

**EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS -AN ANALYSIS**

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Abstract

Emotional Intelligence is the ability to understand own emotions and those of people around. The concept of emotional intelligence means must persons have a self-awareness that enables to recognize feelings and manage your emotions. An attempt is made in this paper to analyze the concept of emotional intelligence and teachers' effectiveness in the class room of schools and universities. Role and the qualities of the teachers, programmes for enhancing emotional intelligence and their results, emotional intelligence, proactive coping, burnout and supervisor support and ideas for improving the situation of the teachers etc are also discussed.

Keywords: *Emotions, intelligence, external challenges, conduct, job satisfaction. Optimistic, burnout, teacher-student, society and development*

Introduction

Our nation now stands on the threshold of the 21st 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 a developing society. Emotions of teachers are vital in this regard. Emotion refers to a feeling state or felt-tendency. It is similar to waves of the sea, no stop it may come again as like wave one after another; totally unpredictable of its power and strength, some time it may take you along. That come to you with rush, you wipe your tear that threatening to fall on to your cheeks in a little while. Negative emotions would affect our normal life and emotional decisions would lack fairness of judgment and affect others.

Role of Teacher

The teachers are the builders of the nation. The Education Commission (1966) states that "The future of India is now being shaped in the classrooms." It emphasized that, to make any process of education a success, the quality competence and character of the teachers were the most important aspects. A teacher has a key role to play in communicating knowledge in specific subjects and help students grow to their fullest stature, develop suitable attitudes and unfold their personality. Ranganathananda (2007) states that teacher has to generate that energy in oneself and handle it in one's work of educating the boys and girls that resort to him/her. A teacher has to not only instruct but also inspire the students.

Teachers are leaders for their students. Hemphill (1940) suggested that leaders, who are able to establish mutual trust, respect and a certain warmth and rapport with members of their groups will be more effective (Cited in Kaur & Kaur, 2006). Research shows that the quality of:

teachers are crucial to better learning-related outcomes (Monk & King, 1994; Rice, 2003; Kowan et al., 1997) (Cited in Snyder & Lopez, 2007). The teachers work as a team, which helps them, but teachers do not accept criticism from their 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 (Michael, 2005).

Multifarious roles of a teacher

Ramana (2003), in his PhD thesis, presented multifarious roles of a teacher

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

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

Helper: The teacher is expected to be a 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 achievement of the students in a fair and judicious manner.

Limiter or reducer of anxiety: A teacher is expected to create such situations in the class that the students feel the least anxiety and they 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-surrogate (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. He is at the basis of the work of mind.

Qualities of Effective teachers

Basow, (2000) & Hativa (2000) found that the best professors were described as caring, helpful & knowledgeable (Cited in Hwang, 2006). Money (1992) stated that teacher 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 has presented a nutshell summary of the personal intelligences, which evolved in his theory of 'multiple intelligence'. He 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 salespeople, politicians, teachers, clinicians, and religious leaders are all likely to be individuals 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 EI skills tended to achieve higher teaching effectiveness.

Sutton & Wheatly (2003) have stated that emotional competence of teachers is necessary, both in general for their own well-being and for effectiveness and quality in carrying out teaching— learning processes in the classroom, and in particular for the socio-emotional development of students. These can be improved with effective intelligence of the teachers.

What is emotional intelligence

The term emotional intelligence (EI) was popularized by Goleman (1995) who claimed that emotional intelligence "can be as powerful, and at times more powerful, than I.Q." There are a number of different definitions of emotional intelligence in the psychological literature, but in general, it is defined as an 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. Further, by being mindful of students' emotions and helping students to regulate their emotions, teachers can ease interpersonal conflicts and contribute to the students' emotional and social development. Importantly, emotionally intelligent teachers also have the ability to perceive and regulate their own emotions, which might help to increase workplace engagement and reduce burnout.

Programmes for Enhancing Emotional Intelligence and their Results

There has been an increasing interest in the last decade in developing school-based programs focused on the EI abilities as there is an availability of material suggesting how teachers can cultivate EI in school children (Mayer & Cobb, 2000; Salovey & Sluyter, 1997) (Cited in Salovey, Mayer, Caruso, 2002).

Schilling(1996) in a guidebook for developing EI 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 (Cited in Salovey, Mayer, Caruso, 2002).

There are many potential, personal, social and societal benefits of incorporating a focus on EI, which has been shown to be mouldable (Cohen, 1999; Goleman, 1995; Topping, Holmes & Bremmer, 2000) (Cited in Vandervoot, 2006), into higher education.

It has been found that the inclusion of classes on EI in primary and secondary school curriculum is efficacious in raising EI and reducing emotional and behavioral problems which can interfere with the learning process (Caplan et al., 1992; Cohen, 1999) (Cited in Vandervoot, 2006).

According to Hawkins, Von, Cleave, & Catalano, (1991) one can expect similar results at the college level. They further found that the incorporation of such classes into the curriculum results in higher scores on standardized achievement tests, which provides evidence for the view that process previously thought to be purely cognitive in fact work synergistically with the emotional processes (Cited in Vandervoot, 2006).

Cohen (1999) & 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 Vandervoot, 2006).

Another personal benefit is that students high on self knowledge are more likely to make wise career choices, and that the social competence will enhance the probability of career success. (Gelso & Fretz, 2001) (Cited in Vandervoot, 2006).



Weare & 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 teacher's own well-being.

Hwang (2006) also found that only those faculty members who had superior EI competencies like comfort, empathy, leadership, and self-esteem, tended to perform better in overall teaching effectiveness.

Emotional intelligence, attention to student needs and student misconduct

Teachers high in emotional intelligence tend to be more caring of their students. They can better recognize student needs and they respond to these needs accordingly. They are also aware of their difficulties and their general emotions and they can promote them to make advances.

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 their academic goals. They are, therefore, less likely to behave unacceptably.

It seems that the more attention given by the teachers to the needs of their students, the less misconduct arises from their students. Emotional intelligence contributes to creating lower levels of misconduct from the students directly and through attention to student needs, which acts as a mediator.

Emotional intelligence, proactive coping, burnout and supervisor support

Previous studies reported that emotional intelligence protects individuals from being at risk of burnout, but it remains unclear as to the role of variables such as proactive coping in mediating such a relationship.

The results revealed that emotional intelligence fosters the abilities of the teachers to use proactive coping strategies when they experience stress. They can better understand themselves, as well as what they want to achieve and how, in order to use their resources, to come up with the solution to the problem. The proactive teachers have high competency in making plans to face the stressful situation and they try to pursue their goals regardless of the difficulties. This renders them less vulnerable to the impact of burnout. Proactive coping enables the teachers to respond to potential stress and allows them to match the constant demands and experience less job burnout as a result.

Teachers who work in teams benefit in many ways, including higher levels of skill variety in their jobs, knowledge of students, general satisfaction, work group helpfulness and effectiveness, professional commitment, internal work motivation and teacher efficacy, more so than those who work alone (Pounder, 1999). The informational support from the supervisors buffered emotional

exhaustion, while emotional support functioned as a buffer from depersonalization (Green glass, Fiksenbaum & Burke, 1996).

Research results of experts revealed that the negative indirect impact of emotional intelligence on reduced personal accomplishment through proactive coping is larger for teachers when they have more support from their supervisors. We found lower negative effect of regulation of emotion on emotional exhaustion through proactive coping for teachers who receive more support from their supervisors. The negative effect of regulation of emotion on depersonalization through proactive coping was stronger for teachers receiving more support from their supervisors (Berglas, S. (2011).

Positive or negative affect, job satisfaction and burnout

The experience of negative affect appears to be a contributor to the development of burnout in contrast with positive affect. Teachers with high positive affect at their work tend to find their jobs more enjoyable and are therefore more satisfied with their careers compared with teachers with high negative affect. However, teachers boasting a high level of job satisfaction are less likely to have burnout than those who have low a level of job satisfaction, despite having high levels of stress. The earlier studies' results showed that job satisfaction mediated the impact of positive or negative affect on burnout.

The ideas for improving the situation of the teachers

Teachers' emotional intelligence has an influence on the behavior of the students through their taking into account of the needs of their students. It might be important to share in collective activities at the school, in order to enhance teachers' emotional intelligence by concentrating on having greater interaction with the students and learning more about them and how they can help them to accomplish their aims. The team at the school might help the teachers regarding their 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 teachers' abilities to cope with demands and leave them less likely to break down from reduced personal accomplishment. They need to be certain that they are interested in working together as they will benefit from this. The supervisors should take more care concerning the teachers, rather than monitoring or criticizing them.

Some of the supervisors might not understand their 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 their problems by themselves. Within the Syrian culture it is not acceptable for a teacher



to tell a supervisor that he does not like working with him or that he would prefer to work with somebody else. The director of the school also selects the team, which sometimes does not work as it should.

It might be useful for the teachers to express their emotions and clarify that they would like to change the team and that perhaps they would be more satisfied in another team and not simply that they do not like the supervisor as a person. The supervisors should try to work with the teachers in order to have a positive influence on their personalities and especially on their emotional intelligence by developing the competences of the teachers in acquiring new skills to manage their emotions.

The teachers work in difficult circumstances and this requires a variety of different emotions in order to cope with such stressful conditions. It would be useful to know why the teachers have a lot of stress and why they can not work successfully. It might be that the teachers are not able to find a balance between their work and their personal problems or that they are not satisfied with their jobs and are experiencing burnout. The schools should remember that the teachers are unwilling to teach more students than they should or work overly extensively. This leads to the teachers enduring negative emotions and becoming less satisfied with their jobs. Thus, they would suffer from burnout. Therefore, the schools should request more teachers if they have a lack of staff.

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, their job is a more responsible one, implying that the teachers be high on EI and well-being to be performing effectively.

Studies stated earlier imply that EI can be enhanced, cultivated through training. Hence the training modules for teachers at all levels must include components on enhancing their EI. 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.

Being 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.

Understand emotions among their students helping them to identify students in distress and give them the required attention and refer them for further help if needed.

Motivate the students — the teacher will be able the 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 their emotions and act in suitable ways rather than to react in a negative one. Training programs can focus on eliminating any ambiguity in stressful conditions and help the teachers to combat them by facilitating the capacity to make informed choices about what should be done and how to implement it. The teachers might benefit from these programs in that they might be able to deal with professional and personal situations more effectively.

The teachers at the university during their studies are not given enough chance to practice what they studied during training courses. This might have a negative affect on the teachers when they start to work at the schools as they may feel unsure how to deal with demands at work. Training courses are needed at the university to give more information for the teachers relating to their 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 only be dependent on a new curriculum but should also concentrate on its quality and focus on more interaction between teachers and their 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 their students and at work generally.

Conclusions

Teacher emotional intelligence means that persons must have a self-awareness that enables to recognize feelings and manage peoples' emotions. Role of teacher in restructure the society is invincible. emotional competence of teachers is necessary, both in general for their own well-being and for effectiveness and quality in carrying out teaching— learning processes in the classroom, and in particular for the socio-emotional development of students. These can be improved with effective intelligence of the teachers. Thus, 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.

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