

## Importance of Emotional Intelligence among Teachers

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### ABSTRACT

The present research was designed to explore importance of Emotional Intelligence in teachers. In this paper, researcher has discusses about Self Awareness, Self Regulation, Self Motivation, and Empathy/ Social Awareness. In day to day life emotional intelligence is an important aspect of life. Emotional intelligence is the concept, which is currently in focus among the general public, practitioners and researchers. It's being believed by the public that emotional and social competence is an important or even more important than traditional dimension of intellectual ability and personality.

**Keywords:** *Emotional Intelligence, Teachers*

Education refers to the process of learning and acquiring information. Generally, education is important for learning basic life skills, as well as learning advanced skills that can make a person more attractive in the job market. Education is that constructive process which drags a person out from darkness, poverty and misery and leads him on the polls of enlightenment, prosperity and happiness by developing his individuality in all its aspects i.e. physical, mental, emotional and social. He becomes a responsible, dynamic, resourceful and enterprising citizen of a strong and good moral character. Education is process of growth in which the individual is helped to develop his talent, power, interest and ambitions.

In day to day life emotional intelligence is an important aspect of life. Emotional intelligence is the concept, which is currently in focus among the general public, practitioners and researchers. It's being believed by the public that emotional and social competence is an important or even more important than traditional dimension of intellectual ability and personality (Goleman, 1995, 1998). Emotionally healthy behavior is reflected in characteristic ways of (1) thinking, (2) identifying, managing and expressing feelings and (3) choosing effective behaviors. Teachers who intentionally develop emotional skills and model of emotionally intelligent behavior experience are more successful and satisfied in their professional career and personal life.

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Education is a two way process. Teaching and learning has its two aspects. Teacher is a backbone of education process. There are many ways to deliver knowledge. The success of any education system mainly depends on the quality of its teachers as well as teaching requires considerable capacities in emotional competence of teachers. Unless the teacher derives job satisfaction he cannot initiate desirable outcomes to create to the needs of the society. The teacher is the pivot of the educational system. Teachers, who are shaping our children's future, should invariably possess job satisfaction along with other good qualities.

**Objective:** To study the importance of emotional intelligence among teacher.

### **Qualities of teacher**

- 1. The ability to develop relationships with their students:** The most frequent response is that a great teacher develops relationships with students. The research literature agrees with them: Teachers need to be able to build trusting relationships with students in order to create a safe, positive, and productive learning environment. For example, a student in Boston told us that great teachers are “Willing to listen to students when there is a problem.”
- 2. Patient, caring, and kind personality:** Personality characteristics related to being a compassionate person and having sensitivity to student differences, particularly with learners, was the second most frequently reported quality. Again, there is research to support that teacher dispositions are strongly related to student learning and development.
- 3. Knowledge of learners:** This is a broad category that incorporates knowledge of the cognitive, social and emotional development of learners. It includes an understanding of how students learn at a given developmental level; how learning in a specific subject area typically progresses like learning progressions or trajectories; awareness that learners have individual needs and abilities; and an understanding that instruction should be tailored to meet each learner's needs. One student eloquently described it as: “The teacher understands the pace and capacity of the student.”
- 4. Dedication to teaching:** Dedication refers to a love of teaching or passion for the work, which includes commitment to students' success. Responses often referred to loving the subject matter or simply being dedicated to the work. To a student, this means a teacher should be “always willing to help and give time.”
- 5. Engaging students in learning:** Students also said that teachers should be able to engage and motivate students to learn. Researchers talk about three types of engagement that are required for students to learn: cognitive, emotional, and behavioral. Survey respondents mostly focused on making content interesting and the ability to motivate students to learn. A student in Pennsylvania said great teachers are, “motivating students to succeed in and out of school.”

### **There are some findings of teacher related to student**

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

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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.

### *Components of Emotional Intelligence*

Goleman, (1998) has identifies five elements as the components of emotional intelligence; self awareness, self regulation, motivation, empathy and social skills. There are five basic competencies that comprise the field of Emotional intelligence. The first three are intra-personal (Self-awareness, Self-regulation, Motivation): they are invisible to others and occur inside of us. The last two are Inter-personal (Empathy and social skills): they occur between us and other people and are observable in our behavior. Intra-personal skill and inter-personal skill are interdependent as the development of one skill demonstrates the other skill.

1. **Self Awareness:** Self awareness is the ability to recognized, understand and accept one's own moods, emotions, drives, strengths and shortcomings as well as to see how these affect other people. According to Goleman, in self awareness includes three type's competencies i.e. self- confidence, emotional self awareness and realistic self-assessment.
2. **Self Regulation:** Self regulation refers to managing and handing impulses, distressing feelings and upsets rather than denying or repressing these feelings. Self regulation helps in staying compose, focused, clam and helps to think clearly even under pressure. Self-regulation includes trustworthiness, self-control, to comfort with ambiguity and openness to change.
3. **Self Motivation:** Motivation is ability to pursue goals with energy and persistence. It provides the drive and eagerness to shape our thoughts and actions. Three important motivation competencies are achievement drive, commitment, optimism and initiative.
4. **Empathy/ Social Awareness:** People with this competence are attentive to emotional cues and listen well; show sensitivity and understand others people's needs and feelings. Social awareness refers to be aware of the problems that different societies and communities face on a day-to-day basis; to be conscious of the difficulties and hardship of society.
5. **Social skill:** means the ability to communicate, persuade and interact with other members of the society, without undue conflict or disharmony, ability to build rapport with various sections of society and create network of people.

### *Causal Factors of Teacher's Stress*

When their job satisfaction gets lessened, their attitude towards their profession decreases and causes stress in their profession and thus affecting their physical, health and personal aspects. Many researchers have revealed that many factors that cause stress in their profession, both in their personal and professional life. They are listed as: Administrative, Working conditions,

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Status of the profession in the society, Teaching workload, Pupil's attitude and behaviour, Personal problems discussed as under.

1. **Administration:** The teachers or any other professionals to continue in the profession need to be supported by their administration. They must be provided with adequate teaching materials, sufficient school building and equipments, sufficient time and work. The school organization as a causal factor includes large student-teacher ratio, the size of the class, frequent changes in the use of buildings and lack of communication and consultation in the school.
2. **Poor Working Conditions:** Poor working conditions, generally in terms of relations with colleagues constitute one of the major sources of occupational stress. Dunham (1976), Cox (1977), Kyriakou & Sutcliffe (1979) have reported in their individual research, that poor working conditions are one of the significance source of stress. Poor human relation among staff, lack of communication, both quantitatively and qualitatively, or the difficulties experienced in achieving effective communication, plays an important causal factor of stress.
3. **Work Load:** The volume of paper work, the hours of work, the extra-curricular activities, sometimes more administration work, are reported to be one of the causal factor of teacher's stress. The teachers work load includes paper work, preparing of instruction materials and assessment of the students, evaluation and reporting work.
4. **Pupil's Behaviour:** The pupil's behavior and attitude towards their education also plays an important role as a causal factor of stress. The teachers suffered daily anxiety about the children they handle, their disruptive behavior, and violence behavior.
5. **Personal Problems:** Personal finances and perceived opportunities are the main influential factors that decide a teacher's attrition or retention. Personal adjustments the teachers undergo in the society, family etc., also plays a causal factor of stress in teachers. The health problems due to heavy workload, the compulsions of employment, financial crisis, problems arising due to employment in the family, are some of the personal problems they face thus leading to mental distress.

## CONCLUSION

Considering the researches it concludes that, teacher emotional intelligence means that persons must have a self-awareness that enables to recognize feelings and manage people's emotions. Those people having high emotional intelligence they are success in their profession and social life.

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