

Enhancing emotional intelligence in academics set-up

Dr. Alankrita Singh

Assistant Professor, Psychology, S.N.S. Narayan Nagar Degree College Didihat, Pithoragarh, Uttarakhand India.
Email – alankrita24.singh@gmail.com,

Abstract: Emotional intelligence plays a vital role for positive gain and encouraging emotional growth of an individual. Emotional intelligence is an emerging phenomenon in the field of education psychology. An emotionally intelligent teacher will serve as an important role model for students. Emotional Intelligence affects how to manage one's behaviour, navigate social complexities and make personal decisions that achieve positive results. It is an intelligence that can be learned, developed and improved in an education setup.

Therefore Emotional Intelligence enables individuals in recognizing their own and other's emotions, making appropriate choices for thinking and action. Recent researches indicate that Emotional Intelligence is a better predictor of 'success' than traditional measures of cognitive Intelligence (I.Q.). Emotional Intelligence is the ability to identify, use, understand and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others and overcome challenges.

A school is an ideal place where children develop their educational, social and emotional skills. This concept is very important for teachers as they should be emotionally intelligent to understand and manage their emotions and also develop it to their students.

In this present paper we'll discuss about all aspects of Emotional Intelligence and why it is important in quality education setup.

Key Words: Emotional intelligence, student, teacher, Educational set-up.

1. INTRODUCTION:

"Education is not a preparation for life, rather it is the living. Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities."

John Dewey

In this sense, education includes the students, the surroundings, the social fabric and the existing customs. Hence, the definition of education ought to be a very inclusive one.

Therefore the above interpretation of thinkers focused the following special determinants of education;

- Education is bi-polar in nature.
- It is a life-long process.
- It is awareness of know-how.
- It is an all over development of every individual personality in a pleasant-sounding incorporated development.
- It is beneficial for the individual and community.
- It is a moderate discipline.
- It is a stabilizer tool for bringing social order, conservation and reconstruction of society.

The teachers are the builders of the nation. The Education Commission (1966) states that-"The future of India is being shaped in the classrooms." It emphasized that, to achieve the objectives of education smoothly and successfully, the quality, proficiency and character of the teachers were the most important aspects. A teacher has a prime responsibility to communicate knowledge in a choice of subjects and help students grow to their fullest personality, develop suitable attitudes and open up their individuality. 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.

The planet does not need more successful people. The planet desperately needs more empathetic self-aware and efficient Individual for the society and oneself. Education involves in educating the mind and heart. An emotionally intelligent teacher can impact positively on the achievements, awareness and well-being of their students.

From infancy, we develop different styles of managing the emotions we feel. For instance, newborns turn away from terrifying stimuli and toddlers look to their care-giver for comfort to lessen the feelings of suffering, and school-age children begin finding their own tools to regulate frustration or excitement in appropriate ways. The growth and development of a country much depends upon the quality and the values of current education system. The school plays a basic foundation role in building the future of developing society. Here the influential role arises of an emotionally intelligent teacher. They shape them in such a manner to be more aware towards their own emotions and those of others for effective adjustment and efficient functioning.

2. Emotional Intelligence among Teachers and Students

There is currently popular interest in the construct of emotional intelligence mainly with in the education set-up. School learning is an advancement, designed activity transmit in the light of the determinedly held belief that children are unlike from adults and that they need to be prepared parallel for the adult world as an emotionally sound individuals.

Children are active participants in the social world and continually make interpretations and attributions of their and others behavior. In an aversive school environment children act inappropriate and dysfunctional towards their community. Such understanding of self and others take place with the informal relationship between teachers and students in education setup.

Children strategically apply emotional intelligence under the guidance of their teacher are more often succeed in peer and other social interactions in everyday life.

More recent literature has shown that gaps in emotional intelligence skills affect students both inside and outside the school context (Fernandez P., Ruiz D. 2008). The concept of emotional intelligence is comprehensive in nature including students skills and awareness towards self and others, regarding inter and intra personal factors which influence the competency of a students. When students with high cognitive abilities fail as compared with moderate cognitive abilities is only due to their difference of efficiency in handling their emotional and social aptitude.

In modern time, the concept of emotional intelligence was popularized by American Psychologist Dr. Daniel Goleman in 1995, according to him, that human competencies such as self-awareness, persistence and empathy are more important in life as compare to IQ.

According to Goleman, "Emotional Intelligence is the capacities for recognizing our own feelings and those of others for motivating ourselves and managing emotions well in us."

Fernandez B.P. & Ruiz D. (2008) has found that, emotional intelligence can have a significant impact on students in their everyday living. The transformation of a rational being is achieved only when they adapt all four dimensions of emotional intelligence. They are as follows:

- Emotional intelligence and interpersonal relationships.
- Emotional intelligence and psychological well-being.
- Emotional intelligence and academic performance.
- Emotional intelligence and the appearance of disruptive behaviors.

3. Emotional intelligence and interpersonal relationships

As a social being, the main objective for every person is to maintain best relationships with people around him or her. The emotionally intelligent person are not only skilful in distinguish, considering and handling their own emotions, they are also able to extrapolate these skill to the emotions of others. Therefore some studies have found empirical data that support high emotional intelligence and positive interpersonal relationships (Brackett et al. 2006).

4. Emotional intelligence and psychological well-being

Psychological well-being is a positive and sustainable that allows individuals, groups or nations to thrive and flourish. Five ways to psychological well-being

The psychological wellbeing suggests people should aim:

- To connect with others.
- To be active.
- To take notice of their surroundings
- To keep learning
- To give to their neighbours and communities

5. Emotional intelligence and academic performance

The ability to pay attention towards their emotions, experience, feelings with transparency and be able to overcome from negative state of mind will be a influencing factor of students mental health, and this ultimately affect the academic performance. (Fernandez Berrocal, Extremara & Ramos, 2003)

6. Emotional intelligence and the appearance of disruptive behaviors

Adolescent with greater ability to manage their frequent fluctuation of emotions are more able to deal with in their daily life, and facilitating better psychological adjustment and so they are able to deal in more appropriate.

A teacher has strong emotional bondage with their students. An efficient teacher must not only be a specialized in their subject matters, but can be aware of his students well and carry out the curriculum as per the requirements and interests of his students.

Emotional intelligence of employee's play a important part in any organization's "decision making, leadership, strategic and technical breakthrough, open and honest communication, trusting relations and teamwork, custom, loyalty and creativity as well as innovation"(Cooper & Sawaf, 1998). Thus Emotional intelligence directly contributes for guarantee and effective management of smooth running of an organization. In the case of educational setup, the teacher essential person whose Emotional intelligence is of massive significance not only for the institute but it also supports in the maturity of emotionally intelligent for the future individuals.

Emotionally Intelligent teachers help students to improve their inner-intra skills such as motivation, innovation, performance, time management, leadership qualities and group work.

7. Suggestions to enhance Emotional Intelligence in Education Setup

Some individual always know, when and how to express or speak up their emotions, to inspire others, whereas other persons are less competent of touching these outcomes.

At the initial stage of teacher education courses itself; the level of emotional competence in students can be assessed so as to plan programmers' for them to improve in these skills.

Teachers should smudge about how certain period of their surroundings influence their emotions, and in twist their impulse, value of teaching in exchanges with others.

There is lot of scope for emotional empowerment in students, so this only can be carved with the help of teachers. There are several indirect ways to help students aware them by sharing and discussing positive and negative aspects of emotions talk about personal incidents, using few role playing activities which offers them suitable way of expressing emotions. Taking lessons of emotional intelligence separately. Therefore, The main objective of organizing these activity are to: (1) enhance awareness of how emotions can affect the way we assuming and behaving, and (2) build up a set of ways for manipulating the emotions of oneself and of others in order to affect thought processing, behaviour, and especially in different spheres.

8. CONCLUSION:

Every aspects of Emotional Intelligence play a vital role in every individual's life. Maintaining a high EQ may help us to grow steady and naive relationships, value others better and construe actions of others more noticeably. The concept of Emotional Intelligence in the learning world is still comparatively new; therefore, it is crucial for schools to implement EQ training into school curricular in order to set up potential educators for flourishing education purpose. To build up emotionally intelligent educators it is significant that the grounding, and relocating, and safeguarding phases of their training procedure ought to be considered well. Sometimes these phases are ignored in day today practices. The successful growth of emotional intelligence requires inspirational stimulus, endeavor, time, to carry and persistent practice.

REFERENCES:

Journal Papers:

1. Fernandez, B.P. & Ruiz, D, (2008). Emotional intelligence in education. *Electronic Journal of Research in Educational Psychology*. ISSN. 1696-2095. No. 15, Vol 6(2) 2008, pp: 421-436.
2. Hans, A. et .all, (2103). A study on emotional intelligence among teachers: A case study of private educational institution in Muscat. *International Journal of Application or Innovation in Engineering & Management (IJAIEM) Volume 2, Issue 7, July 2013* ISSN 2319 – 4847.
3. Kaur, S.J. & Kaur, H. (2006). *Teacher's efforts to promote emotional intelligence among adolescent students. University News*, 44, 7-10.
4. Mayer, J. D., & Salovey, P. (1993). The intelligence of emotional intelligence. *Intelligence*, 17(4), 433–442.

5. Roy, B. et. al, (2013). Emotional intelligence and academic achievement motivation among adolescents: A relationship study, *Journal of Arts, Science & commerce*. E-ISSN 2229-4686, ISSN 2231-4172.
6. Mayer JD, DiPaolo M, Salovey P. Perceiving affective content in ambiguous visual stimuli: *A component of emotional intelligence*. *Journal of Personality Assessment*, 1990; 54(3&4):772–781.
7. Mishra, M. & Upadhyay, S. (2012) Emotional Intelligence and Happiness as a Predictor of *Psychological Well-Being in Positive Psychology*. ISBN 978-81-8329-473-7 (In 2 Vols. Set)
8. Pandey, J.(2012).Emotional intelligence and Teacher education. *An International Peer Reviewed, Scholarly Research journal for interdisciplinary studies*, ISSN 2278-8808.
9. Ramana, T.V.(2013), Emotional intelligence and teacher effectiveness – *An Analysis*. *Voice of Research Vol. 2 Issue 2, September 2013* ISSN No. 2277-773
10. Sharma,V. & Bindal, S. (2012). Emotional intelligence- A predictor of teacher's success, *International Journal of Social Science & Interdisciplinary Research Vol.1 Issue 12, December 2012*, ISSN 2277 3630 Online available at www.indianresearchjournals.com
11. Sharma,V. & Bindal, S. (2012). emotional intelligence- a predictor of teacher's success, *International Journal of Social Science & Interdisciplinary Research Vol.1 Issue 12, December 2012*, ISSN 2277 3630 Online available at www.indianresearchjournals.com
12. Sharma,V. & Bindal, S. (2012). emotional intelligence- a predictor of teacher's success, *International Journal of Social Science & Interdisciplinary Research Vol.1 Issue 12, December 2012*, ISSN 2277 3630 Online available at www.indianresearchjournals.com
13. Sutton, R.E. & Wheatley, K. F. (2003). *Teachers' Emotions and Teaching*: A review of the literature and directions for future research. *Educational Psychology Review*, 15(4), 327-358.
14. Vandervoot, D. J. (2006). The importance of EI in higher education. *Current psychology: Developmental. Learning Personality. Social*, 25, 4-7

Proceedings Papers:

1. Education Commission (1966), *the report of the Education commission (1964-1966)* ' Ministry of Education, Government of India.
2. Kaur, S.J. & Kaur, H. (2006). *Teacher's efforts to promote emotional intelligence among adolescent students*. *University News*, 44, 7-10.
3. Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. *Imagination, Cognition, and Personality*, 9, 185-211.
4. Weare, K. & Gray, C. (2003). What works in developing children's emotional and social competence and wellbeing? *Department for Education and Skills research report (no. 456)*. London: DFES

Books:

1. Goleman, D. (1995). *Emotional intelligence*. New York Bantam Books.
2. Coleman, D. (1995). *Emotional intelligence*. New York Bantam Books.
3. Salovey, P., Mayer, J. D. & Caruso, D. (2002). The positive psychology of Emotional Intelligence. In C. R. Snyder., & S. J. Lopez. *Handbook of Positive Psychology*. Oxford University Press. N. Y.

Chapters in Books:

1. Horal d. M. (2008). Philosophy and the science of subjective well-being. In M. Eid & R. J. Larsen (Eds.), *The science of subjective well-being* (pp. 17-43). New York, NY: Guilford Press.
2. Ranganathananda, S. (2007). Role and responsibility of teachers in building up modern India. *Bharatiya, Vidya Bhavan Publications*. Mumbai.

Thesis:

1. Ramana, T.V. (2003), *Interstate Analysis of Different Dimensions of Educational Growth India*, unpublished thesis (Andhra University, Visakhapatnam) *Voice of Research Vol. 2 Issue 2, September 2013* ISSN No. 2277-7733.