the least anxiety and the feel emotionally stable.

**Missionary:** He is expected to serve without any substantial reward.

**Moralist:** He is expected to inculcate the attitudes and moral values cherished by the society.

**Parent substitute:** A teacher is expected to act as a parent of the students and treat them with love and affection.

**Rationalist:** He is expected to promote actions based on reason.

**Referee:** He is expected to settle disputes among students in a fair manner.

**Reformer:** He is an agent of social change.

**Secularist:** He must promote secular values.

**Scientist:** Like a scientist he should promote a spirit of enquiry.

In all kinds of education, a teacher occupies a central place.

### **Qualities of Effective Teachers**

Basow, (2000) and Hativa (2000) found that the best Professors were described as caring, helpful and knowledgeable (cited in Hwang 2006). Money (1992) stated that teacher's effectiveness included knowledge, effective communication, well organized material, skills to motivate and inspire students, friendly and open behavior and good classroom management (cited Hwang 2006). Gardner stated that Interpersonal intelligence is the ability to understand other people: what motivates them, how they work, how to work co-operatively with them. Successful sales people, politicians, teachers, clinicians and religious leader are all likely to be an individual with high degrees of interpersonal intelligence (cited in Goleman 1995). Hwang (2006) found that the teachers who had superior competencies, comfort, empathy, leadership and self-esteem tended to perform better in overall teaching effectiveness. The author also found

that the faculty members who performed superior in overall emotional intelligence skills tended to achieve higher teaching effectiveness.

### **Programmes for Enhancing Emotional Intelligence and the Emotional Intelligence results**

There has been an increasing interest in the last decade in developing school based programs focused on the emotional intelligence abilities as there is an availability of material suggesting how teachers can cultivate emotional intelligence in a guidebook for developing emotional intelligence curricula for elementary school students recommended units on, self-awareness, managing feelings, decision-making, managing stress, personal responsibility self-concept, empathy, communication, group dynamics and conflict resolution. It has been found that the inclusion of classes on emotional intelligence in primary and secondary school curriculum is efficacious in raising emotional intelligence and reducing emotional and behavioral problems which can interfere with the learning process.

Cohen (1999) and Goleman (1995) have stated that knowledge about ourselves and others as well as the ability to use this knowledge to solve problems is a keystone to academic learning and success - (cited in Vandervool 2006).

Another personal benefits is that students high on self-knowledge and more likely to make wise career choices, and that the social competence will enhance the probability of career success. Weare and Grey (2003) have stated that it is not possible to teach a competency which one has not acquired just as it is not possible to have quality teaching in the absence of the teachers own well-b Emotional Intelligence. Hwang (2006) also found that only those faculty members who had superior Emotional Intelligence competencies like comfort, empathy, leadership and self-esteem, tended to perform better in overall teaching effectiveness.

### **Emotional intelligence, Attention to Student's Needs and Student Misconduct**

Teachers high in emotional intelligence tends to be more caring of the Emotional Intelligence students. They can better recognize student needs and they respond to these needs accordingly.

Emotional Intelligence seems to be the key factor in understanding the students, regarding what motivates them, what they desire and how teachers can work better with them. The students notice this and endeavor to work hard, in order to achieve the Emotional Intelligence academic goals. They are therefore, less likely to behave unacceptably. It seems that the more attention given by the teachers to the needs of the Emotional Intelligence students the less misconduct arises from the Emotional Intelligence students..

Teachers emotional intelligence has an influence on the behavior of the students. It might be important to share in collective activities at the school, in order to enhance teacher's emotional intelligence by concentrating on having greater interaction with the students and learning more about them and how they can help them to accomplish the emotional intelligence aims. The team at the school might help the teachers regarding the emotional intelligence problems with the curriculum by using and developing various methods and strategies to teach the students in a more convenient way.

The supervisors have an impact on the teacher's abilities to cope with demands and leave them less likely to break down from reduced personal accomplishment. The supervisors should take more care concerning the teachers, rather than monitoring or criticizing them.

Some of the supervisors might not understand the emotional intelligence role. They are not responsible for how the teachers could or should face the stressful situation. They can help

the teachers by giving them more information, by explaining the roles in the teaching system and by reassuring them that they can deal with the emotional intelligence problems by themselves. It might be useful for the teachers to express the emotional intelligence and clarify that they would like to change the team. The supervisors should try to work with the teachers in order to have a positive influence on the emotional intelligence personalities and especially on the emotional intelligence by developing the competences of the teachers in acquiring new skills to manage the emotional intelligence emotions.

### **Implication - Emotional Intelligence Training must be made a part of Teacher Training**

Considering the fact that the teachers lead, and teach the future youth, who provide for a wide range of increasingly sophisticated and ever changing variety of manpower needed the emotional intelligence job is a more responsible one, implying that the teachers be high on emotional intelligence be performing effectively. Studies stated earlier imply that emotional intelligence can be enhanced, cultivated through training. Hence the training modules for teachers at all levels must include components on enhancing the emotional intelligence. An emotionally intelligent teacher will be able to:

- Monitor and manage negative emotions like anger, frustration, irritability etc. better which will help her remain calm in the classroom situations which evoke the negative emotions.
- Emotional Intelligence optimistic - there are individual differences among students and only an optimistic teacher will be able to sustain in her efforts towards the betterment of students who are relatively weak.
- Motivate the students - the teacher will be able to help the students become optimistic and set and achieve high goals for themselves.

Emotional intelligence can be developed and promoted by making training programs that aid the teachers in exercising control over the emotional intelligence emotions and act in suitable ways rather than to react in a negative one. Training courses are needed at the university to give more information for the teachers relating to the emotional intelligence jobs, including which kind of problems they might have at the schools and how they can cope with them.

The reform in the teaching process should not be dependent on a new curriculum but should also concentrate on its quality and focus on more interaction between teachers and the emotional intelligence students. It is necessary to create various projects, in order to give teachers more information about burnout and how they can overcome it and to understand how they can deal with the problems of the emotional intelligence students and at work generally.

### **Dimension of Emotional Intelligence -**

The dimensions of emotional intelligence used were according to the emotional skills Assessment process (ESAP), which involved interpersonal skills, personal leadership skills, self-management skills and intrapersonal skills.

#### **A. Interpersonal Skills -**

“Interpersonal skills are at the heart of teaching”. This is because lectures are expected to interact effectively with different people, able to communicate with students, peers, parents, administrators and other professional personnel. Interpersonal skills are necessary because it is where the decision-making is shared and trust is built through collaborative working relationships.

**B. Personal Leadership Skills -**

Effective lecturers need to possess leadership competencies to work well in the Emotional Intelligence tasks and among staff, peers, students or the community. Lecturers can be effective leaders in the classroom or as peers. The five points for lecturers with effective leadership include

- Realize and honor students' interest passionately teach students with the knowledge, skills and strategies that they need to succeed,
- Build on students' unique strengths,
- Unleash the strengths, talents and passions of students
- Listen to the hopes of students.

**C. Self-Management Skills -**

In today's competitive environment, the role of higher education institutions has become more challenging. The effectiveness of self-management is vital to achieve higher levels of academic and career success for lecturers. Self-management skills enhance individual's ability to assess problems set challenging goals related to problems as well as distinguish and manage elements that emotional intelligence force and deter goals achievement.

**D. Intrapersonal Skills -**

As stated in ESAP the intrapersonal skills include self-esteem and stress management. Self-esteem defined as the learned ability of confidence to achieve individual meaningful goals whereas; stress management is the learned ability to manage stress pressure anxiety in life and work. The ability to handle stress and manage feelings is another part of emotional intelligence, crucial for success.

**E. Definition Teaching Effectiveness -**

Effective Teaching is defined as a process of making student learning possible, promote engagement and discussion, concern and respect for students and maximizing students' academic achievement.

**F. Analytical Approach -**

The characteristics associated with effective lecturers are confidence, trustworthiness, respect, commitment, analytical thinking, conceptual thinking, drive for improvement, information seeking initiative, flexibility, accountability and passion for learning is stated that a good lecturer plays the roles as a facilitator, assessor, participant and motivator to promote student participation and provide update information. It is stated that the lecturer should present facts and concepts from related fields, discuss point of view of students as well as present origins of ideas and concepts. This is because the students associate knowledgeable faculty's members to effective teaching and expect the lecturers to possess the ability to communicate freely about the emotional intelligence subject area.

**G. Clarity of Teaching -**

Student's percentage emotional intelligence received best-liked teacher attributes as organized and prepared, knowledgeable, able to communicate, cared about students, enthusiastic about subject and challenging and demanding students want the emotional intelligence lecturer to talk to them in a meaningful way, the emotional intelligence notes are well organized and the visuals are used for clarification. It is vital for the lecturers to explain clearly, well prepared; summarize major points and state objectives for each class session.

However, the lecturers should be honest if they don't know the content clearly. Furthermore, the effective lecturers are able to maximize the instructional time, avoiding

irrelevant materials, providing lists of supplementary course materials and guiding tutorials.

#### H. Lecturer -Group Interaction

The seven principles for good practice in undergraduate education by A.W. Chickering and Z. Gamson, include;

- Co-operation among students
- Active learning
- Gives prompt feedback
- Emphasizes time on task
- Communicates high expectations
- Respects diverse talents and
- Ways of learning

Besides it is also important for the lecturer to give and invite constructive criticisms to encourage student learning and provide experiences that could increase self-confidence furthermore, effective lecturers should be really concern about the quality of the Emotional Intelligence teaching and are able to identify whether the students understood the lessons or not.

#### I. Lecturer - Individual Student Interaction

Lecturer's characteristics are vital to the development of a positive relationship between student and lecturer. Lecturers should respect student as a person and be friendly.

### Conclusion

Teacher emotional intelligence means that persons must have a self-awareness that enables to recognize feelings and manage people's emotions. Emotional competence of teachers is necessary, both in general for the emotional intelligence own well-being emotional intelligence and for the effectiveness and quality in carrying out teaching -learning processes in the classroom and in particular for the socio-emotional development of students.

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