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EMOTIONAL LITERACY – TEACHERS AND STUDENTS IN SELF-FINANCING ENGINEERING COLLEGES WITH SPECIAL REFERENCE TO TIRUCHIRAPALLI DISTRICT

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ABSTRACT

Emotional intelligence consists of the ability to understand emotions of one's own self and others. It facilitates thinking and managing oneself and others in a mutually beneficial manner. The concept of emotional intelligence has valid applications and relevance for the way the teachers teach and the way the teachers perceive their role in contributing to the well being of the students. Emotional intelligence helps in improving self awareness, building a sense of connectedness and trust, communication and empathy and promoting healthy relationships between the teacher and the taught. Emotional literacy is an essential part of emotional intelligence signifying the level of understanding of one's emotions and the way of expressing one's emotions in an appropriate manner. An emotionally literate person has a high degree of self control and is also able to exert a high degree of influence over others. Such a person is able to relate to others effectively and his behaviors and attitudes reflect self esteem, empathy and clarity of thought and rationality. This article discusses the emotional literacy in the self financed engineering colleges of Tiruchirapalli district, Tamilnadu, India based on scholarly competency, scholarly engagement, recognition and respect, rapport and relationship and academic and affairs, as factors.

KEYWORDS

Emotional Intelligence, Emotional Literacy, Perception of student and teacher, Teaching-learning process.

INTRODUCTION

When dealing with people, remember you are not dealing with creatures of logic, but creatures of emotion. – Dale Carnegie
A popular saying goes like this – “You can only take a horse to the pond; you cannot make it drink”.

However, if you are emotionally literate, you can make the horse feel thirsty.

This is the affective or feeling domain which is brought about by emotionally intelligent and literate people. They can connect to their audience well in their relationship with others and make them feel positive, confident and enthusiastic, energized.

Emotionally literate people manage their emotions and display appropriate emotions in their relationships with others and also successfully make the audience reciprocate the appropriate emotions. They manage their selves better and are also good at managing others. They understand others and are also understood well by others.

Teachers and teaching – learning process

That teaching is a mere knowledge transfer process is a misconception. The subjective nature of teaching and the subjective assessment the process lends itself to, the subjective perceptions of students and the parents, the lack of set guidelines and standard operating procedures have meant that teaching as a profession is something which lacks a clear-cut uniform definition.

Transfer of knowledge is just one tiny element of the teaching learning process. Understanding the needs of the students, gauging their moods, understanding and managing their emotions, managing one's own self, managing one's own emotions, regulating one's emotions, empathy, interacting with the students, training them to think and raise questions, fostering positive relations with students, trust, connectedness are some of the other major elements which very often go unnoticed but go a long way in ensuring that the teacher-student relations remain harmonious and the classroom environment remains conducive for learning, fun-filled and pleasant.

A successful teacher is able to positively influence and convince the students, has fruitful interactions with students, commands discipline and compliance from students. In each and every interaction with the students, the teacher is able to gauge the level of understanding and is able to modify his lectures and thoughts so as to be understood by everyone. He has the qualities of empathy and warmth. His interactions are found to be lively, motivating, inspiring. He engages the attention of the class by his gestures, body language and dialogue delivery and exudes confidence, hope and enthusiasm in the class.

As in every sphere of activity, there has been a growing need for improving the standard of teaching learning process and hence a resultant need for quality teachers.

Good teaching requires teachers who are passionate and caring, who fill their classes with joy, challenge, creativity and pleasure. Teachers who can simplify complexities and unite students from diverse backgrounds, connect to students well, respond to their difficulties, recognize and appreciate their unique talents, groom them, understand and solve their issues are the need of the hour.

To state it in a simple yet fashionable term, 'emotional literacy' elevates the quality of the teaching – learning process both for the teacher and taught.

Before understanding this term, it is imperative to understand the term emotion and such related concepts.

One of the fundamental aspects of teaching which is very often neglected or under-emphasized is emotions. Emotions are at the heart of teaching.

A good teacher needs to be full of positive emotions so as to arouse, awaken, energize and stir up the students. Teaching process involves emotional labour and emotional understanding.

REVIEW OF LITERATURE

Emotions are located not just in the individual mind; they are embedded and expressed in human interactions and relationships. As such, the capacity for people to use their emotions well in the workplace depends on two other things in addition to individual emotional competence: what people's jobs or professions expect of them emotionally, and how their organization structures human interactions in ways that help or hinder emotional expression and understanding.

Teaching as an emotional practice activates, colours and expresses teacher's own feelings. It simultaneously activates, colours and affects the feelings of the students. The way in which the lectures are given by the teacher can enthuse the students or wear them down. More than what is being taught, the emotions underpinning the way in which it is delivered can impact the students positively or negatively. If a teacher gives vent to anger or frustration or any other emotion

in his lectures, it might not go down well with the students. However, if he is able to manage his emotions and lends it a positive colour, it will be received well by the students.

Secondly teaching requires emotional understanding. Because it is an emotional practice, teaching involves and depends upon emotional understanding. Emotional understanding is an inter-subjective process requiring that one person enter into the field of experience of another and experience for his/her self the same or similar experiences experienced by another. The subjective interpretation of another's emotional experience from one's own standpoint is central to emotional understanding. Shared and shareable emotionality lie at the core of what it means to understand and meaningfully enter into the emotional experiences of another (Denzin, 1984, p.137)

NEED/IMPORTANCE OF THE STUDY

If a teacher can put himself in the shoes of a student (empathy), he can put himself in the student's head. Empathy and compassion are keys to mutual understanding, successful networking and bonding.

When there is emotional misunderstanding, teachers are prone to mistake their feelings for the feelings of the other. It is bound to happen when teachers do not know students well, do not relate to them well and misconstrue exuberance for hostility, respect for agreement etc. Such emotional misunderstanding hits at the root of teacher-student relationships and as a result the quality of teaching learning process is bound to suffer.

Establishing close bonds with students, relating to their needs, identifying and appreciating their feelings and emotions appropriately and taking appropriate actions through display of appropriate emotions are all essential. When there is emotional understanding, teachers can read the students well and conversely the students can also read the teacher better.

Teaching as a profession calls for emotional labour. This labour requires one to induce or suppress feelings in order to sustain the outward countenance that produces the proper state of mind in others. This kind of labour calls for a coordination of mind and feeling.

For this emotional alignment to happen, it demands a high degree of emotional labour. Being careful about emotions that are displayed and sensing if there is an alignment of emotions among the students, between the teacher and the taught require a great deal of tact and diligence which is the core of the emotional labour concept.

OBJECTIVES

1. To discuss the concepts of emotional intelligence, emotional literacy.
2. To understand the relevance of the concepts in managing self and others.
3. To know its impact and implications for teachers and teacher-student relationships.
4. To measure the extent of emotional literacy of teachers in self-financed engineering colleges.

EMOTIONAL INTELLIGENCE AND EMOTIONAL LITERACY

Emotional intelligence has been defined as '...the ability to perceive accurately, appraise and express emotion, the ability to access and/or generate feelings when they facilitate thought, the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth'

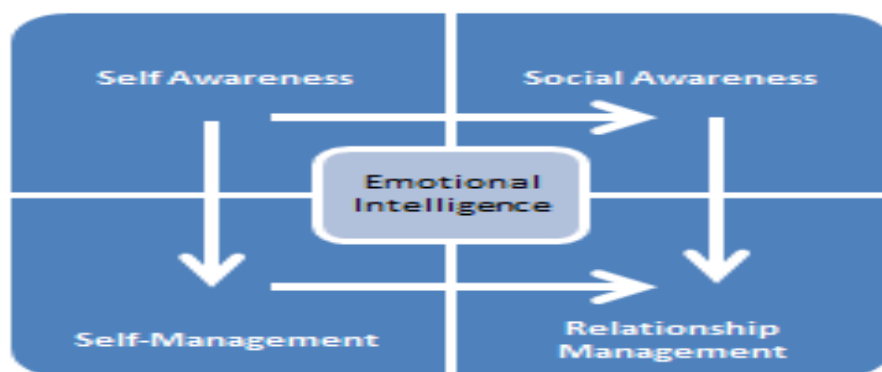
The capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

Emotional intelligence - the five domains

Daniel Goleman identified the five 'domains' of EQ as:

- Knowing your emotions.
- Managing your own emotions.
- Motivating yourself.
- Recognizing and understanding other people's emotions.
- Managing relationships, i.e., managing the emotions of others.

Emotional Intelligence Framework



EI facilitates thinking, managing oneself better, managing others, promoting healthy social relationships, a high degree of control of one's own self and control over others.

- Understanding of one's emotions and expressing them in an appropriate manner for mutually beneficial relationships.
- Emotionally literate person is tactful in managing emotions and expressing it suitably so that others around him feel and as a result think in a way that he wants them to. He is not influenced by others. He influences others positively.
- Emotional Literacy means being able to recognize what one is feeling, so that it doesn't interfere with one's thinking.

Most often our thoughts and behavior are influenced or driven by how we feel. However we are unable to recognize i.e. we are not conscious of the feelings that drive our thoughts and behavior. By being emotionally literate, we can recognize the feeling attached to thoughts and behavior. We are skilled in reading our emotions and this awareness empowers us to utilize the emotions for effective thinking, making sound decisions and an appropriate behavior.

An emotionally literate person improves his personal power, enhances the quality of his life and also the quality of life of those around him.

IMPLICATIONS OF EMOTIONAL LITERACY**SELF - AWARENESS**

Emotional awareness: Recognizing one's emotions and their effects.

SELF - REGULATION

Self-control

SOCIAL COMPETENCE

Empathy: Sensing others' feelings and perspective, and taking an active interest in their concerns.

Developing others: Sensing what others need in order to develop, and bolstering their abilities.

Leveraging diversity: Cultivating opportunities through diverse people. Teachers with high levels of EQ respect and relate well to people from varied backgrounds

SOCIAL SKILLS

Influence

Communication: Sending clear and convincing messages.

Leadership: Articulate and arouse enthusiasm for a shared vision and mission

Change catalyst

Conflict management: Negotiating and resolving disagreements.

Building bonds: Nurturing relationships.

One manifestation of EQ, according to Goleman, is "the degree of emotional rapport" between individuals, and the ability of one individual to orchestrate this rapport when engaging with another. Such an orchestration, if done correctly, produces "synchrony" and this "facilitates the sending and receiving of [proper] moods" (p. 116).

Goleman elaborates with reference to the teacher/learner relationship:

The synchrony between teachers and students indicates how much rapport they feel; studies in classrooms show that the closer the movement co-ordination between teacher and student, the more they felt friendly, happy, enthused, interested, and easygoing while interacting. In general the high level of synchrony in an interaction means the people involved like each other.

Frank Bernieri, the Oregon State University psychologist who did these studies, told me, "How awkward or comfortable you feel with someone is at some level physical. You have to have compatible timing, to co-ordinate your movements, to feel comfortable. Synchrony reflects the depth of engagement between the partners; if you're highly engaged, your moods begin to mesh, whether positive or negative. (pp. 116-117)

The RULER Approach teaches 5 key emotional literacy skills:

- ✓ Recognizing emotions in oneself and others
- ✓ Understanding the causes and consequences of emotions
- ✓ Labeling the full range of emotions using a rich vocabulary
- ✓ Expressing emotions appropriately in different contexts
- ✓ Regulating emotions effectively to foster healthy relationships and achieve goals

The concept emotional literacy has relevance and valid applications in teaching-learning process, leadership and Managing organizations because an emotionally literate teacher/manager gets his students/subordinates to fall in line with his expectations, can understand them better and can also be understood well by them better.

Teachers with EI influence students positively, motivate and inspire them, fill the classes with creativity, fun, challenge, hope and enthusiasm.

While education is predominantly a cognitive domain, the role/process of teaching is more involved with the affective domain, which often is overlooked. It is the key role of the teacher to demonstrate his love for the subject among the students and also make the students feel a sense of happiness and delight and develop in them a liking for the subject he teaches.

- Cognitive Domain – Knowledge
- Psychomotor Domain – Skills
- Affective Domain – Attitude

Emotions are central to learning. In learning especially in Engineering, Science and Mathematics, cognitive domain is overemphasized since these subjects are considered to be logical and bereft of emotions. However, these are the subjects which especially require a great deal of emotional literacy and understanding on the part of teachers since the affective domain is very much at stake when students need to be filled with enthusiasm and joy in solving problems and experiments.

If at all they tend to commit mistakes which are quite common in experimentation and trials, they have to be taught to overcome fear or anxiety and restore and redeem their confidence and passion in tackling such difficulties and challenges and correcting their mistakes. Remaining calm and focused even in the midst of difficulties and disturbances is the hallmark of an emotionally intelligent person. Only such a teacher will be able to appreciate and groom such students who are committed to the task at hand and determined to complete it whatever be the issues that are bound to crop up. A clear distilled mind, unaffected by disturbing thoughts or negative feelings is central to clarity of thought and rational decision-making, appropriate behavior and successful inter-personal relationships.

With Emotional Literacy one knows how to express one's feelings, when and where to express them, and how they affect others. It improves understanding of one's own self and others and improves empathy.

A person will learn how to let his rational skills work hand-in-hand with his emotional skills, adding to his ability to relate to other people.

RESEARCH METHODOLOGY**LOCALITY OF THE STUDY**

The study is carried out among randomly selected self financing engineering colleges in Tiruchirapalli district.

RESEARCH DESIGN

Exploratory research design was used in this study.

DEFINITION OF POPULATION AND SELECTION OF SAMPLES**TOTAL POPULATION**

The population considered for the study includes teachers and students of various colleges situated at Tiruchirapalli district.

TARGET POPULATION

Since the major aim of the study is to assess if the expectations/requirements of the students about the teachers and the teachers' assessment of what the students want from them are in congruity, the opinions of students and teachers have been collected. Only when there is a compatibility in this regard, teachers are said to possess an emotional understanding of the students and are said to be emotionally literate.

SAMPLING FRAME**SAMPLING DESIGN**

The study adopted a probability sampling design where each and every unit of population had an equal chance to be considered as a sample.

SAMPLING TECHNIQUE

Multistage randomized disproportionate sampling technique was adopted for the study which is explained as under. The segregation of strata is given as under.

NATURE AND UNIT OF SAMPLING

The nature of samples comprise of (a) teachers of self financing engineering colleges and (b) students of self financing engineering colleges.

	Nature of Strata	Target Strata	Sample Strata
1	Engineering Colleges	10	5
2	Teachers	2,500	250
3	Students	15,000	300

Sources of Data Collection

The data mine for the study includes primary sources and secondary sources, where primary data sources included the opinions of the teachers and students towards ethical teaching. Relevant research articles, publication, books and internet (URL) were the sources of secondary data.

TOOLS OF DATA COLLECTION

Two sets of mutually exclusive structured questionnaire (Teachers and Students) consisting of 44 questions classified under Six domains was administered to the teachers. Subsequently, 6 sets consisting of 38 questions were provided to student respondents. Danielson's framework of teaching performance and Perry's pattern of intellectual and ethical development is adapted and modified for developing a conceptual model of questionnaire.

COLLECTION AND PROCESSING OF DATA

Questionnaire was administered to teachers and students respondents and the enumerated data was codified in SPSS. Data analysis and interpretation was carried out on the basis of results drawn out of SPSS.

ANALYSIS OF TARGET POPULATION FOR GENERAL INFERENCE

A target population of 300 students and 250 faculty members were taken up for examining the student requirements and teachers' perception of students requirements and teachers' priorities and for checking whether student expectations and teachers' priorities match. In general the teachers are the donors of values and the students are the beneficiaries. The bond between the faculty and students should be sound, relevant, and contributory and should match the mutual needs of each other. Any variation of the basic values in the system of administration of knowledge dissemination that is found to be significant in the opinion of students and teachers will lead to aberration and proposes corrective measures.

Both the students population and the faculty were administered a similar type of questionnaire different in demographic values and scalar components. This has been made purposefully, that the values in question are all positive in nature and expected by the students from their teachers. The difference that can be attributed to the response of faculty and students is the level of necessity of the attributes they would like to point out as important. If the attributes are unanimous in case of students and teachers, then there is said to be a significant level of emotional understanding and intelligence on the part of teachers, which signifies that the demands of the students from teachers are being met significantly.

- i. When each sub-component is rated a Decisive Factor, it is given a numerical coding of 5
- ii. If it is rated as Important Factor, 4
- iii. If it is perceived as Contributing Factor, 3
- iv. If the factor is rated as "Can be ignored, 2
- v. If the respondent (teacher or student) is not sure, it is 1
- vi. The sub-components that have the maximum mean scores are those with highest priority.

TEACHER – STUDENT PERCEPTIONS

- The study seeks to examine how far the teachers' perceptions of students' expectations and students' expectations coincide.
- A high level of emotional understanding and emotional literacy on the part of the teachers will ensure that there is an alignment between the teachers and students' opinion.

The common factors taken for consideration among teachers and students are –

- Scholarly competency
- Scholarly Engagement
- Recognition and Respect
- Rapport and Relationship
- Enhancement of Academic affairs

Scholarly Competency (SC)

The sub-components:

- SC1 – Teachers possessing appropriate levels of competency
- SC2 – Keeping abreast of developments in the chosen subject
- SC3 – Teachers' awareness of pedagogical advances
- SC4 – Utilizing current teaching techniques
- SC5 – Transforming current teaching practices and constant enrichments

Scholarly Engagement (SE)

- SE1 – Engaging students with current and appropriate study materials
- SE2 – Quote study content with appropriate and contemporary research literature
- SE3 – Prepare competitively to handle teaching activity
- SE4 – Provide knowledge content and practical orientation for students
- SE5 – Utilize appropriate teaching and learning aides for students
- SE6 – Encourage students to initiate new endeavors and inquiries in the subject

Recognition and Respect (RR)

- RR1 – Recognition of students diversified abilities
- RR2 – Promote skill and intellectual development of students
- RR3 – Respect student queries and right of expression
- RR4 – Treat student with respect and dignity invariably
- RR5 – Maintain and stimulate confidence among students
- RR6 – Avoid criticizing students in case of default, failure, etc.
- RR7 – Assess students with utmost fairness and un biasness
- RR8 – Moderate with timely feedback backed up by constructive advice

Rapport and Relationship (RRE)

- RRE1 – Care take students in their domestic affairs also
- RRE2 – Offer advices in their career development
- RRE3 – Reinforce students on their official and cultural behavior
- RRE4 – Act as a catalyst in materializing students aspirations
- RRE5 – Maintain time management in all official affairs of the profession
- RRE6 – Insisting official dress code

- RRE7 – Liaison of students grievances and representations to HOD
- Enhancement of Academic Affairs (AA)
- AA1 – Augment and stimulate extra knowledge base for the above average students
 - AA2 – Extra patronage and care to be provided for slow learners
 - AA3 – Churning out students extraordinary individual potentialities for career development
 - AA4 – Foster In-house R&D activities for students in their curriculum development
 - AA5 – Design and develop co curricular vestibule case research modules
 - AA6 – Make students to actively involve in designing and restructuring of syllabus

Among the various items in Scholarly Competency, a majority of the students reckon that the teachers possessing appropriate levels of competency (SC1) and teachers' awareness of the pedagogical advances (SC3) are the decisive factors and a good majority also considers these two components as important factors. SC2 (Keeping abreast of developments in the chosen subject) is the third component which is considered by many to be decisive and important factors. SC4 (Utilizing current teaching techniques) and SC5 (transforming current teaching practices and constant enrichment) are viewed by majority students as only contributing factors.

In the Scholarly Engagement category, SE1 (Engaging students with current and appropriate study material) and SE4 (providing Practical orientation to students) are considered by students in vast majority as decisive and important factors. SE5 (Utilizing appropriate teaching and learning aids) is another component which is found to be decisive and important by many Students.

In Recognition and Respect category, RR2 (promoting skill and intellectual development of students) and RR5 (maintaining and Stimulating confidence among students) are considered by majority students as decisive and important factors.

In Rapport and Relationship category, RRE4 (Act as a catalyst in materializing their aspirations) RRE2 (offer advice in their career Development) RRE7 (liaisoning of student grievances and representation to HOD) are considered by many students to be decisive and important factors. Surprisingly, students give that much importance to RRE6 (insisting on official dress code). RRE2 (Care take students in their domestic affairs also) does not find favour with majority of students.

In Enhancement of Academic Affairs category, AA2 (extra care and attention paid to slow learners) and AA3 (Churning out extraordinary individual potential of students in career Development) are considered by a sizeable proportion of students as decisive and important factors. AA5 (Designing co-curricular Case research modules) and AA6 (Making students involve in designing syllabus) are also given priority by a vast number of students.

The preferences of students for various factors can be seen. It can be inferred looking at the frequency distribution table, that in most cases, location backgrounds of students such as metro, urban, semi-urban, and rural do not make much difference in their choice of factors and importance accorded to factors (priorities).

Apart from frequency distribution, Chi-square test and ANOVA tests have been carried to find out the variance among the sample population.

THOSE COMPONENTS FROM STUDENTS' PERSPECTIVE ARE RANKED IN TERMS OF THEIR MEAN VALUES (FROM HIGH TO LOW).

4.1667	RRE2
4.1667	RR2
4.13	RR5
4.13	RRE5
4.0667	SE5
4.0267	SC1
4.0233	SC3
4.0167	SC2
4	AA6
3.95	SE1
3.95	SE4

THOSE COMPONENTS FROM TEACHERS' PERSPECTIVE ARE RANKED IN TERMS OF THEIR MEAN VALUES (FROM HIGH TO LOW).

4.536	RRE1
4.536	AA1
4.536	RR2
4.528	AA3
4.528	RRE3
4.504	SC2
4.488	SC3
4.484	RRE4
4.464	SE3
4.46	RRE2
4.46	AA2

The objective is to see how the two rankings compare with each other and if there is an agreement between the teachers' perceptions of students' requirements and students' expectations.

It can be seen from the above rankings that SC2 and SC3 find place in the top priorities of both students and teachers. Teachers and students also have similar preferences for RRE2, RR2.

SIMILARLY, COMPONENTS FROM STUDENTS' PERSPECTIVE ARE RANKED IN TERMS OF THEIR STANDARD DEVIATION VALUES (FROM HIGH TO LOW).

1.50819	RRE6
1.33511	SE3
1.32367	RR2
1.00025	AA1
0.98313	SE2
0.91107	RRE3
0.91036	SC4
0.86432	RR8
0.83589	AA4
0.78913	SC5
0.78913	RRE1

Those are components which are highly variable and make the teachers' job of managing the class and aligning the students' expectations difficult.

FROM F-TEST (ANOVA)

Under the head of Scholarly Competence, the mean values of all components for students from various backgrounds (demography) are more or less uniform. The differences in standard deviation values between the groups (backgrounds) are also very small, which means the factor preferences are independent and uniform.

Under the head Scholarly Engagement, SE4 (Provide knowledge content and practical orientation for students) and (Utilise appropriate teaching and learning aids for students) report significant differences SE5 in mean and standard deviation values between groups.

As far as RR-Recognition and Respect is concerned, RR3 (Respect Students' queries and right of expression) and RR7 (Assess students with utmost fairness and unbiasedness) have significant differences in Standard deviation values and mean values between groups. It can be inferred that these two components are highly dependent on demographic categories.

Under RRE – Relationship and Rapport, RRE2 (Offer advice in students' career development) & RRE5 (Maintain time management in all official affairs of the profession) have significant differences in mean values and standard deviation between categories (groups), which shows these components are dependent on the demographic profile of students.

With regard to Enhancement of Academic Affairs, AA1 (Augment and stimulate extra knowledge base for above average students) and AA3 (churning out students' extraordinary individual potential for career development) report significant difference in mean and standard deviation values between groups. So these components are said to be highly dependent on the demographic profile.

Using Chi-square test, it is found that the factor SC1 (Teachers' possession of appropriate level of competence) is significantly dependent on the demographic profile of the students. Within group differences of mean as measured by standard deviation value of SC1 for each group are marginal because of which it is not revealed through F-test as a factor dependent on demographic profile, which it is.

SE5 (Utilise appropriate teaching and learning aids for students) and SE6 (Encourage students to initiate new endeavours and inquiries) are significantly dependent on the demographic profile of the students, as revealed through Chi-square test.

RR2 (promote skill and intellectual development of students), RR7 (Assess students with utmost fairness and unbiasedness) and RR8 (Moderate with timely feedback backed up by constructive advice) are found to have significant dependence and association with the demographic profile of the students.

Significant association with demographic variable is noted in RRE1 (Care take students in their domestic affairs), RRE2 (Offer advices in their career development), RRE3 (Reinforce students on their official and cultural behavior) and RRE7 (Liaisoning of students grievances and representations to HOD).

AA1 (Augment and stimulate extra knowledge base for above average students), AA4 (Foster In-house R & D activities for students in their curriculum development) and AA5 (Design and develop co curricular vestibule case research modules) have significant dependence and association with demographic variable.

COMBINED CORRELATION ANALYSIS OF STUDENTS AND FACULTY OPINIONS

A combined study of the opinions of the students versus faculty has been done for this research. A correlation has been worked out for the attributes as explained by the students and faculties are as follows

- 1) Scholarly Competence (SC)
- 2) Scholarly Engagement (SE)
- 3) Recognition and Respect (RR)
- 4) Rapport and Relationship (RRE)
- 5) Enhancement of Academic Affairs (AA)

It is astonishing to note that the values of 'R' calculated in between the bi-variates are not significant except in the cases of

- 1) Teachers keeping abreast of developments in the field of specialization. (SC 2)
- 2) Care take the student in their domestic affairs (RRE1) and
- 3) Augment and stimulate extra knowledge for above average students (AA1)

CONCLUSION

This point to a serious lack of emotional understanding on the part of the teachers as they are unable to ascertain clearly what is expected out of their relations with students. Emotionally intelligent teachers can get a measure of the students' perceptions and feelings easily.

SCOPE FOR FURTHER RESEARCH

The present study attempts to understand and discuss the implications part of emotional intelligence and emotional literacy at the work place – which in this study is teaching-learning environment.

It would be more appropriate if the emotional state of students is captured and an examination is done to analyse their feelings (what emotion is triggered in situations, which makes them perceive the way they perceive. It would then be the success of an emotionally literate teacher to have contributed to a set of positive feelings among students towards knowledge, people, the society and so forth.

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