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ROLE OF EMOTIONAL INTELLIGENCE IN TEACHING AND IN THE DEVELOPMENT OF FUTURE TEACHERS: A META-ANALYSIS

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Abstract

The present paper critically analyses the role of emotional intelligence in the development of teachers' emotional competency and its association with students' development. The role of school environment in emotional development of an individual is also stressed. The analysis further highlights the importance of emotional intelligence for teacher effectiveness and hence underlines the need to inculcate and develop this during teacher preparation programmes. With the backing of research studies, the paper further states the significance of emotional intelligence and argues for its inculcation among prospective teachers, for an emotionally well-groomed future student community.

Keywords: *Emotional Intelligence, teaching, teacher effectiveness, prospective teachers*

Emotions

Emotions are interconnected to cognition (Lam & Kirby, 2002) and reason (Damasio, 1994). As LeDoux, (2002) says our minds are not completely rational or emotional but both work together. Emotions and emotional understandings are crucial to maintain healthy interpersonal relations (Lopes et al., 2004). Being able to deal with emotions and to use them to one's advantage is an important skill to solve daily difficulties that are encountered. Many times, emotions convey truthful information that serves as indicators for people's inner states and feelings (Gohm & Clore, 2002). They help us to comprehend and relate and to reach successful outcomes. Many studies have been conducted to explore the probable links between emotions and different life domains such as physical and mental health, social interaction work performance etc. and have found that they are related in many ways.

Intelligence: Cognitive Vs Emotional

Emotional intelligence (EI) is a term that highlights the crucial role of emotions in the performance of individuals. Emotional intelligence abilities involve some degrees of skills in the affective domain, along with skills in cognitive elements and their interplay. Like cognitive intelligence, emotional intelligence (EI) is not easy to delineate. Broadly speaking, emotional intelligence is about the emotional, personal, social, and survival dimensions of intelligence which are often more important for daily functioning than the more traditional cognitive aspects of intelligence. Emotional intelligence is "the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990, p.189). A person high in this ability would not only be aware of their own emotions, but would be a good judge of other people, and manifest this ability in their behaviours and when communicating with others. An emotionally intelligent person should be able to regulate his or her own behaviour and solve problems using emotion (Salovey & Mayer, 1990). Thus, it helps to predict success because it reflects how a person applies knowledge to the immediate situation. In a simple way emotional intelligence is one's good sense and ability to get along in the world.

Emotional intelligence is negatively associated with psychopathology (Petrides, Vernon, Aitken Schermer & Veselka, 2011; Cicchetti & Cohen, 2006) and positively with general health, wellbeing (Petrides, Furnham & Mavroveli, 2007; Fernandez-Berrocal & Extremera, 2006; Summerfeldt, Saklofske, Widdifield-Konkin & Parker, 2006; Malterer, Glass & Newman, 2008; Mavroveli, Petrides, Rieffe & Baker, 2007) and long term mental health (Ciarrochi & Godsell, 2006; Nelson, Low & Ellis, 2007). A number of studies indicate the influential effect of emotional intelligence on job performance (Bar-On, Handley & Fund, 2006; Druskat, Sala & Mount, 2006; Kulkarni, Janakiram & Kumar, 2009; Lindebaum & Cassel, 2012; Reis et. al., 2007; Strickland, 2000), occupational success (Nelson & Low, 2003; Buchman et. al., 2000), leadership qualities (Lopes, Cote & Salovey, 2006, Goleman, 1996; Villanueva & Sanchez, 2007; Segal, 1999), better adaptation (Ciarrochi, Chan & Caputi, 2000; Mavroveli et al., 2007; Salovey et. al. 2000; Zeidner, Matthews & Roberts, 2000), job satisfaction (Dong, 2006; Sener, Demirel & Sarlak, 2009; Kafetsios & Zampetakis, 2008), interpersonal relationship (Schutte et. al., 2001; Brackett et. al., 2003; Zomer, 2012; Engelverg & Sjoberg, 2005; Parker et. al., 2001) and many other variables. When assessed with performance measures, emotional intelligence is found to be correlated positively with the quality of social relationship (Reis et. al., 2007). Studies conducted by Schutte et.al. (2001) and Faye et.al. (2011) supported the above result. These studies indicate that emotional intelligence is a better predictor of any kinds of work performance than the traditional measures of intelligence (Goleman, 2001; Cherniss & Adler, 2000; Steele, 1997; Emmerling & Goleman, 2003).

People with interpersonal and intrapersonal abilities can form relationships with others easily, read other people's feelings and respond accurately, lead and organise other people and handle disputes successfully (Mc Queen, 2004). Emotional intelligence is considered as an asset in the context where it is important to understand other people (Vitello-Cicciu, 2002), especially in professions such as healthcare and teaching.

Emotional intelligence and teaching

Teacher plays an important role in imparting knowledge and moulding character of children. Many a times, besides subject mastery, teaching skills, teaching style, teachers' personality, adaptability, personal relation with students, communication skills, empathy etc. influence the teaching learning process significantly. Studies related to these areas and emotional intelligence are explored below; N. Case, Reagan & Case in 1999 (as cited in Peterson, 2007) emphasised the importance of being warm and caring while dealing with students and in student-teacher interactions. Meeting variety of intellectual, social and emotional needs of children in classroom is a challenging task for teachers. The teacher student relationships affect the success of students. There was a significant difference between those teachers who scored well in the emotional intelligence test and those who displayed emotional intelligent behaviours as perceived by the students in the classrooms. Students' perceptions and their interpersonal relationship with teachers are influenced by teachers' emotional behaviour and it also helps in creating the feeling that the classroom is emotionally safe, which is advantageous to learning.

A study by Alexis-Boyd (1998) reveals the adverse effect of teaching on the lives of teachers, because of their inability to live up to the expectation of students. The way they choose to solve their emotional and mental sufferings and the remedies which they try were not always effective. Bansibhari & Pathan (2004) identifies that the level of emotional intelligence is low among teachers. On the contrary, there are a number of studies which indicate high or average level of emotional intelligence of teachers (Walker, 2001; Edamannur, 2010; Mahmoudi, 2011; Hans, Mubeen, Alrabani, 2013), but it was also found that many of the teachers who are emotionally intelligent do not necessarily use it in the classroom (Boyd, 2005 as cited in Ogrenir, 2008). These studies point out the importance of developing emotionally competent teachers by adopting programmes and interventions that help teachers to deal more effectively with the emotional conflicts of teaching profession and to improve their emotional competencies.

Role of schools in developing EI among students

For developing emotional intelligence in students, school plays an influential role. In the same line, Finnegan (1998) argues that school should help students to learn the skills underline emotional

intelligence; possessing those abilities or even some of them can lead to achievement from the formal education years of child and adolescent to the adult competency in being effective in workplace and society. Teaching emotional and social skills are important at school. It can effect academic achievement positively not only during the year they are taught but also in future , as these skills have a long term effect on achievement (Elias et. al., 1991). Teaching social and emotional competence to help children in connecting with each other and developing interpersonal and intrapersonal intelligence are essential for personal accomplishment, especially in a culturally diverse society (Richardson & Evans, 1997). If teacher is not trained in emotional intelligence, she cannot provide a classroom situation helping students to acquire the skills of emotional competence to manage their own emotions and those of others. Hence, teachers need to be a role model (Edamannur, 2010). Moreover, teachers with high emotional intelligence are aware about the importance of developing emotional intelligence skills in students and are keen in using classroom situations and activities for the development of the same.

Studies related to emotional intelligence and school environment/ culture indicate the positive relation between these two. A study by Barent (2005) on principals' level of emotional intelligence as an influence on school culture showed the positive correlation between emotional intelligence and school climate in terms of shared vision, facilitative leadership, teamwork and cooperation, and nurturing a learning community, which is supported by the findings of Yusoff (2005).

EI and the associated factors

Jude & Grace (2011) showed a significant relationship between emotional intelligence, locus of control and burnout among secondary school teachers in Nigeria. The relative contribution of each variable reveals that emotional intelligence predicts burnout among secondary school teachers. Studies of Mendes, 2002; Duran et al., 2004; Extremera, Duran & Rey, 2005; Far, Khan & Tamini, 2009 and Vaezi & Fallah, 2011 also support the above findings.

Sometimes teaching can be a stressful activity. The incessant interaction with students and the diverse demands of teaching may lead to some challenges which may lead to stress (De Robbio & Iwanicki, 1996). According to Aftab & Khatoon (2012) nearly half of the secondary school teachers experience stress towards their job. Adeyemo & Ogunyemi (2008) studied the influence of emotional intelligence on occupational stress along with self-efficacy among university academic staff and found that there is a negative correlation between emotional intelligence and stress. Gardner & Stough (2002) also revealed a negative relation between emotional intelligence and occupational stress. Another study by Indoo & Ajeya (2012) also exposed a strong negative correlation between emotional intelligence and occupational stress of academic staff. In a similar line Nikolaou & Tsaousis (2002) and Kauts & Saroj (2010) testified that high scorers in emotional intelligence suffered less stress related to occupational environment. However, it was found that emotional intelligence is potentially helpful in reducing stress for some individuals but unnecessary or irrelevant for others (Gohm, Corser & Dalsky, 2006). The above studies reveal the positive effect of emotional intelligence on perceived job stress.

Rastegar & Memarpour (2009) attempted to assess emotional intelligence and its relation to self-efficacy among Iranian teachers. Teacher difference on emotional intelligence and self-efficacy beliefs were also examined with respect to gender, age and teaching experience. The result obtained through correlation showed a positive significant correlation between emotional intelligence and self-efficacy, which is similar to the findings of Jamshidi, Pool & Khoshkorodi (2012); Kocoglu (2011); Nikoopour, Farsani, Tajbakhsh & Kiyai (2011); Moafian & Ghanizadeh (2009); Chan (2008); Ogrenir (2008); Andrea, Chris & Ian (2007); Shridhar (2007); Salami (2007); Okech (2004), found out the relation between emotional intelligence and self-efficacy in a sample of preschool and primary teachers. The goal of the study was to identify whether there is any correlation between emotional intelligence and self-efficacy in order to look for some modalities of enhancing the teachers' professional development. The results showed a strong correlation between emotional intelligence and self-efficacy as in other studies. On the contrary Brian (2011) in his study demonstrated a significant negative relationship between emotional intelligence and teacher self-efficacy. Teachers with the highest level of emotional intelligence were those who had lowest

self-efficacy. The methodology for this non-experimental correlational study focused on a random sample of currently practicing elementary teachers in Southeast Michigan.

According to Rezaeeyan & Kashtegar (2007) there is a significant positive correlation between emotional intelligence and professional commitment. Another study by Cooper & Sawaf (1997) points out the importance of emotional intelligence in maintaining the commitment, productivity and job satisfaction. Laordanoglou (2007) also examined the relationship between emotional intelligence, job commitment, leadership and job satisfaction among teachers in Greece. Emotional intelligence has a positive influence on leader's effectiveness and also strongly related to teachers' commitment. Teachers having high emotional intelligence develop more emotional commitment to their institutions, as emotional intelligence significantly contribute to carrier commitment and organisational commitment (Salami, 2007; Extremera, Duran & Rey 2005).

A number of studies investigated the relation between emotional intelligence and teachers' job satisfaction demonstrated the positive effect of emotional intelligence on teachers' job satisfaction (Iordanoglou, 2007; Sener, Demirel & Sarlak, 2009; Wong, Wong & Peng, 2010; Mousavi, Yarmohammadi, Nosart & Tarasi, 2012). High levels of emotional intelligence predicted high levels of job satisfaction and stronger connections with co-workers and supervisors (Kahn, 1990; Abraham, 1999). Teachers who experience more positive affect while instructing students report greater job satisfaction (Weiss, Nicholas & Daus, 1999) and less burnout (Rudow, 1999). Kahn (1990) in his study of job satisfaction reported that more psychologically meaningful job tasks resulted when those tasks included positive interactions with co-workers, where as in another study (Srivastava & Bharamanikar, 2004) it was found that emotional intelligence does not contribute towards satisfaction with the job. The study was conducted among Indian Army officers through interview schedule.

Hasket, (2003) (as cited in Baishya & Kalita, 2014), conducted a study on emotional intelligence and teaching success in higher education at the Indiana University, USA. The researcher attempted to explore the underlying emotions that differentiate the most effective teachers from others at higher education institutions, by using a theoretical model that predicted a relationship between emotional intelligence and effective teaching. From the study, it is clear that it is not only the behavioural actions in the classrooms but the underlying attitude (related to emotional intelligence) behind the actions has the greatest influence on effective teaching.

Emotional intelligence seems to operate in the field of teacher effectiveness through the components such as job satisfaction, institutional commitment, teacher efficacy and individual teachers' ability to deal with stress.

Role of EI in the development of prospective teachers

Majority of the studies (Singharavelu, 2007; Patil & Kumar, 2006) conducted on emotional intelligence of prospective teachers explored the level of emotional intelligence and variables that are probably related to emotional intelligence like gender, educational qualification, age, locality etc. In 2005, Annaraja & Jose observed that there is no difference in self-awareness, social skills and emotional intelligence among rural and urban student teachers. A study by Amrita & Kadhiravan (2006) indicates that sex, age and educational qualifications influence emotional intelligence of student teachers. A study on 'Personality of student teachers of having difference in emotional intelligence' (Upadhyaya, 2006) reveals that student teachers with low emotional intelligence are more unease and often worried about their failures and have inappropriate feelings.

Some of the studies concentrated on demonstrating the significance of emotional intelligence on teaching and explored methods to enhance emotional intelligence of student teachers (Goad & Justice, 2005; Remold, 2006). Goad (2005) & Justice (2005) suggest effective methods for strengthening emotional intelligence training in preparing new teachers which can be achieved through preservice teacher education, induction programmes etc. A study on the 'effects of emotional knowledge education in the training of novice teachers' (Bryon, 2001) conducted at the Columbia University Teacher's College, New York indicates positive effect of emotional knowledge training in increasing the emotional skills of novice teachers, which is further supported by the studies of Romould (2006) and Pugh (2008). Mohanasundaram (2004) studied the influence

of emotional intelligence on achievement of primary level student teachers at Government College of Education, Thanjavur. The study exposed low positive correlation between emotional intelligence and academic achievement of student teachers, which is in congruence with the findings of Patil & Kumar (2006).

Ogrenir (2008) examined the relation between emotional intelligence and preservice teacher's views of teacher effectiveness at Pennsylvania State University, USA. This study found that preservice teachers are concerned mostly with teacher related factors and then student related factors and the least in other personnel related factors. Some significant differences existed in preservice teacher's teacher effectiveness beliefs associated with emotional intelligence skills. Another study intended to explore the relation between emotional intelligence and performance of student teachers was conducted at the University of Nebraska- Lincoln, USA by Drew (2007). The objective of the study was to determine the correlation between student teacher performance and emotional intelligence. The study reveals that emotional intelligence and student teacher performance are related.

Nurturing EI for developing better teachers

Emotional intelligence enables a teacher to tune the students to communicate clearly with them and to inspire and motivate them. Emotional intelligence helps to reverse a tide of educational ineffectiveness and thus strengthen the whole process. Since emotional intelligence leads to outstanding performances in the classroom activities (Mehmood, Qasim & Azam, 2013), nurturance of emotional intelligence of teachers becomes a prime concern (Mangala, n.d.). Emotionally intelligent teachers are dynamic in building their relation with students, handling their work and sustaining life successfully. They are resistant in response to stress and less likely to floundered by themselves with cynicism and strong negative emotions (Pandey, 2012).

Prosocial classroom model proposed by Jennings & Greenberg (2009) was also based on the assumption that teachers' social and emotional competence can affect educational outcomes in a number of ways. In this model they highlight the importance of teachers' emotional and social competence and wellbeing in the development and maintenance of supportive teacher-student relationships, effective classroom management. Krishnamurthy & Varalakshmi (2011) conducted a study on employees working in the educational institutions shows that improving emotional intelligence can lead to improved adaptability and teacher motivation. Kaufhold & Johnson (2005) opined that teachers with improved emotional intelligence valued individual differences among students and promote the cooperative learning to solve problems and thus guided the students to promote social skills. Sutton (2004) reported that teachers believe that emotional regulation helps them in achieving their objectives well, leads to better social relationships, maintaining good classroom environment and in implementing effective discipline practices.

Emotionally intelligent teachers help students to become ambitious, improve performance, develop leadership qualities, improve social skills and become goal oriented. Hence it is essential to cultivate emotional intelligence in prospective teachers during preservice which in turn, help them to develop the same among their students.

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