

## **Role of Education for Elevating Emotional Intelligence (Why What and How?)**

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### **Abstract**

*Emotional intelligence (EI) is an innovation in Educational psychology and bears immense significance for the academic achievement, personal development and overall development of an individual. Man is an emotional being and his thinking is shaped by the good and bad experiences facing in day-to-day life. In course of time, some people are observed as extremely emotional while some fail to reciprocate the feelings of others. As such emotionally weak individuals fail to manage their thoughts and find difficulties in taking negative feedback and becoming upset at the slightest provocations. On the contrary, some people are not deeply emotional but considerate while dealing with people. Such people have a good emotional quotient which is growing with passing time. Hence, Emotional intelligence (EI) indicates the proper understanding and use of emotions to be more effective professionals and better communicators.*

*This paper provides an overview of the significance of emotional intelligence by depicting the concept of emotional intelligence vividly from different perspectives and highlights the various research studies related to emotional intelligence, emotional skills and emotional quotients to have a crystal understanding of the concept. It also attempts to describe the role of teachers and other Stakeholders in elevating Emotional intelligence not only for empowering Students but also for enhancing teacher effectiveness and developing the nation as well.*

### **Keywords**

Emotional intelligence, emotional skill, emotional quotient, Stakeholders of education

### **Introduction**

Emotional intelligence is specific to do with intelligent intersections of emotions and thoughts. In general, emotional intelligence represents an ability to validly reason with emotions and use emotions to enhance thought. In other words, emotional intelligence describes the ability, capacity, skill or trait.

The term emotional intelligence means having wise emotion or exhibiting one's emotion at the right moment. An emotionally intelligent person recognizes his/her feelings and others, manages one's own emotions and those of others, motivates oneself and others and handles personal and inter-personal relations. In consequence, he possesses the characteristics like integrity, self-development, value orientation, commitment and altruistic behaviour. To understand the concept of emotional intelligence clearly, we have to analyze the statement given by some eminent psychologists.

### **What is Emotional Intelligence?**

Different Psychologists define emotional intelligence as follows:

Salovey & Mayer (1990) have defined emotional intelligence as a form of Social intelligence that involves the ability to monitor one's own and others' feelings and emotions to guide one's thinking and actions.

According to O'Neil (1996), Emotional intelligence is a different way of being smart. It includes—

- Knowing one's feelings and using them to make good decisions in life,
- Managing distressing moods well and controlling impulses,
- Remaining hopeful in working towards goals,
- Developing empathy or knowing what other people around you are feeling,
- Inculcating Social skills for adjusting well with other people managing emotions in relationships,
- Persuading or leading others.

According to Bar OM (2002), emotional intelligence is an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures.

Broadly, emotional intelligence addresses the emotional, personal and survival dimensions of intelligence. Emotional intelligence and emotional skills develop over time, change throughout life and relate to one's potential for performance, are process-oriented and can be improved through training.

Hein(2005) defines emotional intelligence as the innate potential to feel, use, communicate, recognize, remember, learn from, manage and understand emotions.

Recker(2005) has defined emotional intelligence as the innate potential for emotional sensitivity, emotional memory, emotional processing and emotional learning ability. These inborn components form the core of emotional intelligence which depends upon the experiences given by teachers, parents, family members, and caretakers during childhood and adolescence. Emotional intelligence may be developed or damaged through emotional handling by these people. The outcome of the lesson given by adults is developed in one's level of emotional intelligence or emotional quotient. Hence, the term emotional quotient (EQ) represents relative measures of a person's healthy or unhealthy development of their innate emotional intelligence.

## **What are the components and sub-components of an Emotional Quotient (EQ)?**

Emotional Quotient Inventory has been developed by Dr Reuven Ban which measures five components and fifteen sub-components which are mentioned below:-

1. Intrapersonal—Assertiveness, self-regard, self-actualization, independence and emotional awareness;
2. Interpersonal-Interpersonal relationships, Social responsibility and empathy;
3. Adaptability-Problem-solving, reality testing and flexibility;
4. Stress Management-Impulse control and stress tolerance; and
5. General Mood-happiness and optimism.

Although many definitions exist, the basic ideas are the same. Emotionally intelligent people are aware of the emotions and emotions of others. They use that information to guide their thinking and actions.

## **What is the significance of emotional intelligence for education?**

Emotional knowledge, skill and intelligence serve as a major key to elevating education and emulating Students, teachers, faculty and Student development professionals to attain higher degrees of achievement, career success, leadership and personal wellbeing. There are many important issues and challenges facing education from elementary to tertiary level. While academic achievement and Scholastic performance are the primary thrust of recent reforms effort, other equally important issues are physical safety, healthy emotional development, standard of excellence and equalitarianism, a global economy and world perspective, changing workforce demands and the nature of work, multi-cultural and diversity issues, retention, personal/career needs of students and educators require emotional learning and the affective domain.

Since the chief goal of School, College and University are academic and cognitive development, the emotional and affective domain is essential for Schools and communities. A blending of academic (cognitive), behavioural (action) and affective (emotional) dimensions is needed to address the complex issues facing education. To meet the issues and challenges of education, there is a need to develop responsible and emotionally healthy students and teachers. Moreover, emotional skill development and personal responsibility need to be amalgamated with the academic and behavioural dimensions.

## **What are the findings of research studies on emotional intelligence in education?**

A widely reported national study by the American College Test Organization on the topic of drop-outs in the freshman year of College revealed that academic ability(cognitive domain) was not the major factor. The primary reason for dropping out was not academic but personal factors(emotional domain) such as loneliness, lack of purpose and feelings of inadequacy. While academic development is the primary purpose of education, extensive reviews of studies at schools and organizational levels indicate that emotional intelligence skills are essential to achievement, leadership and personal health.(Goleman,1995,1997).

Studying the best educational practices, Dryden And Vos reported that personal and emotional development is at the very centre of these programs. Their findings indicate that the emotional intelligence skills of self-esteem and personal confidence are essential to all learning. Leading educators have identified and emphasized the importance of a healthy School, College and University climate for student learning and achievement(Goodlad,1983, McQuary,1983). Emotional intelligence skills and competencies are key to creating and maintaining a healthy and productive educational climate.

Satapathy (1986), Ohm (1998) Tapia (1998) Migalani (2001) Manhas (2004) have conducted their studies on emotional intelligence and found a positive correlation between emotional intelligence and academic achievement. Lawrence and Deepa(2013) found that there is a significant relationship between emotional intelligence and academic achievement of high school students.

Nath and Prashad (2004) studied teaching effectiveness in relation to their emotional intelligence and found that the emotional intelligence of the teachers is one of the strongest factors for improving teaching effectiveness. Patra and Swati(2004)studied the role of emotional intelligence in educational management and found that emotional intelligence plays a crucial role in the successful management of an educational organization.

Srivastava and Nidhi(2007)studied Emotional intelligence in relation to achievement in Environmental Studies and found that persons with high emotional intelligence become more emotionally stable and sensitive to their environmental issues than their less emotionally intelligent counterparts.

Thus, emotional intelligence plays a vital role in an individual, group and organizational success and hence academics should help young people to master these competencies as essential life skills. The abilities, viz: -

Self-awareness, managing emotions, motivating self, empathy and social skills help children academically. Children with a higher degree of emotional skills or EQ can do all the assignments perfectly and get more success than those with lower emotional intelligence levels.

## **How does emotional intelligence grow in a child?**

Psychologically, at first, the child feels emotions such as Love, fear, anger and pain and tries to meet for its survival and use these emotions through crying, smiling and shying. Then s/he tries to recognize the emotion of his/her elders or caretakers. With these emotions, he also learns which is pleasant and unpleasant and later he will be able to manage his own emotion and others.

Higher education literature indicates that emotional intelligence especially self-regard can improve communication effectiveness. Self-regard is individuals' perception of themselves. The self-concept can be an agent and motivates individuals to take an action. Individuals with high self-regard tend to have higher emotional intelligence and this action leads to improve communication effectiveness. People with high self-regard are likely to have good communication and will probably be successful in anything they decide to do. On the other hand, people with low self-regard are likely to have a hard time communicating with others.

As far as the higher education organization is concerned, emotional intelligence help in providing feedback to the employees. Sarcasm, angry voices and blanket criticisms destroy motivation when employees feel they are being treated as children and may not work out in ways that are not productive. In that situation, positive coaching includes concentrating on behaviour and not the person, offering solutions and being empathetic while discussing with the employees. The challenge is to see the criticism as information that can be used to improve performance.

## **How education is used as an instrument in elevating emotional intelligence?**

The role of a teacher is very vital for emulating emotional intelligence and elevating their overall development. In view to impart emotional intelligence skill, the teacher need to----

- Acquire skills on each dimension of students' emotional intelligence and taught the strategy to handle the problem of emotion and the ways to co-operate with others;
- Equip with adequate emotional intelligence skills to generate a conducive classroom having a dynamic group discussion with Students. Thereby, they would be able to identify the feelings of their mates and develop a feeling of empathy. As a result, the incidence of criticism, abuse, malpractice and poor academic performance can be reduced by redesigning the educational psychology curriculum and inserting the issue of emotional intelligence as a unit course of developmental psychology course.

## **What are the criteria for developing emotional intelligence and emotional skill in Students?**

The student developing emotional intelligence and emotional skills must feel the following:-

- Recognize the pre-eminence of the academic mission of the institution,
- Respect for the integrity and well-being of each Student,
- Commitment to actively building a healthy and safe learning environment,

- Equality and fairness in serving all students,

- Celebration of diversity.

An educational institution is a place where students grow through their involvement in meaningful relations. Students benefit from relationships that--

- make them feel valued,
- contribute to positive self-worth,
- create a healthy productive learning community,
- form a personal sense of belonging.

A healthy relationship is important to the behavioural and emotional growth and development of children. Emotional knowledge, skills and competencies are essential to student development, values of individuation and community. The emotional learning(affective) domain is central to student development through experiential and self-directed learning need to be systematic and accountable. Since the goal of every institution is academic development, the Student needs to lead a healthy and productive life concerning the academic(cognitive) and emotional(affective) domains. A student with a strong academic and emotional foundation demonstrates behaviour conducive to goal attainment and overall success in life.

## Conclusion

However, the significance of emotional intelligence is very vital for the individual. Hence, efforts should be made to review the curriculum of education from primary to tertiary education considering the role of emotional intelligence. In implementing emotional intelligence, accomplishment and the development of Students' self must be ensured. The teacher, as well as the policy maker, should collaborate to ensure the national education system from the aspect of emotional intelligence and intellectual intelligence. Effective training on Emotional Quotient must be organized not only to prepare students but also for teachers to give quality education. Leaders and Managers need to understand their emotions and5 recognize and understand the feelings of those around them to create a working environment that encourages excellence. Hence, forward-thinking educators have to recognize the importance of emotional intelligence not for empowering the Students and teachers but for the vitality and development of the economy as a whole.

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