



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## EMOTIONAL INTELLIGENCE AND CLASSROOM MANAGEMENT: A DISCOURSE IN THE CONTEXT OF THE UNDERGRADUATE LEVEL IN NAGALAND

Neichupe Kapfo

Assistant Professor

Department of Tenyidie

Pfutsero Government College

Pfutsero, India

**Abstract:** This paper delves into the landscape of teacher development in Nagaland, India, shedding light on the challenges faced by educators as they navigate the intersection of cultural traditions, community commitments, and the evolving educational milieu. Through the lens of Emotional Intelligence, this paper explores the narratives of educators encapsulated in vignettes, offering glimpses into the teaching realities in Nagaland. The narratives presented in the paper underscore the urgent need for Emotional Intelligence training, recognizing its pivotal role in enhancing interpersonal dynamics, addressing exhaustion-induced challenges, and fostering resilience. The paper advocates for a transformative framework that aligns with Nagaland's unique cultural tapestry, aiming to empower educators and enrich the educational fabric of the region.

**Key Words:** Emotional Intelligence (EI), Classroom Management, effective learning, professional development.

### INTRODUCTION

Emotional Intelligence (EI) is a critical aspect of an individual's ability to perceive, understand, and manage emotions, both in oneself and in others. In the teaching profession, where effective communication and interpersonal relationships are paramount, the significance of emotional intelligence cannot be overstated. This paper delves into the concept of emotional intelligence and its relevance and significance in the context of the teaching profession, with a keen focus on its impact on classroom management. It traverses upon how emotional intelligence influences various aspects of classroom management, from establishing a nurturing learning environment to effectively addressing conflicts and challenges within the educational setting. By honing emotional intelligence skills, teachers can enhance their ability to create an inclusive and supportive space for student development, ultimately contributing to improved learning outcomes.

This paper has been derived from the critical need to underscore the professional development of teachers, particularly in response to the recent implementation of the First Year Undergraduate Program (FYUGP) syllabus, closely followed by the Comprehensive Basic Course Structure (CBCS). This rapid succession of changes places significant challenges on teachers in Nagaland, necessitating a swift adaptation to become adept classroom managers in alignment with the evolving learning objectives of the syllabus. The introduction of the new syllabus has heightened the demand for teachers to navigate limited resources and confront numerous additional challenges. In this context, this paper presents Emotional Intelligence as a pivotal skill that teachers must cultivate. Recognizing that effective classroom management is indispensable to influencing

the learning process, it is imperative that teachers possess the ability to architect the learning environment to its optimal level.

## DEFINING EMOTIONAL INTELLIGENCE

The concept of Emotional Intelligence (EI) encompasses a diverse range of skills centered on recognizing, understanding, and managing one's own emotions, while also possessing the ability to perceive and respond to the emotions of others. As articulated by Mayer, Salovey, and Caruso (2000), EI involves perceiving emotions, assimilating emotion-related feelings, understanding emotional information, and effectively managing emotions. Additionally, individuals with high EI are thought to adeptly discern and utilize gathered emotional information to guide their thoughts, actions, and interactions (Bradberry and Greaves, 2009).

There is a discernible trend in the growing importance of EI within educational and psychological research. The impact of EI has been studied across various organizational and individual domains, yielding noteworthy findings. For instance, Van Rooy and Viswesvaran's (2004) study indicates that EI can predict performance, while Barling, Slater, and Kelloway (2000) demonstrate its contribution to leadership skills and career success. Moreover, Gardner's (2005) research establishes a connection between EI and occupational stress.

Recognizing its multifaceted benefits, EI development programs are being increasingly introduced in workplaces across different industries. Beyond the business sector, EI has been extensively studied in the field of education. Bradberry and Greaves (2009) assert that the impact of EI in the educational sphere is groundbreaking, underscoring its significance and potential for transformative effects.

## DEFINING CLASSROOM MANAGEMENT

Classroom management can be defined as a wide variety of skills and techniques used by educators to maintain order, student engagement, and academic productivity in the classroom. It is at the heart of creating and establishing an environment ripe for acquiring knowledge. In a classroom where classroom management is not effective, learning happens very rarely. (Canter, 2010). Lemlech (1988) defined Classroom Management as the management of classroom like an orchestra while Celep (2011) defined it as the process of taking action by coordinating students with the teaching resources in the classroom in order to achieve the purpose of the classroom. In simple words, classroom management encompasses the strategies and techniques employed by educators to create an environment conducive to learning, foster positive behavior, and address challenges effectively. The foundational aspects of effective classroom management are establishing clear expectations, maintaining a positive tone, and responding thoughtfully to student behaviors.

Effective classroom management stands as the bedrock upon which successful learning experiences are built. Marzano (2013) asserts that effective classroom management is most important for student success while stressing that students cannot perform in a poorly managed, chaotic classroom. He goes on to state that it is imperative for teachers to architect an effective classroom management for students to experience success in the 21st century classroom. On the other hand, Anderson & Spaulding (2007) have stated that in classrooms where there is an absence of effective management, both teachers and students suffer and a vicious cycle of misbehavior tied to low achievement is perpetuated which would be exhibited in the form of low test scores, increased levels of truancy and absenteeism, increased dropout rates, and lower graduation rates.

Classroom Management in this sense, transcends mere orderliness and discipline, evolving into a dynamic process that creates an environment conducive to learning and fosters positive student engagement. However, this crucial aspect of education comes with its own set of challenges, placing substantial demands on teachers. Beyond the conventional understanding of management, it delves into the emotional landscape of the classroom, recognizing the intricate interplay of feelings, interactions, and relationships. The need for effective management is not solely about maintaining order; it is about creating an atmosphere where learning flourishes. In a well-managed classroom, students feel secure, engaged, and motivated to actively participate in the educational process. However, achieving this requires teachers to be adept emotional navigators, possessing the skills to perceive and regulate emotions, build empathetic relationships, and foster a positive classroom culture. In this light, Dickey (2012) and Friedman (2014) also stated that greater emphasis needs to be placed upon EI in the educational arena.

It is within such a backdrop that the paper has been built. It has been engineered to present a discourse on the need for integrating Emotional Intelligence (EI) into the professional development of teachers so as to equip them towards becoming effective classroom managers.

## **EMOTIONAL INTELLIGENCE (EI) AND CLASSROOM MANAGEMENT**

The direct influence of teachers' emotional intelligence on effective classroom management is profound, shaping the dynamics of the learning environment and significantly impacting students' educational experiences. In the context of classroom management, three key components of emotional intelligence play a pivotal role: self-awareness, self-regulation, and empathy.

Goleman (2001) defined self-awareness as a deep understanding of one's own strengths, weaknesses, and motivations while Bar-On (1997) defined self-awareness as the ability to "accurately perceive, understand and accept oneself". In the realm of emotional intelligence, it refers to an individual's capacity to recognize and understand their own emotions, including the ability to discern how these emotions may impact their thoughts, behaviors, and interactions. Teachers with high self-awareness can better navigate their emotional responses to various situations in the classroom. By understanding their own emotional triggers, they can proactively manage stress, frustration, or other emotions, fostering a more composed and effective teaching environment.

Bradberry and Greaves (2009) described self-regulation as the ability to "use awareness of your emotions to actively choose what to say and do". It involves the ability to manage and control one's own emotions and impulses. It encompasses maintaining composure under pressure, adapting to changing circumstances, and making thoughtful decisions in the face of challenges. Teachers with strong self-regulation skills can maintain a calm and composed demeanor in the classroom, even in the face of disruptive behavior or unforeseen challenges. This contributes to a positive and stable learning environment, as students often take cues from their teachers' emotional states.

Empathy involves understanding and sharing the feelings of others. According to Goleman (2001), socially aware individuals were receptive to others by showing empathy. Empathy refers to the ability of recognizing the feeling of others and the ability of sensing what other people are experiencing. It goes beyond recognizing emotions to actively engaging with the emotions of students, colleagues, and parents, fostering positive relationships and a sense of connection. Teachers who demonstrate empathy can better understand their students' perspectives, address individual needs, and cultivate a supportive learning environment. Empathetic educators are more adept at handling conflicts, as they can navigate disagreements with a compassionate understanding of the emotions involved. Teachers who understand and respond empathetically to students' emotions can build trust and cooperation, creating a conducive atmosphere for learning.

In summary, emotional intelligence, particularly through the components of self-awareness, self-regulation, and empathy, equips teachers with the interpersonal skills necessary for effective classroom management. By cultivating these elements, educators can create a positive and emotionally intelligent teaching environment, ultimately enhancing the overall learning experience for students.

## **NARRATIVES OF TEACHERS IN NAGALAND**

In this section, we delve into the lived experiences of educators in Nagaland through engaging vignettes. These narratives provide a window into the daily challenges, triumphs, and aspirations of teachers who navigate the complex intersection of tradition, household duties, and evolving educational demands. Each vignette encapsulates the essence of a teacher's journey, revealing the unique context in which they operate. These stories not only add a human touch to our exploration but also serve as valuable insights into the diverse landscape of teaching in Nagaland. Through these voices from the classroom, we aim to deepen our understanding of the personal and professional dimensions that shape the discourse on teacher development in this region. It may be mentioned here that the vignettes have been built based on interactions with the teacher participants.

### Vignette 1:

Teacher A, a resilient and nurturing mother of three, adeptly fulfills the dual roles of being the primary caregiver at home and a dedicated college educator in Pfutsero, Nagaland. The delicate balance between managing household responsibilities and meeting the demands of teaching poses a constant challenge for Teacher A. Despite her unwavering dedication to both her family and profession, she often finds herself overwhelmed by the sheer volume of responsibilities.

Navigating between household duties and classroom demands, Teacher A encounters moments where the strain becomes palpable. To cope with the demands, she occasionally resorts to assigning writing classwork to students, providing a momentary respite for herself. However, the toll of exhaustion sometimes leads her to share ready-made notes in PDF format, foregoing the in-depth explanations she strives to deliver.

This narrative unveils the nuanced challenges experienced by teacher-mothers in Nagaland, underscoring the pressing need for awareness and training in Emotional Intelligence. Teacher A emphasizes the impact of these challenges not only on her teaching experience but also on the overall well-being of both herself and her students. Notably, she candidly acknowledges resorting to asking disruptive students to leave the classroom, revealing the pragmatic approaches born out of her unique context.

The absence of formal training on Emotional Intelligence leaves Teacher A navigating the complexities of interpersonal dynamics without a structured framework. Her story serves as a poignant reminder of the multifaceted responsibilities shouldered by educators in Nagaland and emphasizes the imperative of addressing their unique needs for holistic professional development.

### Vignette 2:

Teacher B, an educator in a college in Kohima, Nagaland, grapples with the intricate balance between his role as a teacher and his extensive engagements in both church and tribal community activities. Actively participating as a youth member in his church and holding various roles in tribal unions and committees, Teacher B dedicates a substantial amount of time to community service.

This dual commitment, however, takes its toll on his teaching responsibilities. Often arriving in class tired and exhausted due to his community involvements, Teacher B finds it challenging to maintain an optimal teaching environment. His active engagement in both church and society affairs contributes to occasional frustration, especially when students do not show the expected level of respect.

Teacher B, with a preference for punctuality and discipline, has a particular aversion to late assignment submissions. This dislike is rooted in his commitment to professionalism and adherence to deadlines. As a result of his busy schedule, he leans towards providing notes during class sessions rather than engaging in more interactive teaching methods.

This vignette sheds light on the intricate dynamics faced by Teacher B, emphasizing the unique challenges arising from the dual commitment to church and community activities. His story underscores the importance of recognizing and addressing the specific needs of educators in Nagaland who navigate multiple roles, contributing to the discourse on comprehensive teacher development in this context.

## DISCUSSION

The two vignettes presented above offer a concise yet insightful glimpse into the lives of educators in Nagaland, capturing the multifaceted challenges encountered by teachers in the region. While these vignettes provide a simplified snapshot, they resonate with the broader teaching landscape in Nagaland, shedding light on common challenges faced by many educators.

These narratives serve as a poignant reminder of the intricate balancing act required by teachers, juggling diverse responsibilities within and outside the classroom. The challenges faced by Teacher A and Teacher B underscore the pressing need for a nuanced approach to professional development that goes beyond conventional training.

Central to this discourse is the imperative for Emotional Intelligence training as an integral component of teacher development. The narratives bring forth the complexities of interpersonal dynamics, the impact of exhaustion on teaching practices, and the unique challenges emanating from cultural and community commitments. As we delve deeper into the discourse on Emotional Intelligence, these glimpses into the lives of teachers in Nagaland lay the groundwork for recognizing and addressing their specific needs within the broader context of professional growth.

## **IMPLICATIONS FOR THE NEED OF EMOTIONAL INTELLIGENCE TRAINING**

The direct influence of teachers' emotional intelligence on effective classroom management is profound, shaping the dynamics of the learning environment and significantly impacting students' educational experiences. Teachers with high emotional intelligence excel in interpersonal communication. Strong communication and positive relationships are foundational to classroom management. Teachers who understand and respond empathetically to students' emotions can build trust and cooperation, creating a conducive atmosphere for learning. Emotionally intelligent teachers contribute to the creation of a positive classroom culture by fostering an atmosphere of respect, understanding, and inclusivity. When students feel valued and supported, they are more likely to adhere to behavioral expectations, actively participate, and engage in the learning process.

Emotional intelligence empowers teachers to navigate conflicts with a calm and composed demeanor. In moments of tension or conflict, emotionally intelligent teachers can de-escalate situations, fostering a supportive and respectful environment. This skill is crucial for maintaining a positive classroom atmosphere that encourages student engagement and collaboration. Emotional intelligence enables teachers to recognize and manage their own stressors effectively. This self-regulation skill helps them maintain composure, make sound decisions, and avoid projecting stress onto their students. Students are more likely to feel secure and supported when their teacher exhibits emotional stability, positively influencing their overall well-being and receptivity to learning.

## **CONCLUSION**

In essence, teachers' emotional intelligence directly shapes the climate of the classroom, influencing how students interact with each other, engage in learning, and respond to challenges. The connection between emotional intelligence and creating a positive learning environment underscores the transformative impact educators can have on the overall educational experience of their students thereby placing emphasis on the need for Emotional Intelligence training for teachers as part of the professional development.

## REFERENCES

1. Anderson, C. M., & Spaulding, S. A. 2007. Using positive behavior support to design effective classrooms. *Beyond Behavior*, 16(2), 27-31.
2. Bar-On, R. 1997. *The Bar-On emotional quotient inventory (EQ-i): A test of emotional intelligence*. Toronto, Canada: MultiHealth Systems.
3. Barling, Julian, Slater, Frank & Kelloway, Kevin. 2000. Transformational Leadership and Emotional Intelligence: An Exploratory Study. *Leadership & Organization Development Journal*. 21. 157-161. 10.1108/01437730010325040.
4. Bradberry, T., & Graves, J. 2009. *Emotional intelligence 2.0*. San Diego, CA: TalentSmart.
5. Canter, L. 2010. *Assertive discipline: Positive behavior management for today's classroom*. Bloomington, IN: Solution Tree Press.
6. Dickey, K. A. 2012. *An analysis of the relationship between 3rd grade teachers' emotional intelligence and classroom management styles and implications on student achievement in title I elementary schools: A correlational study* (Doctoral dissertation). Available from ProQuest Dissertations and Theses (UMI No. 1333201131)
7. Friedman, S. 2014. *Teacher emotional intelligence and the quality of their interactions with students* (Doctoral dissertation). Available from ProQuest Dissertations and Theses. (UMI No. 1504262947)
8. Gardner, L. 2005. *Emotional Intelligence and Occupational Stress*. PhD dissertation, Swinburne University, Melbourne, Australia.
9. Goleman, D. 2001. An Emotional Intelligence Based Theory of Performance. In C. Cherniss, and D. Golman (Eds.). *The Emotionally Intelligent Workplace: How to Select for, Measure and Improve Emotional Intelligence in Individuals, Groups and Organizations*. San Francisco CA: Jossey-Bass.
10. Lemlech, J.K. 1988. *Classroom management: Methods and techniques for elementary and secondary teachers*. Longman Publication.
11. Marzano, R. J. 2013. Defusing out-of-control behavior. *Educational Leadership*, 71(4), 82-83.
12. Mayer, J. D., Salovey, P., & Caruso, D. R. 2008. Emotional intelligence: New ability or eclectic traits? *American Psychologist*, 63, 503-517.
13. VanRooy, D.L., & Viswesvaran, C. 2004. Emotional intelligence: A meta-analytic investigation of predictive validity and homological net. *Journal of Vocational Behavior*, 65, 71-95.