



# Emotional Intelligence of Teachers and Effective Class room Management

*by*

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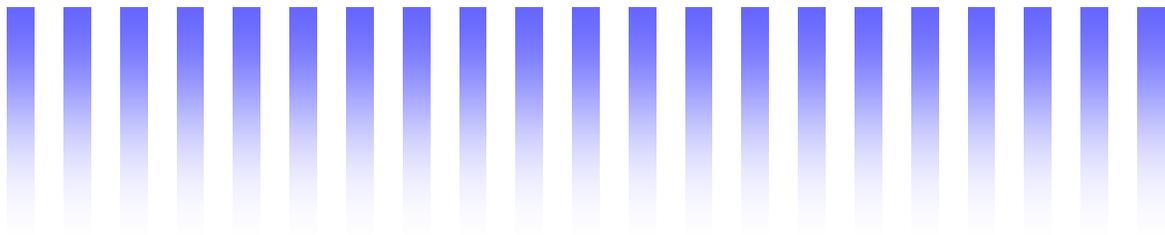
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## **ABSTRACT**

### **Emotional Intelligence of Teachers and Effective Class room Management**

Emotional intelligence: EI is the ability to understand your own emotions and those of people around you. The concept of emotional intelligence means you must have a self-awareness that enables you to recognize feelings and manage your emotions. It has become popular after the immense success of Daniel Goleman's book in 1995, *Emotional Intelligence, Why It Can Matter More Than IQ*.

Emotions: 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 -Emotional decisions would lack fairness of judgment and affect others

Judging our own (teachers) state of Emotional Intelligence: Let us examine the following statements - *Is it a sign of weakness to show emotions - Emotional health is related to physical health -The most important relationship in life is the relationship with your life partner - When you are sad, some time you feel like child, it means you are emotionally immature, the world does not tolerate a weakling - Since you cant change the past, it is a waste to go back to childhood events and examine childhood experience -People with high self-esteem focus on their positive qualities and do not see their negative attribute It is best to reject illogical and unpleasant feelings.*

Emotional Intelligence (Emotional Health) of Teachers: It is useful to look at Goleman's five major factors of emotional intelligence. He summarizes emotional intelligence into the following components: Emotional self-awareness - Managing one's own emotions - Using emotions to maximize intellectual processing and decision-making, including self-motivation - Developing empathy -The art of social relationships and managing emotions in others

Why EI (Emotional Health) is important for teachers?

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problem is not solution for that problem, instead react naturally and try to find the root cause of that problem. A person start using drugs just to hide his disappointment, this would add more pain to his life, better he has to get conviction to overcome it

The Four Branch Model of Emotional Intelligence: The four branch model of emotional intelligence describes four areas of capacities or skills that collectively describe many of areas of emotional intelligence ([Mayer & Salovey, 1997](#)).

#### Emotional Intelligence and Quality Assurance in Higher Education

*Quality is the catchy word today -Is quality is important for customer or client satisfaction:  
Is educational services different from other services -Emotional Health of staff working in educational institution is key for its quality delivery -Positive Emotions of teacher would leave positive impact on students*

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How to measure EI: A look at what the "E.Q.-I" measures contributes to an understanding of the components of emotional intelligence.

Empirical Data from Action Research conducted among students and teachers: A detailed is given in a paper

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## **1. Introduction**

The conventional teaching just impart knowledge or fill students' brains with facts, but today's educators having a broader role of shaping students skills to manage their emotions, resolve conflict nonviolently, and make responsible decisions. In brief they develop subject intelligence as well as emotional intelligence of students. A good teacher makes student to

learn; a great teacher ignites the spark to kindle a fire of thinking that burns forever. Teachers must possess the vital skills, personality characteristics and behaviors that students perceive to impact their motivation to learn. In such circumstances teachers working under higher educational institutions (HEI) need to familiarize and practice Emotional Intelligence in their job setting

## **2. General skills, behaviors and personality characteristics of teachers:**

There are list of traits, traditionally which are considered as important for a teachers, they are ability to listen and create an atmosphere conducive to learning that interests the students; effective teaching methods; believes students can do well; able to connect with students; non-judgmental; optimistic/ positive/smiling; exudes a great sense of humor; promotes active and collaborative learning; is very engaging, adaptable; flexible; understands that every student is different and need to treat them all fairly.

## **3. EI of Teachers and Students' Motivation to learn:**

The above said traits of teachers are not enough to motivate the students to learn. In addition to learning there is a need to bring overall personality development within the student. It is possible only through apply EI in class room settings. This paper analyzes the Emotional Intelligence skill of teachers at higher educational institutions (HEI) and its impact on students learning. It identify, from a students' perspective, teacher behaviors, personality characteristics and skills that actually motivate students to learn.

## **4. Emotions**

Emotion refers to a feeling state or felt-tendency. It is similar to waves of the sea, non-stop it may come again as like waves one after another. It is 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. The negative emotions would affect our normal life. The emotional decisions would lack fairness of judgment and affect others. Some of the emotions namely affection, anger, dislike, desire, distress, excitement, fear, happiness, interest, possessiveness, shame, sorrow are common occurrence in everybody's life

## **5. Emotional Intelligence: (EI)**

EI is the ability to understand your own emotions and those of people around you. The concept of emotional intelligence means you must have a self-awareness that enables you

to recognize feelings and manage your emotions. The concept of emotional intelligence became popular after the immense success of Daniel Goleman's book in 1995, "Emotional Intelligence, Why It Can Matter More Than IQ". It is a balance between HEART (emotions) and MIND (intelligence) If a person just follows 'mind, then he is nothing but 'machine', If a person just follows 'heart, then he is just 'tender' (child), If a person able to combines both, then he is emotionally intelligent, it means he is mentally as well as emotionally strong.

**6. Insight of Emotional Intelligence:** Let us examine the following statements to understand EI in real terms

**6.1. *Is it a sign of weakness to show emotions?***

No, It is normal to show once natural feelings, if the father unable to control tears while seeing the graduation ceremony of son, it is a sign of joy and accomplishment, not a sign of weakness. Therefore EI does not mean denying or hiding emotions but rather of not being ruled by emotions

**6.2. *The most important relationship in life is the relationship with your life partner:***

No, The most important relationship in life is the one you have with yourself, first we have to know our self, for that we have to examine our thoughts, our needs, our values, and feelings. As a whole we have to understand our own personality. Some time even a minor facial gesture of ours, hurt others badly, which we never thought of it

**6.3. *When you are so sad, some time you feel like kid, it means you are emotionally immature, the world does not tolerate a weakling:***

No, It is absolutely normal to feel like a kid when you are seriously sad, Normally people cry if they come across very serious grief

**6.4. *Since you can't change the past, it is a waste to go back to childhood events and examine childhood experience***

No, It is good to go back to your child hood days and examine those experiences of our self, which help to have a better emotional health today. A teacher can't understand students' psychology if he forgot his own students life

**6.5. *People with high self-esteem focus on their positive qualities and do not see their negative attribute:***

Yes, but they need to understand and accept their negative side too. The teachers think whatever they do is correct, and most of the times they fail to understand students' emotions.

**6.6. *It is best to reject illogical and unpleasant feelings:***

No, it is best to deal with all feelings, irrespective of whether it is pleasant of unpleasant. There is a need to experience such emotions, not to escape from those unpleasant feelings.

But same time not to respond by acting emotionally. If the teacher found a student copying in examination, he has a responsibility to warn the student firmly as well as gently, instead ignore it or expose it in front of all students.

## 7. The Four Branch Model of Emotional Intelligence

The four branch model of emotional intelligence describes four areas of capacities or skills that collectively describe many of areas of emotional intelligence (Mayer & Salovey, 1997). The following diagram depicts EI areas

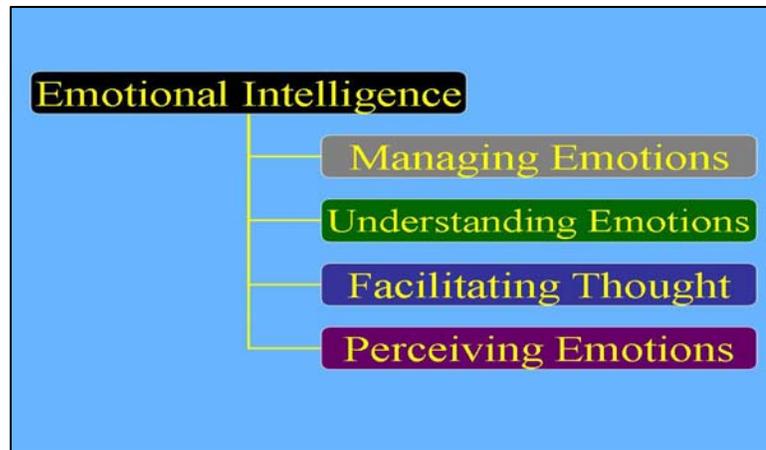


Figure 1, Four Branch Model of Emotional Intelligence

More specifically, this model defines emotional intelligence as involving the abilities to:

### 7.1. *Perceive emotions:*

The nonverbal reception and facial expressions such as happiness, sadness, anger, and fear, were universally recognizable in human beings. The capacity to accurately perceive emotions in the face or voice of others provides a crucial starting point for more advanced understanding of emotions. For example: seeing student's face we ask 'what happen', hearing once voice over phone we ask 'are you alright'.

### 7.2. *Using emotions to facilitate thoughts:*

This was the capacity of the emotions to guide the cognitive system and promote thinking and help direct thinking toward matters that are truly important. A number of researchers have suggested that emotions are important for certain kind of creativity to emerge. For example: if one doesn't understand the hunger of another he can't get the thought of helping the poor, if the teacher fails to understand weakness of student, then he can't evolve ways to overcome student's problem

### **7.3. *Understanding emotions:***

Emotions convey its own pattern of possible messages, and actions associated with those messages. This coupled with the capacity to reason about those meanings. For example, a poor participation by the student in particular subject means the students feel alien to the group or course

### **7.4. *Managing emotions:***

Finally, emotions often can be managed. To the extent that it is under self control, a person may want to remain open to emotional signals so long as they are not too painful, and block out those that are overwhelming. In between, within the person's emotional comfort zone, it becomes possible to regulate and manage one's own and others' emotions so as to promote one's own and others' personal and social goals. An emotionally intelligent teacher can guide students in a better way

## **8. Emotional Health of a Person**

It is useful to look at Goleman's five major factors of emotional intelligence before analyze emotional health of teachers. He summarizes emotional intelligence into the following components:

### **8.1. *Emotional self-awareness:***

The person recognizes his or her emotions and the cause of same.

### **8.2. *Managing one's own emotions:***

The person controls his or her emotions carefully rather than just reacting to a situation solely on the basis of impulse generated by an emotion-generating event.

### **8.3. *Self-motivation:***

Using emotions to maximize intellectual processing and decision-making

### **8.4. *Developing empathy:***

The person exhibit interest and an ability in recognizing the feelings of others. Empathy gives one the ability to “walk in the other person’s shoes”

### 8.5. **Effective Relationship:**

The art of social relationships and managing emotions in others. The high EI person communicate with constructive goal in mind

## 9. **Why EI is important for teachers?**

### 9.1. ***It influences what we do:***

A sad designer can't design beautiful portrait, similarly a teacher with weak emotional intelligence can't motivate students positively

### 9.2. ***It affects who we meet:***

An angry nurse can't show his/ her empathy to ailing patient, and the impatient teacher can't up-bring the poor student

### 9.3. ***It determines how we look:***

The negative emotions inside a person will reflect on his face, an unpleasing facial gesture of teacher may scare or discourage student to learn particular subject

### 9.4. ***It decides students and teachers course of life:***

Happiness is voyage (today) it is not destiny (not tomorrow), one person having every thing he never felt happy, but another person having nothing he never felt sad. The feeling of fulfillment is outcome of EI. A person with regrets and complaints can't shape others life

### 9.5. ***It helps to express emotions appropriately instead ignore them:***

Escape from one problem is not solution for that problem, instead react naturally and try to find the root cause of that problem. A person start using drugs just to hide his disappointment, this would add more pain to his life, better he should try to overcome failures and disappointments.

## 10. **Ten Steps for Promoting Your Emotional Intelligence**

The following are TEN steps to promote EI of teachers, they are

1. Know yourself well through the use of assessment tools to understand your strengths and vulnerabilities.
2. Work with a mentor or personal coach to improve your EQ.
3. Identify the causes of feelings: become aware of split-second, preconscious thoughts and their possible distortions.
4. Become aware of your emotional style: what do you do to avoid discomfort?
5. Learn to differentiate between emotion and the subsequent need to take action. a) The need to promote action in response to avoidance, withdrawal, and sadness. b) The need to inhibit action in response to anger and hostility.

6. Acquire the skills of "learned optimism": what is your personal explanatory style? How do you explain events to yourself, both good and bad? Increase your optimism when appropriate and beneficial.
7. Listening for the "lessons" of feelings: turn mistakes into energy.
8. Using "somatic markers" in decision-making: trust your gut and use it.
9. Developing listening skills and in asking open-ended questions: "listening is the best way to get your point across."
10. Increase positive feedback to yourself, to others. Learn to reframe negatives. Increase your appreciation of yourself and others.

**10.1. *Recognize it ,Own it; accept that you feel it, Verbalize it; express it in words to yourself or to someone else express it physically, act it out***

Expresses something physically, may be speaking, writing, crying, shouting, laughing, dancing or act out your emotions, this help you to dissimilate your feeling (anger) temporarily, but this not a solution. For example: if you are angry/ unhappy with behavior of one student, you call him to your office tell politely that "I am not happy with your behavior"

**10.2. *Shaping of Human Attitude and Perception to think positively***



**A half cup of tea or half cup empty!!!**

**Figure 2, Negative perception of human being**

Most of our negative emotions are the outcome of our pre-set mind, for example a person says 'I hate veggies', 'I don't like this job' etc...

**10.3. *Identify your needs***

Abraham Marlow's theory of motivation deals with 'hierarchy of needs'. According to Mallow the human being tries to fulfill needs in a following order (hierarchy);

1. Physical or survival needs like food clothing and shelter
2. Safety need- physically safe and secure
3. Emotional needs- relation to own self and to others

4. Esteem needs- expect respect and recognition from others
5. Self actualization – realization of full potentiality to achieve something special

Once the first order is satisfied then the person looks for second order, we have to understand in which step of the ladder now we stand and with what difficulty we have achieved those previous stages. Economic theories say human being is a “bundle of desires”. Therefore understanding needs of oneself strengthen EI of a person

#### **10.4. Develop Self Esteem**

It means a person must understand what he is, a high self esteem means, a person accept both positive and negative qualities, A low self esteem means, a person feels he is not confident of his positive qualities, a low self esteem damages self as well others, it cause self pity, dependency, drug addiction etc...

#### **10.5. Handling Anger**

It is reaction to an event, reason for anger may be small or big, none away from this emotion. It can be handled by identifying the reason which caused anger. The span of anger differs person to person; emotionally intelligent person will not keep anger for long. It is considered as healthy emotion when it is expressed appropriately, otherwise it will affect interpersonal relationship. And also it would affect physical health and cause disease like heart attack, high blood pressure etc...Therefore it need to be expressed in a healthy manner

### **11. Emotional Intelligence and Quality Assurance (QA) in Higher Educational Institutions (HEI)**

The ‘quality’ is a catchy word today; the survival of service sector is much depends on its quality delivery. The education is purely qualitative by its nature, it can’t be expressed in terms of quantities, but there is a possibility of setting system and procedure to ensure and bring quality in educational settings. It is a continuous process. The teachers are considered as a focal point to ensure quality in education; otherwise the quality of teachers would affect quality of teaching and learning environment. A effective class room management, healthy relationship between students and teachers, and motivated students to learn are some of the components of QA, these things can be made as reality by Emotionally Intelligent teachers.

## **12. What Islam says about Emotions / Anger Management?**

It is the handy work of "shaithan" to make the human being a loser. It eats your good deeds of believers. Sabaar (patient) and salath (prayer) will be rewarded abundantly. Person who shows his muscle power is not stronger, rather one who control his anger. It is against sunnah (tradition) of prophet (pbuh), who always restraint from anger. Smiling at others face is considered as sadakha (charity). Husband smiling at his wife is considered as ibadhah (prayers). Before take any crucial decision pray two rakaths of salath'e isthi-hara, it helps a person to take decisions with peace instead of acting emotionally

## **13. Measuring Emotional Intelligence of an Individual:**

A look at what the "E.Q.-I" measures contributes to an understanding of the components of emotional intelligence. 1. Intrapersonal Components, 2. Interpersonal Components, 3. Adaptability Components; Problem Solving, Reality Testing, Flexibility, 4. Stress Management Components; Impulse Control, 5. General Mood Components (questionnaire available for reference)

In 1997, Dr. Reuven Bar-On developed the "E.Q.-I", an "emotional intelligence inventory" published by Multi-Health Systems, Inc. It has been validated on over 4000 subjects in North America of diverse backgrounds. Although they were so small as to be statistically insignificant, there were some gender differences. More specifically, women are more aware of their emotions, show more empathy, relate better interpersonally, and act more socially responsible than men. Men appear to have better self-regard, are more independent, solve problems better, are more flexible, and cope better with stress.

## **14. Action Research on EI**

The action research conducted on group of students of CAS (College of Applied Sciences), it became apparent that, students are much motivated by specific teachers' behaviors, personalities and skills that the students, identify, recognize and act upon. In those studies (action research) Emotional Intelligence of teachers ranked first as a major motivating factor for learning. As a whole the emotional skills, behaviors' and personality characteristics of teachers had greater impact the on student to be a successful and desiring learners. In addition to that teachers' empathy, anger, interest, stress etc..., are well taken by majority of students, especially girl students. The students are more interested to attend the classes of

teachers with soft nature, epithetical, and also so they find that subject is interesting for them to learn, they are unhappy with negative approaches in educational settings.

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