

UNDERSTANDING AND IMPROVING EMOTIONAL INTELLIGENCE IN TEACHER EDUCATION PROGRAMME

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Abstract-

Teaching is an art and science of imparting knowledge, developing the problem-solving ability, creativity and preparing him/her as well as others for practical life by being emotionally aware. So, emotional Intelligence is an attribute of teacher-education. Bar-on (1997) defined it as “an array of non-longitudinal capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures. It can make a unique contribution to a better understanding of people and also use their potential to succeed in various aspects of life.” The student-teachers are futurist teachers, being trained to enter in teaching-career, should have understanding of their and others levels of Emotional Intelligence, which grounds him/her to be successful in classroom behavior to achieve high values, technological and competitive demands of education. It helps them to cope with tension, frustration, anxiety, pressure, conflicts, stress and otherwise undermine performance. Thus, teachers with high level of Emotional Intelligence use to be more positive with their work. Therefore, this paper is an attempt to relate teacher training with the emerging demands of Emotional Intelligence, its changing role and need in teacher-education programs.

Index Terms: Emotional Intelligence, teacher-education.

INTRODUCTION-

“The true teacher is he who can immediately come down to the level of the students, transfer his soul to the student’s soul and see through and understand through his mind. Such a teacher can really teach and none else” according to Swami Vivekananda. A teacher shoulders multifarious, multidisciplinary and multi-dimensional responsibilities for not only the over-all development in students but also for his/her professional proficiency. Emotional Intelligence is one of the attributes of a teacher’s personality. Emotional Intelligence can be thought of as a member of an emerging group of potential intelligences that include social intelligence, practical intelligence, personal intelligence, non-verbal perception skills and emotional creativity. Emotions shape what we are and what we do. It is an organized response system that co-ordinates physiological, perceptual, experimental, cognitive and other changes into coherent experiences of moods and feelings of one. Emotional Intelligence has its roots in the concept of social intelligence which further includes inter-personal and intra-personal intelligence. Goleman (1995) brought popular attention to the term emotional intelligence in his book ‘Working with Emotional Intelligence’ defined this term as “the capacity for recognizing own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships”.

His Emotional Intelligence ability cluster includes self-awareness, self-management, social awareness and relationship management. Kravitz and Schubert (2004) viewed that “Emotional Intelligence is the ability to understand and express emotions to meet the requirement of day-to-day living, learning and to relating to others”. Thus, it is a mental ability which involves emotional sensitivity, emotional awareness and emotional management skills which help to maximize long term health, happiness and survival.

In order to make classroom child-centered a teacher needs to be emotionally aware of his students’ level, demands, strength and weaknesses. On the other hand, Emotionally Intelligent teachers are aware of how they feel, what motivates and demotivates them and how they affect others; communicate and relate well with others; listen attentively; have a positive and optimistic outlook on life and a mental attitude that energizes them to work steadily towards goals despite setbacks; handle stress calmly and use problem solving to develop options and adapt to changes. Thus, Emotional Intelligence in student-teachers is the need of the hour and in order to develop a well balanced behavior in them.

EMOTIONAL INTELLIGENCE AND TEACHER EDUCATION-

Emotional Intelligence helps in facing problems of various sorts in our life and so directly correlates to stress management, personality development, mental health, creativity, conflict resolution, adjustment, life satisfaction, psychological well being, sound physical health, leadership and success of a person to a positive attitude and happier outlook on life. A teacher should have all these qualities in his/her attitude for a positive outlook to be humane and reflective in his/her practices. It is said that teaching is an emotional practice. According to Denzin (1984), ‘teaching is not just a technical or cognitive practice but also an emotional one’. As an emotional practice teaching activates, colors and otherwise affects the feelings and actions of others with whom teachers work and form relationships. Thus, their education should possess all the features to enable them for future challenges. A student-teacher who is skilled in emotional intelligence will naturally try to build a sense of mutual understanding, group feeling and a climate of trust by encouraging students to communicate freely. Emotional Intelligence affects not only how the student-teachers get along with other and students, but also how he/she succeeds in life as a person and as a professional. It is a consistent predictor of job performance and professional achievement. Now-a-days, children are getting into violence, drug abuse, crime and other related problems. This can be minimized if the student-teachers are sensitized towards the emotional void that these children have. Emotional Intelligence of student-teachers increases the achievement motivation, optimism, joy and purpose of learning of students while decreasing violence, depression, anxiety, pressure, conflict, stress and isolation in them.

Emotional knowledge workshop may be organized for enhancing emotional knowledge, emotional skills and emotional intelligence among student-teachers in their teacher-education programme. The most effective way to nurture social and emotional competencies of pre-service teachers would be that teacher education must change its primary purpose from that of developing students’ cognitive abilities to that of developing students’ affective abilities.

CHANGING ROLE OF EMOTIONAL INTELLIGENCE IN TEACHER-EDUCATION-

The quality of education is a direct consequence of the quality of teachers and their education. The task of changing the role of Emotional Intelligence in teacher and their education towards quality orientation is itself a challenging one. Teacher-education is directly connected with emotional intelligence in student-teachers

through perceiving, using to facilitate thought, understanding and managing the emotions in them and in students. So, teacher-education should contain appropriate qualities to develop Emotion Intelligence in student-teachers through five key skills-

- The ability to quickly reduce stress.
- The ability to recognize and manage one's emotions.
- The ability to connect with others using non-verbal communication.
- The ability to use humor and play to deal with challenges.
- The ability to resolve conflicts positively and with confidence (Latha and Gayatri, 2015).

Earlier the teachers were considered as a guide, mentor, role model and instructor but today they are friend, supporter and nurturer who emotionally enjoys with their students. Thus, the changing role of Emotional Intelligence in teaching and teacher-education should focus on some of the skills to be a part and parcel of Teacher-Education programme. In order to develop the emotional efficacy in student-teachers teacher-education should consider seriously on the following points-

- **Emotional Self-awareness-** It is the ability to select and differentiate between virtue and vice in one. A teacher must have the rational attitude to adapt virtue and smartly resolve vice practices. Hence, teacher training programme should enable a self-understanding of the strengths and weaknesses of one's personality and improving one's strengths while enhancing areas where one is weak.
- **Interpersonal skills-** The social and professional relationship of student-teachers depend on their interpersonal skills. They should be trained to communicate effectively and sensitively with their students, teachers, peers and community to know the problems and demands for adequate solution.
- **Stress Tolerance-** Teaching is not limited only to the classroom activity but a job of responsibility which sometime results as overstress in teachers. So, they should be taught effectively to cope with stressful situations and to control one's impulses for balanced life and successful profession.
- **Empathy Training-** It is said that empathy is about putting oneself in another's shoes and understanding their point of view. In other words it is an ability to understand other's emotions and feelings which is one of the characteristics of emotional intelligence. Therefore, teacher-education programme should have the features of empathy trainings.
- **Personality Development-** An Emotionally Intelligent student-teachers' personality is determined by character or moral aspect and consciously behavior control for successful personal and professional life. So, personality development should be an essential feature of teacher-education.
- **Assertive Training-** Teacher education prepares Emotionally Intelligent student-teachers who not only understand the emotions and feelings of others but also involves being clear in what we intend to say and in simple terms saying 'yes' when we mean 'yes' and 'no' when we mean 'no', as an important aspects in our daily life while dealing with others.
- **Body Language Training-** An emotionally intelligent student-teacher is always aware about his/her body language. Mastery over one's body language is an essential tool in being successful teacher. So, their education would contain proper body language training.
- **Time Management Skill-** It is an attribute of an emotionally intelligent teacher to manage his/her time intelligently for proper and appropriate attention on each and every career related tasks. Teacher-

education should train student-teachers to intelligently and effectively manage their time for enhancing their capabilities.

- **Attitude Modification Skills-** The way we perceive each situation or instance in daily life determines our attitude and so directly connected with our emotions. Teacher-education trains trainees to look at the positive aspects of any situation and changing adversity into opportunities.
- **Health and Hygiene Skills-** Emotionally Intelligent student-teachers are fully aware about their health and hygiene because their personality reflects their work and skills. Health and hygiene skill are important lesson of teacher-education programme.

The last decade observed steady role in desperation and recklessness among student-teachers. To be intelligent is to solve new problems and to deal with diverse situations. Hence, this is a need to turn intelligence to emotion.

NEED OF EMOTIONAL INTELLIGENCE IN TEACHER-EDUCATION-

The quality of a nation depends upon the quality of teachers and their education. Researches reveal that positive emotions encourage learning and the attainment of significant interpersonal relationships and teachers with high emotional intelligence use to be more positive with their work. So, the student-teachers need to be emotionally balanced for nurturing students in a better way. As it helps people to accept their limits, work optimally and develop healthy interpersonal relationships, therefore, student-teachers help the learners to develop their emotional intelligence.

The rate of stress, tension, distress, bullying and abusive language has increased in schools. Teachers' personal and professional stress and burn out have also increased. Besides being intelligent they fail to cope with stress. Thus, teaching requires a high level of emotional intelligence. I.Q. alone is not a measure of success but E.I. also plays a significant role. According to Goleman (1995), "E.I. predicts as much as 80% of persons success in life where as I.Q. predicts about 20%". Thus, the teaching profession requires healthy emotional competencies in teachers while dealing with students.

Patil (2006) revealed in his study that Emotional Intelligence and Academic Achievement of student-teachers are significantly related, whereas Amritha and Kadhivan (2006) studied that gender, age and qualification will influence the Emotional Intelligence of the teachers. Further, personality has significant positive impact on Emotional Intelligence. Teachers with high E.Q. seem to exhibit open and free expression of ideas which lead them to creativity and mutual respect (Upadhyaya, 2008). It makes student-teachers self-aware, enables them to recognize their and others emotions, enhances their expression and reactions in different settings. It brings a positive attitude and co-operation in their personality and enables them to be properly socialized, besides psychological well-being. It reduces work stress and enables them to enjoy the energetic professional environment.

Training of emotional intelligence helps student-teachers to be well-adjusted in their lives. It is necessary to understand the basis content and the objectives of the curriculum of pre-service teacher training and design it accordingly to fulfill the emotional needs, so that the upcoming teachers can contribute valued outcomes for societies and individuals. Emotional intelligence also effects on the healthy classroom interaction which further affects the academic achievement of students. An emotionally trained teacher will naturally understand his/her student, develops creativity, co-operations and a climate of trust by encouraging students.

A student-teacher with a balanced emotional intelligence easily copes with difficulties in better way than those who have a limited repertoire of competencies for emotional responses. *Curriculum framework for quality teacher education* (1998) issued by NCTE has outlined clearly that a secondary teacher helps in improving the quality of human life in the context of multiple internal and external forces impinging on man and society. Ingenuity of the teachers lies in understanding the national ethos, then in planning for teaching within this framework as a professional. This goal can only be achieved by the student-teachers if they are emotionally competent, mature and sensitive. Therefore, it is a considerable need to train student-teachers emotionally intelligent through teachers-education programme.

CONCLUSION-

The secondary Education Commission (1953) mentioned “every teacher and an educationist of experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teachers”. For this, the teacher-training institutions should include emotional intelligence related activities in their curriculum so that the up-coming novice teachers should be emotionally intelligent to cope with difficult situations, stress and quality maintenance in their profession. The researches reveal the need to include emotional intelligence element in the syllabi of the pre-service teacher training programme to encourage this teaching effectiveness and to collaborate teachers training institutes and the school administration. Inspirational subjects, religious beliefs, sports, internal dialoguing, self-affirmation and yoga education should be actively included in the curriculum of teacher-education. The most effective way to nurture social and emotional competencies of pre-service teachers would be that teacher education must change its primary purpose from that of developing students’ cognitive abilities to that of developing students’ affective abilities. Thus, teachers with high emotional intelligence use to be more positive with their work.

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