**LECTURE (HRD) (Master Degree)**

**Emotional Intelligence**

**Background**

**Emotional intelligence** (**EI**), **emotional leadership** (**EL**), **emotional quotient** (**EQ**) and **emotional intelligence quotient** (**EIQ**), is the capability of individuals to [**recognize**](https://en.wikipedia.org/wiki/Emotion_recognition) their own [**emotions**](https://en.wikipedia.org/wiki/Emotions) and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behaviour, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s).

The term emotional intelligence was popularised in the mid 90s by journalist Daniel Goleman’s book, [**Emotional Intelligence: Why It Can Matter More Than IQ**](https://www.amazon.co.uk/Emotional-Intelligence-Matter-More-Than/dp/0747528306/ref=sr_1_1?ie=UTF8&qid=1508079818&sr=8-1&keywords=emotional+intelligence)**.** The book’s claims that emotional intelligence is more important than IQ is a source of [**debate among psychologists**](https://www.psychologytoday.com/blog/the-personality-analyst/200909/what-emotional-intelligence-is-and-is-not)**,** but it does look as if emotional intelligence could be a factor in academic achievement.

Emotional intelligence (EI) helps humans to perceive their own and others’ emotions. It helps to make better interpersonal communication that consequently leads to an increase in everyday performance and professional career.

From 1900 to 1920, researchers investigated and found out that individuals with lower intelligence quotient (IQ) achieved more success in their life compared to others with higher IQ. Considering such a controversy, Sir Thorndike introduced social intelligence as an ability to cope with others.

Over the past several years, it is believed that success in life or at work place depends upon the individual level of intelligence or intelligence quotient as reflected in an individual's academic achievement, examination passed, mark obtained etc. But now, research on emotional intelligence has revealed that EQ is the most important determinant of the extent of professional and personal success in life.

1. **What is emotional intelligence or EQ?**

Salovey and Mayer (1990) Coined the term “Emotional Intelligence” and described it as a form of Social Intelligence-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”.

According to Daniel Goleman (1998) Emotional intelligence does not always mean “being nice”. At Strategic moments it may demand not “being nice” but rather, for example, bluntly confronting someone with an uncomfortable but consequential truth they’ve been avoiding. Further, it does not mean giving free rein to feelings-“letting it all hang out”. Rather, it means managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goals. Emotional Intelligence is a different way of being smart, the ability to handle oneself, to control anger, resolve conflicts, get along and motivate others and work together as a team etc. According to Goleman(1998)emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

1. **EI Goal:** Emotional intelligence aim (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage one’s own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence helps build stronger relationships, succeed at school and work, and achieve one’s career and personal goals.

**Emotional intelligence is commonly defined by five attributes:**

* **Self-Awareness:** This is the ability to understand one’s emotions or moods and recognizes how they affect others (**emotional awareness**). This self-awareness includes a **realistic self-assessment** (knowing one’s strengths and limitations) including a **strong self-confidence** (knowing one’s self-worth).
* **Self-Regulation:** This is the ability to think before reacting, thus being able to manage impulses, and internal states. These individuals have self-control over their emotions. They are adaptable to change and are comfortable with new ideas and novel approaches to thinking. They maintain levels of honesty and integrity (trustworthiness). And above all, they take responsibility for their actions and their personal performances.
* **Motivation:** Being motivated by internal goals, these individuals strive to improve or meet the standard of excellence. They are committed to their work and align their personal goals with those of the group. Taking the initiative, they are ready to act on opportunities. They learn from errors and always remain optimistic, even with when faced with failure.

**Social Competence: How we handle relationships**

* **Empathy:** Empathy is having the ability to understand the emotions and needs of others. This includes taking an active interest in their concerns and having the ability to sense their emotional state. This individual develops others by being supportive and recognizes, as well as anticipates, the needs of others. They also cultivate opportunities for diversity and have a political awareness by reading the group’s relationships and its emotional state.
* **Social Skills:** It’s important to build and manage relationships. Having good communications skills are essential, including listening, collaboration and cooperation skills, as well as developing strong team-building capabilities. Persuasiveness, leadership, and initiating or managing change, are social competencies needed not only in the workplace but the classroom as well.

Therefore, emotional intelligence is a very important skill in leadership. It helps with self-awareness, self-regulation, motivation, empathy, and social skills.

* **What is self-awareness?** If you are self-aware of what you are going through, you would be in a better position to understand others, and affect people around you. It also means you are aware of your strengths as well as weaknesses. When you experience anger, hold that moment and think what made you so angry. Keeping a journal always helps.  
  **- What is self-regulation?** Self-regulation is the next step wherein you think before speaking. It is an important aspect where you can regulate yourself. This will impact others in a positive way rather than in negatively. Hold yourself accountable in case you make a mistake, and try to remain calm in every situation.  
  **- What is motivation?** When you are motivated to do a series of tasks you will be in a better position to influence others. Work towards your goals consistently. Show your employees how the work is done and lead by example. Even if you are faced with a challenge try and find something good about the situation.  
  **- What is empathy?** When you are able to put yourself in other’s shoe and think about a situation, it is known as empathy. Every successful leads should know how to empathise with others, if you want to earn their respect.  
  **- What are social skills?** The last aspect is social skills and it is one of the important aspects. Social skills are all about communicating the point of view. Social skills are able to build a rapport with others which makes the relationship more comfortable.

1. **Why EI Matters in Teaching?**

A teacher has many roles to play in carrying out his/her duties as a communicator, a disciplinarian, a conveyor of information, a classroom manager, a counsellor, a decision maker, a role model, and a surrogate parent. Each of these roles requires skills that are not taught in teacher preparation programs. Yate (1997) the profession of teaching has been rated in the top ten careers requiring a high level of EI for success and satisfaction.

Teachers have the greatest potential to influence students‟ behaviour and education. So, when faculty begins to focus on improving their own EI competencies, students may be motivated to develop their own emotional awareness and development. . Goldsmith M. (2004) a leading executive coach, highlighted the importance of leading by example to help others develop, start with yourself. If we work hard to improve ourselves, we might even encourage the people around us to do the same thing. While EI skills can be taught‟, they can also be caught from faculty who are role models of high EI.

Emotional intelligence assists teachers in better planning and helps in making decisions with certainty and assurance. It contributes to personality of an individual; grooming them to be leaders in every field of human endeavour. Further, emotional intelligence motivates oneself and others to work long and hard on a task, remaining enthusiastic and optimistic about the final outcome. Promoting emotional intelligence in teachers is important and can be taken as an investment in the future. It is never too late to foster emotional intelligence .To Goleman (1998) our level of EI is not fixed genetically nor does it develop only in early childhood. Unlike IQ which changes little after our teens, emotional intelligence is largely learned and it continues to develop as we go through life and learn from our experiences. Research suggests that it is possible to raise ones level of EI, at any age through emotional learning activities.

**4- Why is EI important for teachers?**

- EI influences what he does: A sad designer cannot design beautiful portrait.

-It affects who he meets: An angry nurse cannot show his/ her empathy to ailing (suffering) patient.

- It determines how he looks: Unpleasing facial gesture of teacher demotivates students.

- It expresses how he feels: Just seeing his face students can understand how he feels.

-It decides his course of life: Happiness is a voyage (road) it is not destiny, job satisfaction of teachers depends on their attitude.

-It helps to express emotions appropriately instead of ignoring them: escape from one problem is not a solution for that problem, instead reacting naturally and trying to find the root cause to that problem is.

**5- Impacts of Emotional Intelligence**

**a) Performance at work**

Emotional intelligence can help navigate the social complexities of the workplace, lead and motivate others, and excel in career. In fact, when it comes to estimating job candidates, many companies now view emotional intelligence as important as technical ability and require EQ testing before hiring.

**b) Physical health**

If we are unable to manage stress levels, it can lead to serious health problems. Uncontrolled stress can raise blood pressure, suppress the immune system, increase the risk of heart attack and stroke, contribute to infertility, and speed up the aging process. The first step to improving emotional intelligence is to learn how to relieve stress.

**c) Mental health**

Uncontrolled stress can also impact mental health, making vulnerable to anxiety and depression. If we are unable to understand and manage emotions, it will also be open to mood swings, while an inability to form strong relationships can leave feeling lonely and isolated.

**d) Relationships**

By understanding emotions and how to control them, we are better able to express how we feel and understand how others are feeling. This allows communicating more effectively and forging stronger relationships, both at work and in personal life.

**6- Emotional Intelligence and Academic achievement**

- **Classroom management** is a term [teachers](https://en.wikipedia.org/wiki/Teacher) use to describe the process of ensuring that classroom [lessons](https://en.wikipedia.org/wiki/Lesson) run smoothly without [disruptive behaviour](https://en.wikipedia.org/wiki/Challenging_behavior) from [students](https://en.wikipedia.org/wiki/Student) . The term also implies the prevention of disruptive behaviour **pre-emptively** (take as a measure against something possible, anticipated, or feared), as well as effectively responding to it after it happens.

According to Evertson and Weinstein (2006), classroom management can be described as actions of the teachers which aim at the development of environment which helps in improving the social emotional learning and academic learning of the students. In relation to the classroom management, Emmer and Stough (2001) are of the view that if teachers are able to manage their own emotions then they can not only organize and manage class room environment, but can also manage the behaviours of the students to increase the positive academic outcomes. Moreover, research findings of Sieberer-Nagler (2015) reveals that, the most crucial concerns relating to the classroom management of teachers include maintaining discipline and managing the emotional and social problems of the students.

- **Individual differences:** It is important for teachers to know variables such as physical characteristics, intelligence, perception, gender, ability, learning styles, which are individual differences of the learners.

The teacher’s effectiveness is also concerned with to focus on individual differences. The reason is that the behaviour of every human is changed, so it is also the responsibility of teacher to focus on the behaviours of the students. Robin (1984) described that extraordinary teachers’ focus on measuring the students with their practical eye. So, the individual attention is also considered the important aspect of performance in teaching process.

-**Teaching style:** Brophy (1983) focused on use of motivational tools in classrooms.Teaching style is also considered important in teaching process. In the contemporary classroom, distinct **teaching styles** have emerged as the primary strategies adopted by modern **teachers**: The Authority **Style**, The Delegator **Style**, The Facilitator **Style**, The Demonstrator **Style** and The Hybrid **Style**.

### The Authority, or lecture style

The authority model is teacher-centered and frequently entails lengthy lecture sessions or one-way presentations. Students are expected to take notes or absorb information.

### The Demonstrator, or coach style

The demonstrator retains the formal authority role by showing students what they need to know. The demonstrator is a lot like the lecturer, but their lessons include multimedia presentations, activities, and demonstrations.

### The Facilitator, or activity style

Facilitators promote self-learning and help students develop critical thinking skills and retain knowledge that leads to self-actualization.

### The Delegator, or group style

The delegator style is best suited for curricula that require lab activities, such as chemistry and biology, or subjects that warrant peer feedback, like debate and creative writing.

### The Hybrid (composed of different elements), or blended style

Hybrid, or blended style, follows an integrated approach to teaching that blends the teacher’s personality and interests with students’ needs and curriculum-appropriate methods.

**- Problem solving**: Teachers also play their role in the providing the guideline to the students in their academic problems. To **provide the guideline** to the student is also the important aspect of the teacher’s performance. The teacher is **good problem solver** for the students. Teaching method is an important function in classroom. HaroonaJatoi (1989) discussed the relationship of teaching method with effectiveness of the teacher. She explained the direct teaching method. Teachers must know, that what he is teaching, and what he is to teach, he must have the ability to present in best way, in result of it, the good class control is gained.

**To provide guideline**: Following this step guide is the building blocks to support students on their future career journey**.**

* Teach collaboration as a value and skillset. (A **skill set** is the knowledge, abilities, and experience needed to perform a job. Specific skill set areas can include human relations, research and planning, accounting, leadership, management, and computer skills).
* Build on evaluation and analysis: The critical evaluation of ideas, arguments, and points of view is important for the development of students as autonomous thinkers.
* Teach tolerance and resilience. . (**Resilience** is typically defined as the capacity to recover from difficult life events.)
* Help students learn through their strengths. (To **invest in your strengths finder talent of learner).**
* Use learning beyond the classroom.

**CONCLUSION**

**Emotional Intelligence in Teachers’ Training Programs**

Today, in both education and corporate world, the role of emotional intelligence for more sustainable and positive development is talked about. Across the Globe, Emotional intelligence has become a prime factor for human development. The fact is organizational culture is changing and employees and educators are being selected based on not only IQ but also all components of emotional intelligence like self-awareness, empathy, self-regulation, etc.

The emotional climate created by any individual can have a drastic effect on any output- business. Today, various institutions are developing teacher training programs keeping in mind the emotional intelligence as one of the prime factors to develop a teacher as a mentor, a leader or a guide.

It is important to develop teachers who are emotionally intelligent for the growth and development of both students and schools. The need is to not only create teacher training modules on emotional intelligence but also impart the right kind of training.

Researchers believe that the teachers, in addition to their expertise in the subject and learning-teaching knowledge, need EI and if they neglect EI in their teaching, the value of their knowledge in the subject and their learning-teaching methods decreases considerably and consequently, this results in learners’ failure. In fact, teaching with EI refers to the teacher's attention paid toward the emotional dimension of teaching–learning in order to increase students’ leaning.