

Impact of Emotional Intelligence on the Relative Competitiveness of Educationists: A Requisite for Quality Education in India

Nitu Bose Ghosh

*Assistant Professor, Department of management Studies, Brindavan College of Engineering,
Bangalore University, Bangalore-63.*

ABSTRACT: *The concept of emotional intelligence is much recognized in the current highly competitive era, where sustainability has become a big challenge. Just like business organizations, educational institutions are also feeling the heat as a result of this transition in global forces specially in developing economies like India. Lots of changes are taking place in the educational sector in India to pace up with the competency requirements of global developments and challenges. Hence educationists in India are also recognizing the importance of 'Emotional intelligence'. An attempt is made in this paper to analyze the concept of emotional intelligence and teachers' effectiveness in and outside the class-rooms of schools and universities. A total of 200 faculty members from 10 PG, UG and PUC colleges of Bangalore, India, participated in the study. Emotional intelligence scale (EIS, 2007), Teacher Effectiveness Scale (TES, 2010) and Teacher Rating Scale (TRS, 2003) were administered to measure the emotional intelligence, self-reported teacher effectiveness and student rated teacher effectiveness of the faculty members respectively. All materials used in this study are constructed and standardized on Indian population. The study revealed a positive correlation between EI and teacher effectiveness, both self-reported and students rated. Among the components of EI studied here, emotional stability, self-motivation, managing relations, self-awareness and integrity emerged as the best predictors of teacher effectiveness. Implications of this research from the perspective of training and developing faculty members and improving the work systems in educational sector have been discussed.*

KEYWORDS: *Emotions, Emotional intelligence, Educationists, self-control, Social emotional learning, teaching effectiveness.*

I. INTRODUCTION

Emotional Intelligence and teaching : Efficient teaching and good learning are the two most important factors for achieving quality in the field of education. Educationists in the higher education sector have a very responsible task of moulding the youth to become successful and socially responsible citizens. Conventionally, in higher education, a teacher brings two things to the classroom that are of value to the learners. One is subject expertise and the other is knowledge of teaching methods i.e. a teacher's pedagogy, which determines the efficiency of learning. But emotional intelligence is the unrecognized third component of what a teacher has to offer to the learners (Mortiboys, 2005) because learning process definitely involves a lot of psychological anxiety, struggle, frustration, thrill or excitement (Claxton, 1999). An effective educationist whether at school or universities needs an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement and the motivation to learn. Bandura's Social learning theory is an apt theory to be applied in and outside the classrooms that improves learning effectiveness and also influences holistic personality development through a process of social emotional development. Thus educationists have recognized the importance of 'Emotional Intelligence' in the classrooms that becomes a crucial constituent of the teaching-learning process resulting in the holistic learning and development of the students. It is not only necessary for the teachers to possess a good Emotional Quotient (EQ), but also to facilitate the students to imbibe the social emotional skills and enhance their EQ.

The popularity of Emotional Intelligence can be reasoned through the concept of individual difference and the fact that every individual has a unique personality, behavior, and different ways of showing emotions. Navigating through this, takes dexterity and cleverness - especially if we hope to succeed in life. This is where emotional intelligence becomes important. Emotional intelligence is an essential factor responsible for determining success in life and at work place (Goleman,1990).It is the ability to recognize one's emotions, understand their consequences on behavior and surroundings, perception of others, which allow us to manage relationships more effectively. The system of life and organizations is fluid, dynamic and potentially self-renewing wherein today's best leaders are learning to "go with the flow" to accept the inevitability of constant

change and recognize change itself as a potential source of energy. In such a scenario the education industry also has to fast respond and this entitles the teaching fraternity to be the leaders of the change. Hence making it essential for them to empower themselves through enhancement of their emotional intelligence. Teachers play the innermost role in refining character by inculcating self discipline and empathy. For this, teacher fraternity should be aware of the importance of Emotional Intelligence in Education. In fact, most educators know about the importance of imparting Emotional Intelligence training to the students. But to be a successful teacher the concept of Emotional intelligence has to be imbibed within the personality of each teacher and efforts should be made to keep improving the Emotional Quotient level. A teacher should aim at developing special abilities in order to tackle the challenges of the increasing workload, multifarious roles at home and work, increasing their conceptual knowledge and remain competitive in disseminating quality education. These abilities that sum up emotional intelligence according to Mayer and Salovey (1989) are:

- Perceiving emotions
- Using emotions
- Understanding emotions
- Managing emotions

The optimum development of these personal abilities is a key to successful performance as a teacher. Emotional intelligence deals with five variables namely- self awareness, self management, social awareness, empathy and relationship management according to the model proposed by Daniel Goleman (1998). Within different constructs of EI, there are a set of emotional competencies like emotional self-awareness, accurate self-assessment, self-confidence, trustworthiness, conscientiousness, adaptability, achievement drive, initiative, empathy, service orientation, organizational awareness, developing others, influence, communication, conflict management, leadership, change catalyst, building bonds, teamwork and collaboration. The overall relationship between these variables is very crucial in determining teaching efficiency as they directly impact an individual's emotional set up at work, in the classroom and enables a teacher to understand and manipulate the emotional set up of his students to their own advantage, resulting in holistic learning and development. The challenges of a teacher inside and outside a classroom are numerous and these keep on becoming complex, generation after generation as modern trends and issues creep in into the Gen Y students. With this modernization, classroom management has become major concern for the teaching fraternity. Emotional intelligence acts as an important attribute in improving the self-efficiency of the teachers. Teacher effectiveness uses a variety of concepts in terms of its definition (Ornstein, 1991). It has been explained by some researchers as teacher characteristics (Anderson, 1991; Strong, Tucker, & Ward, 2003) whereas, other researchers are more concerned with the teaching processes or the teaching outcomes (Flander & Simon, 1969). In the present study, teacher effectiveness has been defined as possessing and practicing good academic and professional knowledge with a clear concept of the subject matter, good preparation, clear objectives, organized and systematic presentation of the concepts with proper learning materials, ability to communicate and be comprehended by the students successfully, classroom management, positive attitude towards students and colleagues, result feedback accountability and ability to understand and motivate students.

This concept is now an important component of teacher's training in the United States. An organization called CASEL headquartered in Chicago (USA), provides leadership for researchers and educators to advance the science of social and emotional learning right from school based programs to university education. CASEL also recommends that social and emotional learning programs provide developmentally and culturally appropriate instruction, create a caring and engaging learning environment, teach children to apply social and emotional skills both in and out of school, enhance school performance by addressing the cognitive, emotional, and social dimensions of learning, encourage family and school partnerships and include continuous evaluation and improvement. The aim of this research paper is to find the relationship between emotional intelligence and the teaching efficiency of the teaching fraternity. The purpose is to highlight the significance of emotional intelligence as an important requisite for achieving effectiveness in teaching- learning process, delivering holistic education to the students with a focus on personal development, thereby improving the quality of education. The educational institutions should also start recognizing this important equation between emotional intelligence and teaching effectiveness, as this contributes to upgrading their image as a centre of learning and excellence.

II. LITERATURE REVIEW

Emotions are important mechanisms of carrying information about motivational systems as they have immense power to alter perception, memory and thought processes of an individual to achieve specific goals (Goleman, 1996). Different emotions produce different types of responses and have different outcomes, for example, anger generates a pulse of energy strong enough for vigorous action, love generates a general state of

calm and contentment facilitating cooperation, happiness inhibits negative feelings and fosters an increase in available energy whereas sadness brings a drop in energy and enthusiasm (Levenson, Ekman, & Friesen, 1990). This shows that emotions can either be helpful or detrimental therefore they need to be recognized and regulated in order to result in favourable interpersonal transactions. According to Cooper and Sawaf (1997), the ability of an individual to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence is called emotional intelligence (EI). Hall and West (2011) in their study demonstrated the important connection between understanding emotions, communication knowledge, dispositions and performances.

Knowledge of neuroscience claims that the neural connection between the thinking and emotional centers of the brain can either enhance or inhibit a person's ability to learn (Davidson, 2000; Adolphs, 2003; Cacioppo & Berntson, 2009). Researches have also shown that emotions can activate and stimulate the brain for better recall and retention (Cahill, Prins, Weber, & McGaugh, 1994; Dalgleish, 2004), and are crucial to sensory development because they facilitate the storage and recall of information (Rosenfield, 1988). Stress and threat cause the brain to downshift; this reduces the chances for neuron growth and causes learning to be inhibited (Ornstein & Sobel, 1987). Therefore teachers must understand the emotions of the students and act accordingly. This helps in creating a positive learning environment and motivating students for better performance because 'how' a person learns has a long lasting impact on 'what' he/she learns. According to social neuroscience, when two people interact, their emotional centers impact each other, in a favorable or unfavorable manner (Wolpert & Frith, 2004; Cacioppo & Berntson, 2005; Goleman, 2006; Cacioppo, Berntson, & Decety, 2010). This means that teachers are able to help students get in better brain states for learning by acknowledging learners' expectations, hopes, worries and so on, which has a positive effect on how they feel towards learning. When Smith (1997) asked students, what qualities should the ideal teacher in higher education have, and found that interpersonal characteristics such as 'empathic', 'approachable' and 'relates to students as equals' were woven in with attributes relating to the lecturer's skills and knowledge, it became quite evident that social and emotional skills and relationship management were important precursors to learning. Spergel (2008) in her study on "The Impact of Teacher's Behaviours, Personality Characteristics and Skills on Students' Motivation to Learn" found that participants clearly opined the necessity for a combination of positive behaviours, personality characteristics as well as skills on the teacher's part. Another study conducted by Penrose, Perry, and Ball (2007) had revealed that Emotional Intelligence was positively associated with teacher self-efficacy. It was hence contended that enhancing teacher's EI may increase efficacy and subsequently lead to improved student achievement. Therefore, the purpose of the current study was also to explore the relationship between various components of EI and teacher effectiveness along with their significance as predictors of teacher effectiveness.

A teacher needs awareness of his/her feelings, values and teaching-oriented attitudes, awareness of his/her behaviour and how others see them (Palmer, 1998). Consistent and constructive feedback from students, colleagues and institutional authorities facilitates a teacher in better self-evaluation of his/her abilities. Those with good EI have no hesitation in taking feedback from others and then working upon it to continuously improve their performances. Educators with high EI competencies are optimistic, adaptable, collaborative, confident, authoritative, open, approachable and enthusiastic (Mortiboys, 2005). They have better communication skills, better abilities for conflict resolution (Ming, 2003) and problem solving, better impulse and self-control and higher self-esteem. With higher level of motivation they are more assertive and more responsible and cope better with stress (Salami, 2010). Emotional Intelligence provides a foundation for emotional competencies which are strong predictors of job performance as different jobs require different competencies. Haskett (2003) found a significant link between specific EI competencies, and behaviors of effective teaching in higher education. Hence, the purpose of the current study is to explore the relationship between various components of EI and teacher effectiveness along with their significance as predictors of teacher effectiveness.

II. RESEARCH METHODOLOGY

The research methodology is explorative in nature. It explores the significant relationship between various aspects of the four attributes of emotional intelligence ie- *self awareness, self management, social awareness and relationship management* in a sample of 200 teaching faculty from various colleges in Bangalore, India. Bangalore city is considered to be a significant sample of the overall teachers' population in India as it is considered to be one of the most admired destinations of higher education in the country. The scope of study is the personal and emotional attributes and their levels in the teaching faculty of colleges in India. The sample has been collected through convenient sampling technique. Primary data has been collected through a well structured questionnaire based on the objectives of study. Apart from the questionnaire survey various EI measurement tools have been also used like- *Emotional Intelligence Scale (EIS)* by Upinder Dhar, Sanjyot

Pethe, and Anukool Hyde (Hyde, Pethe, & Dhar, 2007). *Teacher Effectiveness Scale (TES)*, developed by Dr. Shalu Puri and Prof. S. C. Gakhar (Puri, Ghakar, 2010), was administered to measure the teaching effectiveness of faculty members. The test-retest reliability coefficient of the scale is 0.76 and its content validity is 0.91. The scale consists of a total of 30 items with the response categories – strongly agree, agree, undecided, disagree and strongly disagree. The areas of teaching measured by the test items are – academic and professional knowledge, preparation and presentation of lesson, class management, attitude towards students, parents, colleagues and head of the institution, use of motivation, rewards and punishment, result, feedback accountability and personal qualities. *Teacher Rating Scale (TRS)*, developed by Dr. R. C. Deva (2003), was used for the rating of teacher effectiveness of faculty members by the students. The scale consists of 17 dimensions, grouped under 3 categories: personal qualities, professional competence and classroom performance of the teachers. The inter-rater reliability coefficient of the scale is 0.91 and its content validity is 0.85. An example of an item is: “The teacher encourages students to come up with their own views”. Interpretations and suggestions are based on the data analysis using SPSS soft ware, 16.0 version. Pearson correlation, ranking method and chi-square analysis were used to determine the relationship, predictive value and difference in the variables under study.

III. OBJECTIVES OF THE STUDY

- To study the level of emotional intelligence and teachers’ effectiveness in teacher fraternity
- To study the level of Self Awareness in teacher fraternity.
- To study the level of Self management in teacher fraternity
- To study the significance level of age with respect to Social Awareness in teacher fraternity.
- To study the level of Relationship management in teacher fraternity

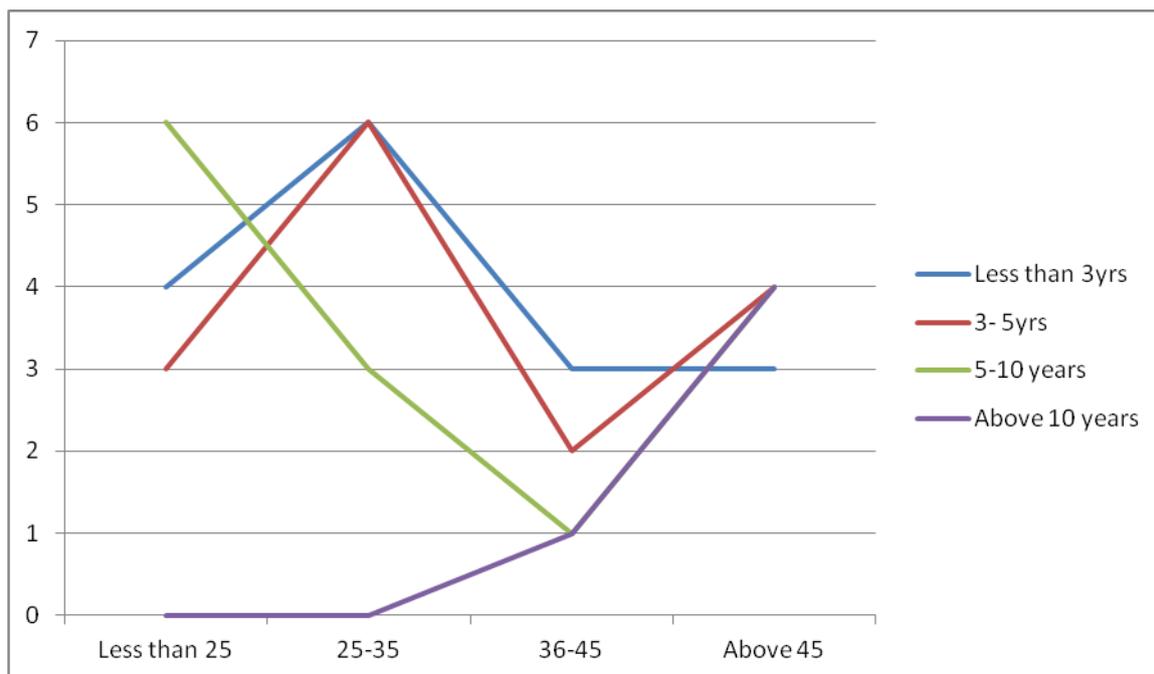
IV. FINDINGS

Data analysis : The objective of the study is to measure the emotional intelligence and teachers’ effectiveness level in teaching fraternity and highlight the relationship existing between the four components of EI and teaching effectiveness. To facilitate the study over 200 respondents were issued a pair of questionnaires that included various factors which helped to interrogate the problem statement in detail. The survey had been done through convenient sampling and primary data collected for data analysis. The respondents were spread over the faculty working in various UG and PG management colleges in Bangalore. Besides, the respondents have filled up a teachers’ effectiveness form and students filled up the teachers’ rating form to know the personal qualities, professional competence and subject expertise of educators according to students’ opinion and where does EI stand. To have a clear analysis the demographical attributes under study includes ‘Age’ and ‘experience’. Age has been marked as a main unit since it has been used as a benchmark for evaluation of the respondent. The age is used as a variable for identification of emotional maturity level. It is quite interesting for the researcher to plot the samples in the demographic based analysis.(Table-1)

The Table-1 depicts the details of demography (age and experience) in the collected sample.

Age/Experience	Less than 3yrs(%)	3- 5yrs(%)	5-10 years(%)	Above 10 years(%)	Total(%)
Less than 25	8	6	12	0	26
25-35	12	12	6	0	30
36-45	6	4	2	2	14
Above 45	6	8	8	8	30
Total	32	30	28	10	100

From the Table-I, it is observed that the respondents range is wide in the area of age above 45 and experience above 5 years. These respondents are the right input for our insights assuming basal age to be directly related to mental age. The maturity level, the problem handling skills and tuning to situations are balanced for the respondents who falls in this category. (Graph-1)



Graph- 1: Age vs experience

The Questionnaire includes a series of routine events or critical incidents which has been tested for treatment. The events include *self awareness, self management, social awareness and relationship management*. Many sub-components have been taken for analyzing the Emotional intelligence. The factors that are used for judging Self awareness are ability to separate the emotions, how feelings impact ones own actions, acknowledge one's own strengths and weaknesses, lose control when angry or on receiving negative feedback, emotional setback due to low/high self-esteem and awareness of the impact of one's mood on other people (Table-2).

The Table-2 depicts the level of Self Awareness in teacher fraternity.

S.No	Self Awareness (in Percentage)	To very great extent	To great extent	To some extent	To a little extent	Not at all
1	Most of the time, I am able to identify and separate my emotions	10	62	10	6	12
2	I am aware of impact of my mood on other people.	12	58	10	10	10
3	I know how feelings impact my own actions	14	48	20	6	12
4	I acknowledge my own strengths and weakness	10	12	60	10	8
5	I do not lose control when I am angry	6	4	10	62	18

It has been found that nearly 60 % of the respondents are able to identify the factors, ability to separate their emotions, how feeling impact their own actions and awareness of impact of one's own mood on other people to great extent whereas 62% of respondents lose control during anger which does not show a positive sign for the teaching fraternity. The factors used for assessing self-management are presence of mind in tactical situations inside and outside classrooms, being calm in stress-full conditions, admitting once own mistakes, taking up new challenges and assignments (Table-3).

The Table-3 depicts the level of Self management in teacher fraternity.

S.No	Self management (in Percentage)	To very great extent (%)	To great extend (%)	To some extent (%)	To a little extent (%)	Not at all (%)
1	I have presence of mind in any situation	45	32	5	8	10
2	I can behave calmly even in stress full situations.	24	61	5	5	5
3	I admit my mistakes public when it demands.	5	5	5	75	10
4	I am able to take up new assignments and challenging tasks	10	12	60	10	8
5	I am organized in my work.	10	10	42	30	8

It has been found that only 45 % of the respondents reveal that they have the presence of mind in any situation and 75% of respondents do not admit their mistakes in public. As a teacher the presence of mind is often required as the teacher has to think quickly, act wisely and solve the problems. Teachers should have control over their emotions of anxiety, frustration and anger, stay calm and act sensibly. This is what is expected in the classroom setting as they are the ideal role models for students to learn and behave.

This study also reveals the relationship between age of the faculty and their social awareness level in order to highlight the age group where social emotional skills tend to be very high. (Table-4)

Table-4- depicts the relationship of age and Social Awareness in teacher fraternity.

A chi-square tool has been applied to all the factors to examine whether there is a significant relationship between the age and the factors of social Awareness.

Parameters	Chi Square Value	Table Value(Df=12)	Remarks
I am sensitive towards other's feelings	16.098	21.026	S
I am capable of catering to the needs of the students.	6.144	21.026	S
I make myself available to the students and parents even out of office hours when they are in need	10.38	21.026	S
I always recognize the forces in the college and work to meet the requirements	8.501	21.026	S
I offer help readily when I am asked for.	8.915	21.026	S

Thus we can interpret that there is significant relationship between age and the Social awareness.

In order to determine the level of relationship management among the faculty, Garrett's Ranking method has been used.(Table-5)

Table-5- depicts the level of Relationship management in teaching fraternity.

The Ranking technique applied for this analysis is Garrett’s Ranking Technique. The Ranks are evaluated and framed to each factors of relationship management. The result analysis states that the first rank will have higher frequency to develop good relationship with students.

S.No	Relationship management	To very great extent (5)	To great extent (4)	To some extent (3)	To a little extent (2)	Not at all (1)	Mean score	Ran ki-ng
1	I encourage colleagues to work even when things are not favorable	22	11	4	8	5	3.74	II
2	I appreciate students for their success	9	19	5	12	5	3.3	V
3	I try to provide ongoing mentoring or coaching to my students	18	17	7	7	1	3.88	I
4	I interact well with the student and parents and provide guidance and counseling.	8	13	22	5	2	3.4	IV
5	I always like to be the active partner in solving the conflicts in my college.	15	20	3	8	4	3.68	III

From the above said factors, it can be inferred that a good relationship management starts with proper mentoring and coaching of the students, encouraging colleagues to work even when times are not favorable, maintaining proper interaction with the students and parents and always being an active partner in solving conflicts in the college scenario. This reflects good emotional intelligence facilitating the development of a conducive environment for learning. The data collected through the Teachers’ Effectiveness Survey (which was self- rated by the teachers) and Teachers’ Rating Survey (which was conducted on students as respondents) has been tabulated and represented in the Table-6.

Table-6- EI, Self- Reported Teacher Effectiveness (TES) and Student- Rated Teacher Effectiveness (TRS)

	N	Min	Max	Mean
EI	200	75	165	120
TES	200	80	190	135
TRS	200	55	185	120

Table 6 provides the descriptive statistics regarding the scores of faculty members on EI, Teacher Effectiveness Scale (TES) and Teacher Rating Scale (TRS) for the total sample. The respective means of EI, TES and TRS scores were 120 , 135 and 120. Statistical analyses revealed the normal distribution of the data. Inter-correlation of EI and its components with TES and TRS have been calculated and analyzed using Pearson’s Correlation. It was predicted that there would be a positive relationship between EI, TES and TRS. This hypothesis has been proven correct in the study as a strong relationship ($r = .638, p < .01$) was found between EI and TES. The correlation between EI and TRS was also positive and significant ($r = .541, p < .01$) which indicates that, the better the EI level of faculty members, the better their teaching efficiency.

V. DISCUSSION

It is very clear that in the current era, Emotional intelligence plays an important role in determining the teaching efficiency of teaching fraternity. Every individual performance with respect to both EQ and IQ is an

asset to the educational sector. High Intellectual standard and subject expertise are important competency requirement for increased teaching effectiveness, but there are other qualities as well, that predict relative competency of educators that emphasize on personal traits related to emotions (Zumwalt & Craig, 2005). The results of the study indicate that the EI of faculty members has a significant positive relationship with their teaching efficiency both self-reported as well as student rated. Thus, the higher the EI, the better the teacher effectiveness is and hence relative competitiveness of the educators in this highly dynamic and competitive higher education sector greatly depends upon emotional intelligence of its faculty and the same been developed in the students. This is supported in the current study as self-motivation was found to be a significant predictor of teacher effectiveness. A significant positive relationship was found between the EI of faculty members and their teacher effectiveness as rated by students as well. This shows that learners' perceptions may be influenced when the teacher uses EI. If learners perceive the teacher as showing care and respect towards them, they are likely to interpret the strictness of the teacher in a positive manner and try to follow the instruction given by him or her.

Most of us know that there is a world of difference between knowledge and behavior, or applying that knowledge to make changes in our lives. There are many things we may know and want to do, but don't or can't when we're under pressure. This is especially true when it comes to emotional intelligence. Emotional intelligence is not learnt in the standard intellectual way; it must be learnt and understood on an affectionate level. We can't simply master it through memorization. In order to learn about emotional intelligence in a way that produces change, we need to engage the affectionate dimensions of our brain in ways that connect us to others. This kind of learning is based on what we see, hear, and feel. Intellectual understanding is an important first step, but the development of emotional intelligence depends on *sensory, nonverbal learning* and *real-life practice*.

Developing emotional intelligence of Teacher through five key skills: Emotional intelligence consists of five key skills, each building on the predecessor. They are the ability to quickly reduce the stress, ability to recognize and manage one's emotions, ability to connect with others using non verbal communication, ability to use humor and role plays to reduce stress and ability to resolve conflicts positively with confidence. The five skills of emotional intelligence can be learned by anyone, at anytime. Based on the significant relationship developed between the various attributes of emotional intelligence ie- self-awareness, self- management, social awareness and relationship management on the self-efficacy and performance of the teachers, it is recommended that all teachers take initiatives to enhance their emotional quotient in order to be effective teachers, guides and philosophers of their students. It is also important for the teachers of the present generation to facilitate their students to enhance their EQ in order to prepare them to achieve success in the challenging and competitive world.

The following guidelines have been recommended for teachers to develop on their emotional intelligence. These guidelines were initially developed by Daniel Goleman and Cary Cherniss, with the assistance of Kim Cowan, Rob Emmerling, and Mitchel Adler for the Consortium. These include most management and executive development efforts as well as training in supervisory skills, diversity, teamwork, leadership, conflict management, stress management, sales, customer relations, etc. They have been refined to suit the teaching fraternity and positively influence their teaching efficiency on the basis of our research. These guidelines can be adopted by the educators for their own development or development of others' (students or colleagues) and even by the management for developing measures to facilitate development of emotional intelligence among their staff. They have been analyzed and refined in this study based upon the present requirements of educators and students in India. The educators' EI training interventions are as follows:

- [1] **Assess the institutional needs:** Determine the need of the educational institution, their mission, vision, culture and philosophy and the type of students. On the basis of assessment of all these aspects, educators should chalk out a blueprint of his teaching schedule and performance. Developing on ones emotional intelligence, involves performance planning in the form of goal-setting exercises for ones' own self, proper lesson and work planning.
- [2] **Assess the individual:** This assessment should be based on the key competencies needed for a particular job, and the data should come from multiple sources using multiple methods to maximize credibility and validity.
- [3] **Deliver assessments with care:** Educator should act as a facilitator in enabling the students understand their strengths and weaknesses and provide them constructive feedback in safe and supportive environment in order to minimize resistance and defensiveness.

- [4] **Maximize learner choice:** Educator must facilitate the learners to decide whether or not they will participate in the development process, and have them set the changed goals themselves. The educator must act as a motivator and in order to enact this role they need to enhance their EI.
- [5] **Encourage people to participate:** Learners will be more likely participate in development efforts if they perceive them to be worthwhile and effective.
- [6] **Link learning goals to personal values:** People are most motivated to pursue change that fits with their values and hopes. If a change matters little to people, they won't pursue it. Help people understand whether a given change fits with what matters most to them.
- [7] **Adjust expectations:** Build positive expectations by showing learners that social and emotional competence can be improved and that such improvement will lead to valued outcomes. Also, make sure that the learners have a realistic expectation of what the training process will involve.
- [8] **Gauge readiness:** Assess whether the individual is ready for training. If the person is not ready because of insufficient motivation or other reasons, make readiness the focus of intervention efforts.
- [9] **Foster a positive relationship between the trainers and learners:** Trainers who are warm, genuine, and empathic are best able to engage the learners in the change process. Select trainers who have these qualities, and make sure that they use them when working with the learners.
- [10] **Make change self-directed:** Learning is more effective when people direct their own learning program, tailoring it to their unique needs and circumstances. In addition to allowing learners to set their own learning goals, let them continue to be in charge of their learning throughout the program, and tailor the training approach to the individual's learning style.
- [11] **Rely on experiential methods:** Active, concrete, experiential methods tend to work best for learning social and emotional competencies. Development activities that engage all the senses and that are dramatic and powerful can be especially effective.
- [12] **Build in support:** Change is facilitated through ongoing support of others who are going through similar changes (such as a support group). Programs should encourage the formation of groups where people give each other support throughout the change effort. Coaches and mentors also can be valuable in helping support the desired change.
- [13] **Using models:** Educators should use live or videotaped models that clearly show how the competency can be used in realistic situations. Encourage learners to study, analyze, and emulate the models.
- [14] **Enhance insight:** Self-awareness is the cornerstone of emotional and social competence. Educators should help learners acquire greater understanding about how their thoughts, feelings, and behavior affect themselves and others.

VI. CONCLUSION:

Various researches have re-iterated the importance of emotional intelligence in the professional wellbeing of individuals. Present research has highlighted this relationship in the less explored area of teaching. A high emotional quotient is highly desirable in the teaching and learning efficiency. In the increasingly challenging teaching field, high level of emotional quotient enables the teaching fraternity to maintain considerable emotional maturity inside and outside the classroom, which allows them to use their intelligence, knowledge and presence of mind in not only disseminating quality education, but also acting as an ideal role model for students to learn and teach them to improve on their emotional intelligence in order to be successful.

REFERENCES:

- [1] Adolphs, R. (2003). Investigating the cognitive neuroscience of social behavior. *Neuropsychologia*, 41, 119-126. doi:10.1016/S0028-3932(02)00142-2
- [2] Bar-On, R. (1997). *The Emotional Quotient Inventory [EQ-I] technical manual*. Toronto, Canada: Multi-Health Systems.
- [3] Boyatzis, R. E. (2001). How and why individuals are able to develop emotional intelligence. In C. Cherniss & D. Goleman (Eds.), *The emotionally intelligent workplace* (pp. 234-253). San Francisco: Jossey-Bass.
- [4] Goleman, D. (1996). *Emotional intelligence: Why it can matter more than IQ*. London: Bloomsbury Publishing.
- [5] Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam.
- [6] Goleman, D. (2001). *The emotionally intelligent workplace*. San Francisco: Jossey-Bass.

- [7] Salovey, P., Mayer, J. D. & Caruso, D. (2002). The positive psychology of Emotional Intelligence. In C. R. Snyder., & S. J. Lopez. Handbook of Positive Psychology. Oxford University Press. N. Y.
- [8] Ornstein, A. C. (1991). Teacher effectiveness research: Theoretical considerations. In H. C. Waxman & H. J. Walberg (Eds.), Effective teaching: Current research. Berkeley: Mc Cutchan Publishing.
- [9] Sutton, R.E. & Wheatley, K. F. (2003). Teachers' Emotions and Teaching: A review of the literature and directions for future research. Educational Psychology Review, 15(4), 327-358.
- [10] Friedman, I.A. (2003). Self-efficacy and burnout in teaching: The importance of interpersonal-relations efficacy. Social Psychology of Education, 6, 191-215.
- [11] Mortiboys, A. (2005). Teaching with emotional intelligence: A step-by-step guide for higher and further education professionals. New York: Routledge.
- [12] Vandervoot, D. J. (2006). The importance of EI in higher education. Current psychology: Developmental.Learning personality. Social, 25, 4-7.
- [13] Goleman, D. (2006). Social intelligence: The new science of social relationships. New York: Bantam
- [14] Hyde, A., Pethe, S., & Dhar, U. (2007). Emotional Intelligence Scale (EIS). Agra, India: National Psychological Corporation.
- [15] Penrose, A., Perry, C., & Ball, I. (2007). Emotional intelligence and teacher self efficacy: The contribution of teacher status and length of experience. Issues in Educational Research, 17(1), 107-126.
- [16] Puri, S., & Ghakar, S. C. (2010). TES Teacher Effectiveness Scale. Manasvi, Agra, India.
- [17] Ajeya Jha, Indoo Singh(2012), Teacher Effectiveness in Relation to Emotional Intelligence Among Medical and Engineering Faculty Members, Europe's Journal of Psychology, 2012, Vol. 8(4), 667-685, doi:10.5964/ejop.v8i4.483, Source: <http://ejop.psychopen.eu/article/view/483> (downloaded on June 10,2014)
- [18] Madhar, Mohamed Abdul, Emotional Intelligence of Teachers and Effective Class Room Management (August 26, 2010). Available at SSRN: <http://ssrn.com/abstract=1666122> or <http://dx.doi.org/10.2139/ssrn.1666122> (downloaded on June 10, 2014)
- [19] Brackett & Katulak, Emotional Intelligence in the Classroom: Skill-Based Training for Teachers and Students <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.385.4289&rep=rep1&type=pdf>