

Teaching with Emotional Intelligence in Higher Education

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Abstract

In the contemporary era, the poignant reality of our education system especially at higher level is that resources are ample but quality has taken a rain check. Building positive character of learners develops the foundation of healthy and prosperous society. Students have to be taught the ability to read emotions self and of others. This responsibility lies on the shoulders of teachers who are the knowledge builders of the society. In this global competitive world, where values, ethics, emotions, morality, etc are losing its essence, it is important that the learner is taught the importance of emotional intelligence. An individual having control over his/her emotions will also respects others emotions, which leads to acceptance of differences, thus establishing peace and harmony in the world. Teaching with emotional intelligence has now become extremely crucial. But helping students acquiring the skills of Emotional Intelligence, it is important that the educators themselves are trained with the skills. Even researches show that teachers with high level of emotional intelligence are academically more successful. The literature revealed that academic leaders can benefit from the development of Emotional Intelligence competencies. This paper attempts 1) to highlight the importance of Emotional Intelligence in the area of higher education; 2) to briefly discuss some of the traits which an educator must possess in order to become an emotionally intelligent teacher; 3) to examine the ways to develop as an Emotionally Intelligent Teacher.

Keywords: Emotional Intelligence, Higher Education, College Teaching

Introduction

Identifying factors that are important for success in life has been a challenge to researchers since long. Even a decade before it was believed that traditional intelligence,

which could be measured as Intelligence Quotient (IQ), was responsible for success in life. Though the term emotional intelligence is a recent coinage by modern academicians, has become one of the most popular management buzzwords today. Goleman defined

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Emotional intelligence or 'EQ' as 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' (Goleman 1998:317). The term 'Emotional Intelligence' was coined in 1990 by Jack Mayer & Peter Salovey. In other words, EI means to be able to acknowledge and handle emotions in yourself and in others. Emotional Intelligence is a measure of the degree to which a person makes use of his/her reasoning in the process of emotional responses (both positive and negative) in a given situation. Having high emotional intelligence doesn't mean that the person never panics or loses his/her temper, but it does mean that he/she brings own feelings under control and channels them into productive behaviours. One of the dominant applications of EI may be seen in the education sector. Developing EI among learners helps in developing and managing an individual's personal and social relations. But this teaching of EI has to be a continuum process. With Emotional Intelligence a teacher can not only impart knowledge but also generate inquisition for more learning among the students.

Objective

The objective of this paper is to make the teachers understand the importance of EI and analyze why the overall development of youngsters have become an important aspect in today's scenario apart from theoretical education; and also what traits they must possess and forward to their learners in order to call themselves as Emotionally Intelligent.

Literature Review

In this global society it is essential for a teacher to create an environment of continuous learning, interactive sessions, brainstorming sessions, etc through various learning aids, but the application involves the use of Emotional Intelligence. The teacher should be able to satisfy and platter all types of students.

Researchers have found that factors such as creativity, positive attitude, integrity, cooperation, teamwork, social skills and motivation play major roles in a person's job suitability and productivity (Goleman, 1995; Salovey & Mayer, 1990; Cooper & Sawaf,

1998; baron, 1990; Williams & Sternberg, 1988). These qualities are rather influenced by aspects of emotional abilities.

The study of intelligence in the emotional realm continued to develop over time. In 1973, David McClelland proposed that, to assess performance one should test for 'competence rather than intelligence'. Parry (1998) defined competency as a cluster of related knowledge, attitudes and skills. Spencer and Spencer (1993) included personality characteristics, such as motives and traits, and list five types of competency characteristics: motives, traits, self-concept, knowledge and skill. The academia accepted the relevance and importance of these three competencies for excellence in performance (Athey & Orth, 1999; Dalton, 1997; Hoffman, 1999; Kochanski 1997; Spencer and Spencer, 1993). Emotional Intelligence represents a set of attributes for monitoring self and other's feelings to help the individual in taking effective measures and action in a given situation (Goleman, 1995; Salovey & Mayer, 1990; Cooper, 1997; Hesselbein, Goldsmith & Beckhard, 1996; Morris & Feldman, 1996; Sosik & Megerian 1999). Indian Authors (for instance, Bedi, 1999; Mathur, 2000; Punia, 2001, 2003; Ravi, 2001; Singh, 1998; Pradhan & Bano, 2000; Sachdev, 2000) also acknowledged the significance of emotional intelligence in job effectiveness.

Thus, it is important that positive abilities and knowledge of the students should be sensitized and directed towards right path so as to create future global leaders. But to enhance the knowledge and abilities the teacher must teach with emotional intelligence.

Method

- **Participants:** Questionnaire data were collected from 149 higher education teachers. Approximately, 28% of participants were males and 72% females.
- **Measures:** The Emotional Intelligence (Self Assessment) Questionnaire, was used to collect the data. Boyatzis, Goleman and Rhee administered the Emotional Competence Inventory, a questionnaire designed to assess the 20 EI competencies. Respondents were asked to indicate their ratings on a 5-point scale.

Salovey gives 5 domains of Emotional Intelligence:

- **Self-awareness**
- **Managing emotions**
- **Motivating oneself**
- **Recognizing emotions in others**
- **Handling Relations**

The First Stage

Self-awareness: A self aware teacher must know the capabilities and standards of his/her students and should be clear with the methodology he/she will adopt in order to improve the proficiency of his/her student. The educator must understand this that no two learners may have same problems or might not understand in the same manner. Therefore the teacher must first be aware of his/her strengths and weakness so as strengthen his/her limitations and apply a right approach to meet the objectives. The stage can successfully be completed only through rigorous practices from the side of the teacher.

The Second Stage

Managing emotions: Managing emotions is the second step to practice emotional intelligence. The teacher must be able to deal and control with his/her emotions so as to encourage the students to speak freely. By open communication and learning, the students discuss more interactively and also share their problems.

The teacher here also has to take up the role of a counselor so that the student forgets their own self consciousness.

Managing one's emotions involves mainly four steps
1. Facing one's emotions 2. Accepting them 3. Mastering them. 4. Moving on after overcoming them. This is the most important landmark in the path to emotional intelligence as this paves means to emotional self-control and revival.

The significance of emotional intelligence has well been acknowledged as more than that of IQ.

The Third Stage

Motivating one:

Motivating students is one of the most dominant roles of a teacher for nurturing them. The approach which

the teacher adopts to impart knowledge is an important issue. Here it is necessary for the teacher to have control over his/her emotions. Here her emotional control determines the ability to conduct the knowledge transaction and to realize the objectives of the teaching session (Shirin Rahgozar *et al.*, 2011a).

What is actually *emotional control*?

It is based upon the following:

1. Even with the repeated mistakes and numerous questions of the students, the teacher must not get irritated.
2. In case the teacher finds boredom on the face of the students, he/she should immediately switch over to some interesting topic or activity.
3. The body language should be absolutely warm and friendly. There should be no sign of anger or laziness.
4. Utmost care must be taken while choosing words with the students as no negative emotions should be conveyed to them. Every action should be interactive and positive.

The Fourth Stage

Recognizing emotions in others: People who are empathic are more attuned to social signals (Shirin Rahgozar *et al.*, 2011b). By being empathetic, the teacher can understand the problem area of the student and rectify it. This can be done by remedial teaching. Motivating and encouraging the students even if they have numerous follies is the need of the stage.

The Fifth Stage

Handling relationships: Skilful management of relationship is the last stage in practicing emotional intelligence. Now the educator must deal with the learner at verbal and psychological level to help the individual get over that mental block which causes the shyness. The relation of the teacher-student should be such that there is no loop of hesitation.

Most relationships between the learner and the teacher prosper with the essential quality "sense of humour". The key notion here is that how something is said is as important as what is said. Thus using the right

words in the right situation plays an important part in cementing relationships. Others for what they are then it is easy to handle relationships.

Emotional composure is demanded in the corporate world of today as well. Almost all booming industry concerns are conscious of the magnitude of emotional fitness and language skills that is an utter stipulation for prolific collaboration and serene coexistence. Thus, emotional deportment is an indispensable part of personal, corporate and social life.

It is an umbrella under which a teacher could engender affection into classes, generating genuine citizens into the society.

The major contributor to the learning state of learners is the emotional environment- the overall experience in the classroom. The emotional environment is shaped by many factors. Important ones include:

- the behaviour of the teacher
- the behavior of the learners
- the physical experience of the learners
- the language that is used by the teacher
- the materials and how they are used
- the activities that the learners engage in

Most teachers are aware of the concept of emotional environment but perhaps do not give as much conscious energy to affecting it as it deserves. When the emotional environment is good it leads to learners who are more likely to risk and explore.

Fig. 1.1. presents the EI Framework. 20 competencies nest in four clusters. An educator must possess the following emotional traits in order to become an emotionally intelligent teacher:

	<i>Self Personal Competence</i>	<i>Other Social Competence</i>
<i>Recognition</i>	<i>Self-Awareness</i> Emotional Self-awareness Self confidence	<i>Social Awareness</i> <i>Empathy</i> Service orientation Organizational awareness
<i>Regulation</i>	<i>Self-Management</i> Self control Trustworthiness Conscientiousness Adaptability Achievement drive Initiative	<i>Social Management</i> Developing others Influence Communication Conflict Management Leadership Change catalyst Building bonds Teamwork & Collaboration

Analysis

The analysis has been performed on the basis of assigning scores to all emotional traits and the percentage is, thus, calculated.

<i>Emotional Trait</i>	<i>Score Obtained</i>	<i>Total Score</i>	<i>%</i>
Emotional Awareness	1629	2250	72.4
Self confidence	1582	2250	70.3
Self Control	1497	2250	66.5
Trustworthiness	1734	2250	77
Consciousness	1712	2250	76
Adaptability	1036	1500	69
Achievement drive	2029	3000	67.6
Initiative	2030	3000	67.6
Empathy	1609	2250	71.5
Service Orientation	2108	3000	70.2
Developing Others	1552	2250	68.9
Influence	450	750	60
Communication	1586	2250	70.4
Leadership	2002	3000	66.7
Change Catalyst	1883	3000	62.7
Conflict management	1685	3000	56.1
Building Bonds	1909	3000	63.6
Collaboration & Competition	2029	3000	67.6
Team Capabilities	1985	3000	66.1

Findings

The present findings suggest that the score of the emotional traits lies within the range 66%-76% approximately, which exhibits that the higher education teachers have the good platform from which to develop their emotional intelligence.

To excel in one's own emotional/personal domain, focus needs to be given on the main components of Emotional Intelligence:

- 1. Self-awareness:** Self-awareness means being aware of what you are feeling, being conscious of the emotions within yourself. People who are in touch with their emotions are better able to guide their own lives. People with high levels of self-awareness learn to trust their "gut feelings" and realize that these feelings can provide useful information about difficult decisions.
- 2. Managing emotions:** Ability to balance your moods so that worry, anxiety, fear, or anger do not

get in the way of what needs to be done. People who manage their emotions perform better because they are able to think clearly.

3. **Motivating Oneself:** ability to be hopeful and optimistic despite obstacles, setbacks, or even outright failure is crucial for pursuing long-term goals in life or in business.
4. **Empathy:** able to put yourself in someone else's shoes—to recognize what others are feeling without them needing to tell you.
5. **Social Skill:** ability to connect to others, build positive relationships, respond to the emotions of others and influence others is the final component of emotional intelligence. We need social skills to understand interpersonal relationships, handles disagreements, resolve conflicts and pull people together for a common purpose

Conclusion

In conclusion, academicians play a major role to fulfill within the emotional domain. Academic and cognitive development is the primary and chief goal of schools, colleges and universities. However, it may prove disastrous if the emotional and affective domain is neglected as an important and necessary role for student communities. There is a need for emotional skill development and personal responsibility need to be embraced.

Emotional intelligence skills are essential to achievement, leadership and personal health (Goleman, 1995, 1997). The findings indicate that the emotional intelligence skills of self-esteem and personal confidence are essential to all learning. The education that fails to address the vital factor—personal/emotional domain, will fail in its other tasks as well (Dryden and Vos, 1994).

Emotional intelligence skills and competencies are key to creating and maintain a healthy and productive education climate.

In a nutshell: Emotions are bound up with learning.

Recommendations

A useful question to ask yourself is, 'Am I helping to create an emotional environment in which my learners feel:

- safe rather than threatened?
- trustful rather than suspicious?
- challenged but not pressurized?
- motivated not disengaged?

Emotional knowledge, skills and competencies are essential to the faculty development values of individuation. The emotional learning domain is central to faculty development. Experiential and self-directed learning activities need to be systematic. Colleges and universities need to be able to demonstrate and show faculty, students, and the entire academic community how courses, programs, services and resources make a difference in professional and personal development. Student development programs and faculty development programs can be positioned to meet this type of institutional accountability.

Implications for the Future: EI and Higher Education

Given the value of the personal and organizational effectiveness of EI-based capabilities, there is a clear need to integrate that valuation into our organizations' functions. Organizations need to hire for emotional intelligence along with whatever other technical skills they are seeking.

Given our new understanding of the crucial role emotional competence plays in individual, group and organizational success, the implications for education is clear: We should be helping young people master these competencies as essential life skills.

Numerous faculty development programs in the basics of EI, are already being practiced, but, still there exists a serious gap in preparing the higher education teachers in terms of essential emotional intelligence skills that matter most for their success in the workplace and for piloting their careers.

Employers are themselves looking for EI capacities in those they hire. The most forward-thinking educators will, I hope, recognize the importance of EI in higher education, not just for the students, not just for the faculties, but for the vitality of an economy as a whole.

"The best hope of a nation lies in the proper education of its youth." (*Erasmus*)

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