

An Analysis Of Emotional Intelligence Of Teachers In Bangalore Education Sector

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ABSTRACT-This paper presents the significance and the role of emotional intelligence (EI) in the professional development of teachers. For teachers is a continuous professional development a necessity, because the knowledge gained in the training process is not sufficient enough to solve various complex and unpredictable situations within modern society and modern pedagogical work. We believe that the professional development of teachers today demands intelligent behavior, which in educative context means sensible, efficient and flexible manner in the various teaching situations. Being aware of the specifics of the teaching profession, which is subject to intense interpersonal interaction and mutual adaptation, we believe that it is also emotional (and social) intelligence one important element of teacher professional development, which means a prerequisite for high-quality performance in the educational space.

Key Terms: Emotional intelligence, teacher, Bangalore, education.

INTRODUCTION:

Academicians play a key role in disseminating knowledge in specific subjects and help students to grow build emotional intelligence in its fullest stature, develop suitable attitudes and unfold a personality, high in emotional intelligence. 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 societies. Emotions of teachers are vital in this regard. An academician not only instructs but also motivates students. Some teachers find teaching to be a stressful occupation; when compared to other occupations, teachers experience high levels of stress.

Emotional intelligence is considered to be important as it affects the academic achievement of students positively, not only during the years they are taught but also during the years to follow. 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 a successful and fulfilling life. But if our emotions are out of control, it can be detrimental. In our day to day life, they affect our relations with people, our self-identity and our ability to complete a task. To be effective, the cognitive processes must be in control of emotions so that they work for rather than against cognition, hence, the the importance of emotional intelligence. The most important predictor of personal success and organisational performance is emotional intelligence (EI). EI is a dimension of human behaviours that can be significantly increased. An emotionally intelligent person accepts himself, acts with confidence, manages all emotions exceptionally well and makes wise and sensible decisions. EI enables a person to establish meaningful relationships, which is manifested as perceptiveness and the ability to communicate empathy. Thus, an emotionally intelligent person is resilient and will thrive during times of adversity.

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EI is a broad term used for our level of competence in our personal and interpersonal skills. In work environments research expresses mastery of these personal and interpersonal skills as the single most important factor of our performance success. It is also a crucial factor in how we believe, think and act. EI will determine how well you know and deal with yourself, how well you handle, how well you interact and handle others. EI includes a broad array of sub-skills including how we observe our own and others' feelings and emotions, how we differentiate and evaluate and how we use this knowledge to guide our thinking and actions. It includes assertiveness, impulse control, adaptability, motivation and optimism.

Mayer and Salovey, (1997), define "Emotional intelligence as the ability to perceive emotions to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and reflectively to regulate emotions so as to promote emotional and intellectual growth."

They explain that it consist of the following four branches of mental ability,

- 1) **Perceiving emotions:** The ability to detect and decipher emotions in faces, pictures, voices and cultural artifacts including the ability to identify one's own emotions. Perceiving emotions represent a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.
- 2) **Using emotions:** The ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person

can capitalize fully upon his or her changing moods in order to best fit the task at hand.



Figure 1: Branches of mental ability

- 3) **Understanding emotions:** The ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
- 4) **Managing emotions:** The ability to regulate emotions in both ourselves and in others. Therefore the emotionally intelligent persons can harness emotions, even negative ones, and manage them to achieve intended goals.

PROBLEM DEFINITION:

School education provides the foundation upon which the students build their brighter tomorrow with the help and proper direction of their teachers. Teachers occupy the prime position in providing quality learning to the students for eliciting the desirable learning outcomes. Therefore a school teachers needs to be effective in his teaching for improving students' achievements. Present day education demands much

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more from the teachers than simply disseminating knowledge to the students. He has to disguise so many personas in the present scenario. He has to be the role model, facilitator, assessor, planner, resource developer, communicator, collaborator, learner, leader, reformer, pioneer and also a risk taker. These challenging and overwhelming roles of twenty first century teachers may lead to high levels of stress, emotional imbalances and maladjustment with the job. The behavior of teacher towards these situations is important which is governed by the psychological and personal factors. Therefore the investigator made a humble attempt to make a review of the studies done in the field of emotional intelligence of teachers. Recognizing the importance of this, the present study was carried out to find out the impact of emotional intelligence, job satisfaction on teaching effectiveness of school teachers.

The recognition of the role of emotions in learning and teaching is long overdue. It does not mean that we have to sacrifice an education which values and fosters coherent critical argument, independence of thought and academic rigor but that these aspects can be enriched by infusing them with humanity.

We need to do three things:

Firstly, we can rescue emotional intelligence from being an extra quality that the minority of teachers offer to learners. Instead, it should be recognized as an essential component of what all teachers offer.

Secondly, rather than let the use of emotional intelligence just be intuitive, we should be more deliberate in using it, for example in planning.

Thirdly, we should give the use of emotional intelligence as much attention as we give to content

and methods; we should give it a greater share of our energy.

RESEARCH GAP:

There are many knowledge gaps related to emotional intelligence of teachers. Some important questions that need to be considered are: Which is the best method to measure emotional intelligence for teachers? How should levels of emotional intelligence in the Education sector identified and determined? How does the emotional intelligence of individual teacher impact students? How are students taught to deal with emotion in practice?

From the review of literature it is clear that research has been carried out in emotional intelligence suiting the needs of students. So keeping this the present study has been carried out.

LITERATURE REVIEW

Gopal, D.H. Jagadeesh (2018), reported the extent of relationship between emotional intelligence and burnout among teacher educators. The author revealed that to reduce the teachers' burnout and to raise the level of the teachers' engagement, Emotional intelligence is important in terms of teaching profession, since it could predict a better attitude toward work and a lower chance to experience burnout.

Priyavrat (2018), studied to identify the major factors of emotional intelligence that affect the performance of management teachers in India. Management institutions in India are facing challenges to cope up with the requirements of the industry. This requires

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several changes and improvements in their teaching methodology, management style and way of governance. The present research is intended to find out the various qualities that makes a teacher emotionally intelligent. Effectiveness of teachers and teaching methodology depends on the emotional intelligence of the teachers of management institutions. The study concentrated on the teachers working in management institutions of India. Investigation was carried out to identify the factors of emotional intelligence for management teachers in India, using the survey method to collect the primary data. Factor analysis was performed to identify the most important factors of emotional intelligence that affect the performance of management teachers. The analysis found that several factors related to personal and social competencies, empathy and proper training and development, were identified as the major factors of Emotional Intelligence affecting the performance of management teachers.

Chitra Krishnan, Richa Goe et al., (2017), studied the relationship of experience and age of an individual on the level of emotional intelligence. Author found perception and the level of emotional intelligence in a person on the basis of his/her age group and gender. Results of the Z-test shows that respondents in different age groups differ in emotional intelligence except between age groups of 25-35 and above 55 and concluded that females have higher emotional intelligence than males.

Smitha Dev, Sreethi (2016), examined that the quality of instructional performance is the key skill needed for every teaching faculty for achieving the level of pedigree in the present educational scenario.. The author revealed that emotional intelligence and self-

efficacy had very significant relationship towards their work attitude followed by their performance.

Dr. N. V. Kavitha, N. Suma Reddy et al.,(2014), analyzed the relationship between the emotional intelligence among teaching fraternity in higher educational the quality of higher education becomes increasingly important. And also discussed that lecturers have to balance their emotions according to the situations faced in day to day working conditions and even have to balance both personal and professional life according to their goals and abilities

Dr. J D Singh (2015), estimated that the Sound education is expected to provide ways and means for achieving the development of body, mind and spirit. Emotion is the subjective experience associated with personality, temperament, mood and disposition. We all have different wants and needs, and different ways of showing our emotions. Character development is the foundation of a society wherein, selfishness, violence and out of control emotions tear apart the goodness of daily life of people. An individual who has control over urge of emotions will be able to take another person's perspective, which leads to tolerance and acceptance of differences. Working on the emotions for positive gain, and encouraging emotional growth of children in classroom has become more crucial now than ever before. It is expected that academically successful people had higher levels of emotional competencies. Emotional Intelligence predicts success in all walks of life and hence it has gained paramount importance in all the fields. A heart-based ability (emotional intelligence) allows us a new relationship to our emotions. Teachers need to be trained in emotional intelligence, to manage their own emotions and those of others for helping students.

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Emotional intelligence is as relevant for teacher educators as it is for the teachers and learners.

Uma Devi et al, (2015), investigated the level of emotional intelligence of faculty members in selected engineering colleges in kadapa district. The data was obtained through a convenience sampling technique and analyzed using descriptive statistics. The study identified that wellbeing and emotionality factors are highly influencing on faculty member s emotional intelligence than compared to sociability & self control factors. It is concluded that the possession of high emotional Intelligence is more important when managing stress and emotions at workplace.

Nitu Bose Ghosh, (2015), discussed the concept of emotional intelligence is much recognized in the current highly competitive era, where sustainability has become a big challenge. Just like business organizations, educational institutions are also feeling the heat as a result of this transition in global forces specially in developing economies like India. Lots of changes are taking place in the educational sector in India to pace up with the competency requirements of global developments and challenges. Hence educationists in India are also recognizing the importance of 'Emotional intelligence'. An attempt is made in this paper to analyze the concept of emotional intelligence and teachers' effectiveness in and outside the class-rooms of schools and universities. A total of 200 faculty members from 10 PG, UG and PUC colleges of Bangalore, India, participated in the study. Emotional intelligence scale (EIS, 2007), Teacher Effectiveness Scale (TES, 2010) and Teacher Rating Scale (TRS, 2003) were administered to measure the emotional intelligence, self-reported teacher

effectiveness and student rated teacher effectiveness of the faculty members respectively.

Ratnaprabha 1, Shanbhag (2013), Emotional intelligence is one's ability to monitor one's own and others' feelings and emotions. In the recent years, the EI has been linked to academic success, school dropout, or the development of emotional and behavioral problems in children and job performance among adults. Boys showed less EI compared to girls, therefore they will have to be focused more by school teachers and health personnel in improving EI, since EI has shown significant association with scholastic performance especially regulation of one's emotions.

Shivendra Dubey, Jaswant Singh Thakur Shivendra Dubey, et al., compared the emotional intelligence between the students of different teacher training courses and selected randomly from B.Ed., B.T.C. and B.P.Ed. Courses. The results clearly indicate that there is significant difference among different teacher training course students in term of Emotional intelligence. In case of gender and courses interaction, there was no significant interaction found, hence gender has no influences on emotional intelligence.

Nina Barłózek , discussed teachers role in education requires many various abilities.. Emotional aspects in the teaching process influence overall student performance. The author examined the relationship between the English teachers' level of emotional intelligence and the way they are assessed by their students. The results indicated that those teachers who demonstrate a higher level of emotional intelligence gain much higher scores in the questionnaires completed by the students in comparison to those of a low level of emotional intelligence.

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CONCLUSION:

Emotional intelligence is very important for teachers in nowadays, as teachers are vital part of education without them there is nothing. To conclude, high emotional intelligence of the teachers is negatively correlated with teachers` burnout dimensions. These could have practical implications for educational settings in order to enhance the quality of school life. In order to reduce the teachers` burnout and to raise the level of the teachers` engagement, and their wellbeing it could be possible to enable them to be more emotional intelligent and more confident in their

own possibilities of success both personal and professional. The authors suggest that the identification both of teachers` life satisfaction level and the teachers` emotional intelligence is important in terms of teaching profession, since it could predict a better attitude toward work and a lower chance to experience burnout. So teachers must improve their EI by developing self awareness among them, maintain standards of integrity and always subject to self-criticism.

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