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ROLE OF TEACHERS IN DEVELOPING EMOTIONAL INTELLIGENCE

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ABSTRACT

Emotional intelligence is the key to recognizing one's own feelings and the feelings of others. It is the skill that allows us to manage conflict, work in teams co-operatively and achieve peaceful resolution. An emotion is a positive or negative feeling (or affective) state consisting of a pattern of cognitive, psychological, and behavioral reactions to events that have relevance to important goals or motives. Only an emotionally intelligent competent teacher can bring up emotionally competent student. It has also provided sufficient support to guidance and counseling services for the development of emotional intelligence.

KEYWORDS

Emotional intelligence, role of teachers.

INTRODUCTION

Emotions are personal experiences that arise from complex interplay among psychological, cognitive and situational variables. Emotions if properly used are essential tool for successful and fulfilling life. But if emotions are out of control, it can result in disaster. In day to day life they affect our relation s with other people, our self identity and our ability to complete a task. Emotional process is not an isolated phenomenon but component of general experience, constantly influencing and influenced by other processes going on at the same time. To be effective, the cognitive process must be in control of the emotions, so that they work for rather than against. Here comes the importance of emotional intelligence.

Competencies of self awareness, self understanding and self regulation lead to the development of social competencies of team work, leadership, communication and conflict resolution. These competencies are collectively found under the umbrella of emotional intelligence. It is these skills that encourage the crossing of frontiers by ideas and emotion. The famous psychologist E.L.Thorndike, through his concept of social intelligence, laid down a solid foundation of the essence of emotional intelligence in 1920. The term emotional intelligence appears to have originated with Charles' Darwin in 1872, who theorized about a broader emotional social intelligence necessary for human survival and adaptation .In modern times, the term emotional intelligence was popularized by Goleman.

Goleman claims that emotional intelligence can be taught, and that it is twice as important as intellectual intelligence. Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for motivating emotions well in ourselves and in our relationships. It is the ability to perceive accurately, appraise and express emotions generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth. It is also defined as an array of non-cognitive capabilities competencies and skills that influence one's ability to succeed in coping with environmental demands and pressure .According to Goleman (1998), emotional intelligence has five elements: self awareness, self regulation, motivation, empathy and social skills.

EMOTIONAL INTELLIGENCE

Daniel Goleman (1998:317) defines emotional intelligence as 'abilities such as being able to motivate oneself and persist in the face of frustration to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope' Emotional intelligence is the key to recognizing one's own feelings and the feelings of others. It is the skill that allows us to manage conflict ,work in teams co-operatively and achieve peaceful resolution.As Goleman(1998) argues :Emotional intelligence refers to the capacity for recognizing our own feelings and those of others ,for motivating ourselves ,and for managing emotions well in us and in our relationships .It describes abilities distinct from ,but complementary to academic intelligence ,the purely cognitive capacities measured by intelligence quotient.

In 1990, Salovey and Mayer coined the term "emotional Intelligence "and based their work on the non-cognitive aspects of intelligence.

In 1995, Goleman wrote his book, Emotional intelligence, based upon Salovey and Mayer's (1990) work. One of the key areas to understanding emotional intelligence is the awareness of what causes our emotions. "The emotion centers are lower in the brain, in the more ancient sub cortex; emotional intelligence involves these emotional centers at work, in concert with the intellectual centers "(Goleman, 1998). By understanding what triggers our emotions, we can avoid being emotionally hijacked and thus behave more rationally.

According to Bar-On (2002), emotional intelligence is "an array of noncognitive capabilities, competencies and skills that influence one's ability to succeed in the coping with environmental demands and pressures" Broadly defined, emotional intelligence "addresses the emotional, personal, social and survival dimensions of intelligence". According to psychologist, Daniel Goleman (1995), emotional intelligence underlies the ability to get along well with others. It provides us with the understanding of what other people are feeling and experiencing, and permits us to respond appropriately to others needs. Emotional intelligence is the basis of empathy for others, self awareness and social skills.

Abilities in emotional intelligence might help explain why people with only modest intelligence quotient scores can be quite successful, despite their lack of traditional intelligence .High emotional intelligence might enable an individual to take into others feelings, permit a high degree of responsiveness to others.

EMOTIONAL DETERMINANTS

According to Elizabeth .B. Hurlock, emotions can add pleasure to a person's life and motivate action that improves his social and personal adjustments. Not only do emotionally toned experiences affect the person's self concept at the time they occur, but memories of experiences continue to leave their mark although the notion of emotional intelligence makes sense, it has yet to be quantified in a rigorous manner.

Furthermore , the view that the emotional intelligence is so important that skills related to it should be taught in schools has raised concerns among some educators .They suggest that the nurturance of emotional intelligence is best left to students families ,especially because there is no well specified set of criteria for what constitutes emotional intelligence.(Schulman&Mekler,1994.,sleek,1997.)Still the notion of emotional intelligence reminds us that there are many ways to demonstrate intelligent behavior –just as there are multiple views of the nature of intelligence (Fox & Spector, 2000).To be emotionally intelligent student must become proficient in the four A's of emotional intelligence that is ,Awareness,Acceptance,Attitude and Action. Awareness means knowing what you are feeling when you are feeling it. Acceptance means believing that emotions are a biological process taking place in the body and the brain and that is not always rationality a biological process taking place in the body and the brain and that is not always rationality means being able to feel an emotion without judging it. Attitudes are beliefs that are attached to emotion means being able to feel an emotion without judging it. Attitudes are beliefs that are attached to emotion. Action is the behavior, based on emotion and attitude.

VALUES OF EMOTIONAL INTELLIGENCE

Emotional intelligence helps to predict success because it reflects how a person applies knowledge to the immediate situation. The growing interest in emotional intelligence in all business recognizes the importance of savvy interpersonal skills and the ability to get along with others (Pfeiffer, 2001.) Emotional intelligence is now considered fundamental for getting along in the workplace and is a primary leadership and managerial competency (Cooper and Sawad, 1997.)

Abilities in emotional intelligence might help explain why people with only modest intelligence quotient score can be quite successful, despite their lack of traditional intelligence. High emotional intelligence might enable an individual to take into others feelings, permitting a high degree of responsiveness to others. Some psychologists argue that entirely separate systems govern cognitive responses and emotional responses. One current controversy is whether the emotional response takes predominance over the cognitive responses or vice versa. Some theorists suggest that we first respond to a situation with an emotional reaction and then later try to understand it (Zajonc, 1985)

Emotionally intelligent people are more likely to be succeeded everything they undertake in life .Most of the problems in our life whether child hood problems , adolescent problems , home and family problems work situation problems political regional and international problems are the result of misinterpretation of the involved sentiments ,feelings and emotions of the concerned individuals ,society and the nations(S.K.Mangal).

THE FUNCTIONS OF EMOTIONS

An emotion is a positive or negative feeling (or affective) state consisting of a pattern of cognitive, psychological, and behavioral reactions to events that have relevance to important goals or motives. Negative emotional responses are a central feature of the stress response. Emotions influence our wellbeing in several ways: by raising us to action, by helping us to communicate with others, and by eliciting empathy and help. Negative emotions narrow attention and behaviours, where as positive thoughts tend to broaden our thinking and behavior.

Emotions and feelings that have both psychological and cognitive elements and that influence behavior. Psychologists have identified a number of important functions that emotions play in our daily lives (Scherer, 1984) some of the important functions are:

- Preparing us for actions: Emotions acts as a link between events in external environment and behavioral responses that an individual makes.
- Shaping our future behavior: Emotions serve to promote learning of information that will assist as in making appropriate responses in the future.
- Helping us to regulate social interaction :The emotion we experienced are frequently obvious to observers ,as they are communicated through our verbal and non verbal behaviors .These behaviors can act as a signal to observers ,allowing them to better understanding what we are experiencing and to predict our future behaviors In turn, this promotes more effective and appropriate social interactions .

THE NATURE OF EMOTIONS

- The primary components of emotion are the eliciting stimuli, cognitive appraisals; psychological arousal and expressive and instrumental behaviours, individual differences in personality and motivation affect the experience and expression of emotion, as do cultural factors.
- Although innate factors can affect the eliciting properties of certain stimuli, learning can also play an important role in determining the arousal properties of stimuli.
- The cognitive component of emotional experience involves the evaluation and personal appraisals that evoke basic emotions, but also some degree of variation in more complex appraisals. Recent studies suggest that negative emotions reflect greater relative activation of the right hemisphere, whereas positive emotions are related to relatively greater activation in the left hemisphere.

ROLE OF TEACHER

The future of India is now being shaped in the classroom. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction. If parents and teachers properly guide them and if healthy and correct ideas, ideals, values, principles, patriotism etc are given to these young people from early days they normally choose and follow acceptable behaviors that are productory and salutary. It is the responsibility of adults and teachers to create in developing emotional intelligence. Teacher should provide an opportunity to students for self expression in as many ways as possible. Students should be given friendly and democratic approach in the class. Students should be given training in the art of diverse approach to the solution of problem solving.

Only an emotionally intelligent competent teacher can bring up emotionally competent student. It has also provided sufficient support to guidance and counseling services for the development of emotional intelligence. Emotional intelligence is a sure guarantee for unqualified advantage in life, there denying the fact that one's ability to live, progress and adjust to others. An emotionally competent teacher is the heart and soul of any educational program and venture. Learning becomes a pleasure, student dropout decreases and children work from setbacks through hope to success only in the presence and able guidance of the emotionally competent teachers.

CONCLUSION

Although the notion of emotional intelligence makes sense, it has yet to be quantified in a rigorous manner. Furthermore, the view that the emotional intelligence is so important that skills related to it should be taught in schools has raised corners among some educators. They suggest that the nurturance of emotional intelligence is best left to student's families, especially because there is no well-spaced set of criteria for what constitutes emotional intelligence (Schulman & Mekler, 1994., sleek, 1997)

The emotional intelligence is so important that skills related to it should be taught in schools has raised the mental capacity of students. Emotions are the psychological and cognitive elements and that influence the behavior. Therefore the inco-operation of learning emotional intelligence through the curriculum, recognizing that the 'hidden curriculum will undoubtedly play an important reinforcing role. So development of emotional intelligence among students has much role in now a day's school curriculum. Thus emotional intelligence helps in developing the mental health and this finds satisfaction in things , that occupy our time , both work and play; adjusting to circumstances and meeting demands of life calmly and courageously ,as God wants us to do.

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