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**A STUDY ON EMOTIONAL INTELLIGENCE AMONG TEACHERS IN PRIVATE SCHOOLS OF DINDIGUL DISTRICT**

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**ABSTRACT**

Education is the ability to meet life's situation, it is a character building process, enhancing one's personality and making him/her rational, capable, responsive and intelligent. These days' schools face a tremendous pressure to have their students score proficient on state test. The needs of students, staff and parents in schools today vary from those of the same group even a few years ago. In addition, schools face problems related to drugs, gang policy and personal issues. Because of all such changes which are occurred in the educational sector, the workplace had become a high stressed environment. In order to cope with such type of problems, teachers and principals need to possess competencies like Emotional Intelligence. The present study is based on the assumptions, that application of emotional intelligence can increase teachers' effectiveness and reduce occupational stress among teachers. It also emphasizes the importance of Emotional Intelligence in personal, academic and career success. Descriptive research design was adopted and convenient sampling method was chosen for the study. The study identified the phenomena related to Emotional Intelligence among private school teachers in Dindigul District, and demographic factors influencing on Emotional Intelligence were also considered for the study.

**KEYWORDS**

education, tremendous pressure, high stressed environment, emotional intelligence.

**INTRODUCTION**

Education is illumination. It plays extremely significant role in the lives of individuals/students by empowering them with various abilities, skills, competencies, and thus paving way for enhancing the quality of life.

Therefore, teaching is an essential part in the life of the students for learning Social, Cultural, Personal development etc., and the teachers are the person who transmits and implants values, nurtures creativity, talent and Interests among them.

Teachers cannot be the effective source of knowledge unless they are possessed with the essential skills, knowledge and talents. Effective teachers do not solely depend on only Intelligent Quotient but also highly depends on the Emotional Intelligence, in order to understand the student psychologically which gives a long term positive effect in the life of the student.

In the recent years, the concept of the emotional intelligence among teachers has been taken attention in the educational institutions due to its great importance. In fact, emotional intelligence is a type of social intelligence that includes to control own and others emotions; make a choice between them and the ability of using these emotions to set his/her life.

Emotional Intelligence plays a vital role in social sciences; it has direct impact on the teacher's behavior working in an organization and it is important for the success of their profession. Teachers are considered as the main pillar in the educational system. They are the moderators through which the knowledge can be transferred to the students who represent the foundation of the society.

Emotional Intelligence refers to an ability to recognize the meanings of emotions and their relationships to reason and problem solving on the basis of them. The concept of this is popularized after publication of Daniel Goleman's book on Emotional Intelligence: "**why it can Matter than I.Q?**" he introduced the importance of emotional quotient in workplace, noting that intelligence quotient is a less powerful predictor of outstanding leadership than emotional quotient.

Everyone has emotional intelligence. For most of us, it's an underdeveloped area and an untapped resource. Peter Salovey said, "Yes we can control emotions. The trick is doing it in the right way at the right time."

This concept has a long history; around 350 BC, Aristotle wrote, "Anyone can become angry -- that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way that is not easy."

The benefits of emotional intelligence have become more widely recognized and investigated; several implementation strategies have been designed. These include assessments, training programs, and educational curricula that assist educators to build emotional intelligence. Current research in education, psychology, and related fields is accumulating to show the benefits of Social Emotional Learning (SEL) programs for children as young as preschoolers. Public awareness is catching up to the research. Recently a *New York Times* editorial reviewed key research findings and concluded, "...social and emotional learning programs significantly improve students' academic performance."

Additional research also shows emotional intelligence is strongly linked to staying in school, avoiding risk behaviors, and improving health, happiness, and life success. Innovative schools and educational organizations have begun integrating emotional intelligence into their educational programs. It is becoming increasingly clear that these skills are one of the foundations for high-performing students and classrooms.

Therefore, this skill is really required to make the teachers performance very effective; this skill can make the teachers not only able to deal with their students but with their colleagues as well. Therefore, a study is conducted on the emotional intelligence among teachers in the private schools in Dindigul district.

**THE MAYER AND SALOVEY MODEL OF EMOTIONAL INTELLIGENCE**

The Mayer and Salovey (1997) model of emotional intelligence defines four discrete mental abilities (also referred to as 'branches') that comprise emotional intelligence:

(i) Perception of emotion, (ii) use of emotion to facilitate thought, (iii) understanding of emotion, and (iv) Management of emotion. These four inter-related abilities are arranged hierarchically such that more basic psychological processes (i.e., perceiving emotions) are at the base or foundation of the model and more advanced psychological processes (i.e., conscious, reflective regulation of emotion) are at the top. Empirical demonstrations of whether the higher-level abilities are dependent, to some extent, upon the lower-level abilities, have yet to be conducted. Here, we provide a brief description of the four abilities, which are described more fully elsewhere (Mayer & Salovey, 1997; Mayer et al., 2008a,b).



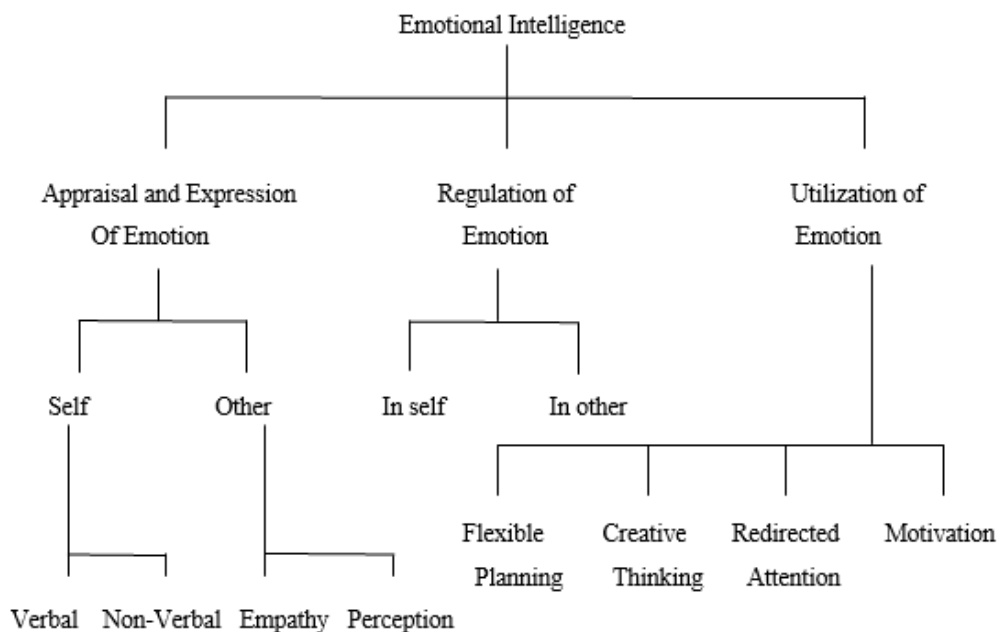
The first branch, 'Perception of emotion,' includes the ability to identify and differentiate emotions in the self and others. A basic aspect of this ability is identifying emotions accurately in physical states (including bodily expressions) and thoughts. At a more advanced level, this ability enables one to identify emotions in other people, works of art, and objects using cues such as sound, appearance, color, language, and behavior. The ability to discriminate between honest and false emotional expressions in others is considered an especially sophisticated perceiving ability. Finally, appropriately expressing emotions and related needs represents more complex problem solving on this branch. The second branch, 'Use of emotion to facilitate thinking,' refers to harnessing emotions to facilitate cognitive activities such as reasoning, problem solving, and interpersonal communication. A basic aspect of this ability is using emotions to prioritize thinking by directing attention to important information about the environment or other people.

More advanced skills involve generating vivid emotions to aid judgment and memory processes, and generating moods to facilitate the consideration of multiple perspectives. Producing emotional states to foster different thinking styles (e.g., people's thinking is more detail-oriented, substantive, and focused when in sad versus happy moods) constitutes an especially high level of ability on this branch. The third branch, 'Understanding and analyzing emotions,' includes comprehension of the language and meaning of emotions and an understanding of the antecedents of emotions. Basic skill in this area includes labeling emotions with accurate language as well as recognizing similarities and differences between emotion labels and emotions themselves. Interpreting meanings and origins of emotions (e.g., sadness can result from a loss, joy can follow from attaining a goal) and understanding complex feelings such as simultaneous moods or emotions (feeling both interested and bored), or blends of feelings (e.g., contempt as a combination of disgust and anger) represent more advanced levels of understanding emotion. Recognizing transitions between emotions (e.g., sadness may lead to despair which may lead to devastation) is an especially sophisticated component of this branch.

The fourth branch, 'Reflective regulation of emotions,' includes the ability to prevent, reduce, enhance, or modify an emotional response in oneself and others, as well as the ability to experience a range of emotions while making decisions about the appropriateness or usefulness of an emotion in a given situation. Basic emotion regulation ability involves attending to and staying open to pleasant and unpleasant feelings, while more advanced ability involves engaging or detaching from an emotion depending on its perceived utility in a situation. Monitoring and reflecting on one's own emotions and those of others (e.g., processing whether the emotion is typical, acceptable, or influential) also represents more complex problem solving within this branch.

**EMOTIONAL INTELLIGENCE**

**FIGURE 1: EMOTIONAL INTELLIGENCE**



**DIMENSIONS OF EMOTIONAL INTELLIGENCE**

- **Self-awareness:** Being aware of oneself.
- **Empathy:** Feeling and understanding the other person.
- **Self-motivation:** Being motivated internally.
- **Emotional stability:** To stay composed in all situations.
- **Managing relations:** To handle relationship with others.
- **Integrity:** Being aware of one's weakness, strengths and beliefs.
- **Value orientation:** To maintain ethical standards.
- **Commitment:** To keep promises.

**IMPORTANCE OF EMOTIONAL INTELLIGENCE**

As Darwin theorized, researchers have learned that emotions serve a biological purpose. They signal to us when there is something wrong or when our needs are not getting met. When we need something that we are not getting or what we're not getting regularly, we will feel a negative emotion. This could be anger, fear, disappointment, depression, or any other negative emotion.

There are Social, mental, and even physical consequences to our ability to deal with our emotions. Since our emotions are a way our body can talk to us, we ignore them at our own peril. Not only will ignoring emotions ensure unhappiness, but it can lead to physical illness and even early death. It has been found that not only are people with high level of EI more successful in their careers, but they also are healthier, happier, and enjoy better relationships with others.

*Those with a high level of EI tend to experience a healthy balance of feelings like:*

- Motivation
- Friendship
- Focus
- Fulfillment
- Peace of Mind
- Awareness
- Balance
- Self-control

- Freedom
- Autonomy
- Contentment
- Appreciation
- Connection
- Desire

**But those with a lower level of EI tend to feel more:**

- Loneliness
- Fear
- Frustration
- Guilt
- Emptiness
- Bitterness
- Depression
- Instability
- Lethargy
- Disappointment
- Obligation
- Resentment
- Anger
- Dependence
- Victimization
- Failure

Therefore, for our own general happiness and quality of life, it behooves us to learn to develop our emotional intelligence. With some basic understanding, you can alter the way you experience your emotions and the way you react to them in any situation.

### TEACHERS WITH EMOTIONAL INTELLIGENCE

Education is a tri- polar process where teacher, learner and curriculum are inseparably intertwined. The reputation of a school depends upon the reputation of its teachers. Success of students depends upon teacher's guidance and teaching.

**Student's best perform when they have an established relationship with, or trust in a teacher.** An Emotionally Intelligent teacher will be a better guide. The greatest asset of education system will then be its Emotionally Intelligent teachers.

We need Emotionally Intelligent teachers to activate educational process, so we need Emotionally Intelligent teacher educators to inculcate that quality in teachers. The present generation faces new problems in their life. Teachers need to be equipped with skills to help them tackle these new and more complex problems. Teacher in today's world, just having a bundle of knowledge will be equal to a book that is inactive and senseless. He must have knowledge along with a set of skills that Emotional Intelligence provides, such as- empathy, self- control, optimism, stress tolerance, self- regard, flexibility, emotional awareness and so on.

Since Emotional Intelligence is a set of abilities essential for the success of an individual, the purpose of imparting quality education is not possible without inculcation of emotional Intelligence and its attributes in the learners. It enables an individual to handle his own emotions and actions, thereby handling his relationship with others smoothly by controlling their emotions.

It is the teachers who are instrumental in shaping future students, who in turn are expected to be an integral part of nation building by producing emotionally intelligent citizens.

This, in turn, would better inform hiring officials and principals, and influence professional development as a means to increase student achievement via the enhancement of a teacher's emotional intelligence.

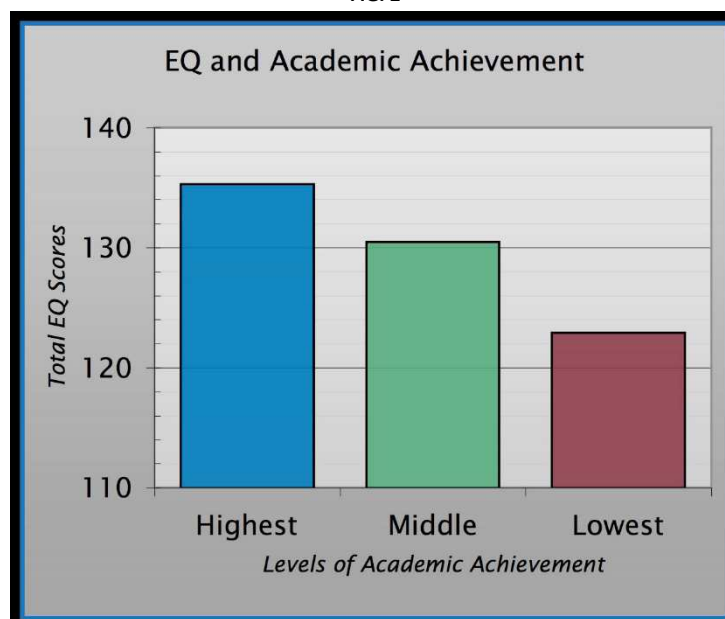
### EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT

Students are under a great deal of stress, which can easily derail them. Applying emotional intelligence skills appears to be an effective coping mechanism.

Social and emotional learning students have significantly better attendance records; their classroom behavior is more constructive and less often disruptive; they like school more; and they have better grade point averages.

The results of the research indicate that emotional intelligence has extraordinary potential as a mediator of positive school outcomes.

FIG. 2



*Students with the highest grades also have the highest EQ – and likewise for the middle and lowest groups. In Other words, this study shows a strong relationship between EQ and academic achievement*

- It increases cooperation and improves classroom relationships.
- Increase student focus/attention.
- Improve teacher/student relationships.
- Improve student learning.
- Enhance collaborative work.
- Increase positive verbal statements.
- Personal and social competencies.
- Decreased antisocial behavior and aggression.
- Fewer serious discipline problems and school suspensions.
- Increased acceptance among peers.
- Better school attendance.
- Higher grade point averages.
- Higher academic achievement scores.

### **EMOTIONAL INTELLIGENCE AND HEALTH**

In addition to academic success and job retention, emotional intelligence also results in health conditions of the teachers. Emotions are critical ingredients for optimal information processing, social communication, written communication, motivation, attention, concentration, memory, critical thinking skills, creativity, behaviour and also physical health.

Only when the teachers are emotionally intelligent they can produce good students/citizens for the country.

- Were less involved in aggressive interactions and more accepted by their Peers.
- They apply consequential thinking.
- They engage in intrinsic motivation.
- Increase Empathy

### **SUGGESTIONS**

- The Teachers need better training in Emotional Intelligence, to manage their own emotions and those of others.
- The Teachers can have one-on-one conversation with the student.
- Speak with the student in an unhurried way, pausing frequently.
- The Teachers can assess the students' level of emotional Intelligence and accordingly the successive programmes must be planned.

### **CONCLUSION**

An emotionally intelligent teacher will serve as an important role model for the students, particularly as the extraordinary challenges of the classroom in future will become more evident,

Since by incorporating EI into existing educational programs, we can promote our children's achievement in the present and secure their success for the future. Excelling in academic is very essential. But when one gets into work with the help of cognitive abilities, social and emotional abilities are very important for survival in the system.

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