



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2016; 2(5): 967-969
www.allresearchjournal.com
Received: 20-03-2016
Accepted: 21-04-2016

Dr. Sonia Anand
Principal, Kasturi Ram College
of Higher Education, Narela,
New Delhi- 110040, India.

Edna Esther Kerketta
Assistant Professor, Kasturi
Ram College of Higher
Education, Narela, New Delhi-
110040, India.

Teaching emotional intelligence: A foundation for better living

Dr. Sonia Anand and Edna Esther Kerketta

Abstract

The success in academic performance of the students depends on their psychological well being. In order to perform his duty in an effective manner a student should be intelligent in emotion and satisfied as a student because a student is the hope for his society and nation. Student's personality, behavior, interest, attitude and emotions affect their academic performance. So a student should understand his/her own emotions and other attributes in the teaching learning process. Goleman defined emotional intelligence as the capacity for recognizing our own feelings and of others, for motivating ourselves, and for managing well in ourselves and in our relationships. Using emotional intelligence in teaching means that you need to be able to recognize and respond to your own feelings of both you and those of the learners in the classroom in order to make you both more effective in your respective roles. Encourage an emotional state in the learners on your course, which is conducive to learning.

Keywords: Teaching emotional intelligence, better living, psychologist

Introduction

Before defining emotional intelligence, it would be desirable to define the term 'emotion' itself.

Emotion has been described and explained differently as a complex state of human mind involving bodily changes of widespread character such as breathing, pounding heart, flushed face, sweaty palms, high pulse rate and gland secretion on the physiological side- and on the mental side, a state of excitement or perturbation marked by strong feelings. Universally felt and expected emotions (joy, anger, fear, love and so on) have been established in several cross-cultural studies as quite distinct but 'interestingly, there is no one accepted theory of emotions among psychologists though there are agreements on various areas. Having an idea about 'emotions' lets attempt to understand what emotional intelligence means.

Emotions are responses or how we behave to the stimuli to the world around us, and they are created by the combination of our thoughts, feelings and actions. What is most important is for each of us to learn that we create or develop our own emotions. Our responses are governed by our thoughts---by what we think and feel ourselves. As we clarify our opinion of our own beliefs and patterns, we learn that we are actually choosing our own lives. We take responsibility for our thoughts, feelings and actions; we become accountable. What is the difference between emotions and feeling? A feeling is the response part of the emotion. Emotion is an 'umbrella term' which includes the situation, the interpretation/perception of the situation and responses or feeling related to the perception of the situation.

The 8 Basic Emotions encountered are

Each of the eight basic emotions has a message that can aid individuals in making good decisions. Taking a pause to consider our feelings can help to make this message clear.

1. Fear: The message is that something needs to change.
2. Anger: The message is to fight against problems.
3. Joy: The message is to remind us what is important.
4. Sadness: The message is to connect us with those we love.
5. Acceptance: The message is to open our hearts.

Correspondence
Dr. Sonia Anand
Principal, Kasturi Ram College
of Higher Education, Narela,
New Delhi- 110040, India.

6. Disgust: The message is to reject what is unhealthy.
7. Anticipation: The message is to look forward and plan.
8. Surprise: The message is to focus on new situations.

Emotional Intelligence

If you look at the historical roots of emotional intelligence, you will find that when psychologists began to research intelligence, they focused on non-emotional aspects such as thinking, cognition, intellect, memory and problem solving. However, there were researchers who recognized early that the emotional aspects such as feelings, moods and non-cognition were equally important.

Had long ago identified a dimension of intelligence and named it social intelligence. He described social intelligence as the 'ability to understand and manage men and women, boys and girls to act wisely in human relations'. His contentions are of great scientific help to the modern researchers trying to establish the construct validity of emotional intelligence.

Defined intelligence as "the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment". He referred to 'intellective' as well as 'non-intellective' elements, by which he meant affective, self and social factors. Furthermore Wechsler proposed that the non-intellective abilities, i.e., emotional abilities are essential to determine one's ability to succeed in life. He found emotional intelligence to be an integrated part of an individual's personality development. Began to write about multiple intelligence and proposed that intrapersonal and interpersonal intelligence are as important as the type of intelligence typically measured by Intelligence Quotient (IQ) and related tests.

Gardener did mention emotional intelligence as a concept to define 'interpersonal and intrapersonal intelligence.

Coined the term emotional intelligence and described it as 'a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action'.

Further elaborated that emotional intelligence was 'the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions so as to promote emotional and intellectual growth'. Emotional intelligence, according to them, involves areas such as identifying emotions- the ability to generate emotions, and then reason with this emotion, understanding emotions- the ability to understand complex emotions and emotional chains, how emotions transit from one stage to another, and managing emotions- the ability which allows you to manage emotions in yourself and in others.

Defines emotional intelligence as 'the capacity for recognizing one's own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligences or the purely cognitive capacities measured by IQ. Goleman has also identified a set of emotional competencies that differentiate individuals from each other. The competencies fall into four clusters: self-awareness; capacity for understanding one's emotions, one's strengths and one's weaknesses; self-management: capacity for effectively managing one's motives and regulating one's behaviors; social awareness: capacity for understanding

what others are saying and feeling and why they feel and act as they do, social skills: capacity for acting in such a way that one is able to obtain the desired results from others and reach personal goals.

Says that 'emotional intelligence' reflects one's ability to deal with daily environment challenges and help predict one's success in life, including professional and personal pursuits. Bar-on, a clinical psychologist with Trent University in Canada, is also said to have coined the term EQ, i.e. emotional quotient in 1985 to describe his approach to assessing emotional intelligence. A growing body of research suggests that emotional intelligence measured by emotional quotient is a better predictor of success than the more traditional measures of intelligence quotient (IQ). Based on 17 years of research by him on over 33000 individuals worldwide, he has developed the 'Bar-on Emotional Quotient Inventory' (EQ-Itm) which measures emotional abilities such as self-regard, emotional self-awareness, assertiveness, independence and self-actualization, empathy, social responsibility, interpersonal relationship, reality testing, flexibility, problem solving, stress tolerance and impulsiveness.

The huge impact on life success is EQ (Emotional Quotient): maybe this is why the Daniel Goleman refers to EQ as the 'Master Aptitude' because it guides the use of our intellectual and other abilities. The question then arises, do students have better emotional skill in the complex atmosphere of college for better academic performance.

It has been seen that Emotional Quotient (EQ) is a predictor of success at work than Intelligent Quotient (IQ) yet this issue is not hard to see even though research has indicated that person's EQ is an important if not more than one's IQ. Students are coming to class with problems like anger, failure, fear, disappointment, frustration, guilt, emptiness, depression, loneliness and total failure in the academic performance.

Emotional intelligent person is not only successful in his career but also in his personal relations and managing people. That means he will be successful in all spheres of life be it personal, social or work. To be efficient in your job requires high level of EQ.

Emotionally Intelligent Person knows:

1. One's own emotions
2. Other's emotions
3. How to manage his emotions
4. How to manage other's emotions

Emotional Intelligence and Role of a Teacher

An understanding heart is everything in a teacher and cannot be esteemed highly enough. One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.

Carl Jung

Examples of its use include: acknowledging and discussing with learners the expectations that they bring to a new course or session; acknowledging individual learners within a group; listening fully to learners; developing a critical self-awareness of yourself as a teacher, particularly how you interact with learners.

Using emotional intelligence is a prerequisite for developing a good relationship with a group of learners, which then can be the basis for producing learners who have:

- More engagement
- Greater motivation
- A greater readiness to take risks in their learning
- A more positive approach
- A readiness to collaborate
- More creativity and more tenacity

Barbara Harrell gathered responses of former students who graduated over a period of 26 years from Rollins College in Orlando about teachers who they perceived to be most effective. She found that ‘the single quality the Rollins alumni most frequently associated with effective teachers—more often than brilliance and love of subject and even more often than enthusiasm in the classroom—was a special attitude toward and relationship with students’ (Carson 1996: 14) [1].

Educational Implications

In order to increase academic achievement of students their emotional intelligence needs to be enhanced. Following are some of the ways to enhance emotional intelligence:

- Teacher must present herself as a model for maintaining proper emotional bonds.
- Teacher must enable the student to use their emotions as a motivating agent or a force for achieving their goals.
- Teacher must help the students to develop a habit of using emotions in a proper time.
- Teacher must enable the students to become good listener as this helps them to understand the feelings of others.
- Teacher must enable the students to practice the art of managing the feelings as adequately as possible.

Conclusion

Emotions affect how and what children learn. Unchecked emotions raise an individual’s stress level and stressed brains find it very difficult to learn. EQ matters. Academically and socially, children who learn these skills are better prepared to deal with the adversities of life, to learn from mistakes, to reframe difficult situations, and to adapt to life’s constantly changing circumstances.

References

1. Carson BH. ‘Thirty years of stories: the professor’s place in student memories’ *Change* 1996; 28(6):10-17.
2. Goleman Daniel. *Emotional Intelligence: Why it can matter more than IQ*, N EW York: Bantam Books, 1996.
3. Medina J. *Brain rules*. Eras Press: Seattle, Washington, 2008.
4. Plutchik R. The Nature of Emotions. *American Scientist* 2001; (899):344.
5. Anand S. Understanding Emotional Quotient and ways to enhance it 2012; 1(2):5-10.