

Teaching Metamorphosis – The Role of Emotional Intelligence in Transforming Education

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Abstract

The concept of emotional intelligence has grown in popularity over the last two decades, generating interest both at a social and a professional level. Student achievement, teacher effectiveness and school improvement are the critical components of an educational system and are interdependent. In recent years, low test scores and accountability standards have been the focus of education reform and criticism directed to education at all levels. The broader mission of education becomes clouded when effectiveness is defined solely or even primarily on the basis of teachers performance. One of the factors that may affect the teachers' performance is emotional stability. Emotional stability is crucial in facing challenges in the school environment. This article provides a critical review of emotional intelligence skills in teacher's success. The learned ability of emotional intelligence integrates well with the student development model of education and the historical values of the student personnel point of view. Further, some educationalists and practitioners have embraced the concept of emotional intelligence uncritically, and without fully grasping the entirety of its meaning and application. The article attempts to make explicit the manner in which emotional intelligence can be more realistically and appropriately integrated into the profession.

Keywords: Emotional intelligence, emotional development, teacher's effectiveness, job satisfaction

Introduction

We educate students with one main objective in mind: their success. What is the measure of success? Is it only a strong logical mind? No. It was, in the past, but now some fundamental new theories have been introduced: The Multiple Intelligences Theory (Gardner, 1983) and The Emotional Intelligence Theory (Mayer & Salovey, 1990, Goleman, 1995).

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IQ alone is no more the measure for success, emotional intelligence, social intelligence, and luck also play a big role in a person's success (Goleman, 1995). If emotional intelligence is considered vital for success, then why don't we start teaching its components to our students at school? If it affects student achievement, then it is imperative for schools to integrate it in their curricula, hence raising the level of student success. The quest for improving learning has been an ongoing endeavour in the field of education. To this end, a sizeable portion of the endeavours in terms of theorization and empirical research has been focused on the variables of both teachers and students with the aim of investigating how manipulation of such variables could facilitate learning as the personal qualities of teachers may very much affect the effectiveness of their practice.

Management styles have become much more individual and the power now lies at school level, which makes a huge difference to the way teachers feel within their employment. If the students don't achieve the expected rate of progress, then it's considered a teacher failing, which means the teaching is under suspicion. The teacher gets more observations, things are put in place to support them, but if things don't improve within the timescale, they are put on to notice and can end up on a competency. The aspect that's enjoyable and rewarding about teaching is the bit in the classroom. But under the current education system, that seems to be the least important part of the job. Everything is about targets and administration. And if they haven't met their targets there's a very quick procedure, not to support teachers, but towards disciplinary action and dismissal. Under these circumstances, it is expected that teachers will remain under stress which affects their effectiveness while teaching.

The definition of teacher effectiveness is subjective, meaning that it can be different for different people. The literature on teaching effectiveness or teacher effectiveness uses a variety of concepts (Ornstein, 1991).

It has been explained by some researchers as having good academic and professional knowledge with a clear concept of the subject matter, good preparation of the lesson with clear objectives, organized and systematic presentation of the concepts with proper learning materials, ability to communicate his/her knowledge to the students successfully, classroom management, positive attitude towards students and colleagues, result feedback accountability and ability to understand and motivate students.

Efficient teaching and good learning are the two most important factors for success in academia. Conventionally, in higher education a teacher brings two things to the classroom that are of value to the learners. One is subject expertise the other is knowledge of teaching methods i.e. a teacher's pedagogy, such as how to structure and explain the content being presented, use of materials and so on. But emotional intelligence is the unrecognized third component of what a teacher has to offer to learners (Mortiboys, 2005) because learning involves struggle, frustration, thrill or excitement (Claxton, 1999). A good teacher 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.

A teacher needs awareness of his/her feelings, values and attitudes as a teacher, awareness of his/her behaviour and how others see them. Consistent and constructive feedback from students, colleagues and school authorities facilitates a teacher in better self-evaluation of his/her abilities. Those with good emotional intelligence have no hesitation in taking feedback from others and then working upon it to continuously evolve their performances. Teachers with high emotional intelligence 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).

An Ei Perspective

Academic and cognitive development is the primary and chief aim of schools, colleges, and universities. However, it may prove catastrophic if the emotional and affective domain is neglected as an important and necessary role for schools. A blending of academic (cognitive), behavioral (action), and affective (emotional) dimensions are needed to address the complex issues facing education. To meet the issues and challenges of school education, there is a need to develop responsible and emotionally healthy students and teachers. Emotional skill development and personal responsibility need to be embraced and in effect just as it is with the academic and behavioral dimensions.

Extensive reviews of studies at schools and organizational levels indicate that emotional intelligence skills are essential to achievement, leadership, and personal health (Goleman, 1995). Further, Goleman indicates that when high levels of leadership are required, emotional intelligence is a much greater predictor of success than traditional measures of intelligence or leadership. In studying the world's best educational practices, Dryden and Vos reported that personal and emotional development is at the very center of these programs. Their findings indicate that the emotional intelligence skills of self esteem and personal confidence are essential to all learning. They asserted that education that fails to address these factors (i.e. personal/emotional domain) will fail in its other tasks as well (Dryden and Vos, 1994).

Leading educators have identified and emphasized the importance of a healthy school climate for student learning and achievement (Goodlad, 1983; McQuary, 1983). Schools are much more than conditions for producing specific learning outcomes. A healthy school climate is much more than an environment favourable for teaching academic content. It is also a learning environment for teaching personal and social development, successful career strategies, and healthy emotional development. Emotional intelligence skills and competencies are fundamental to creating and maintaining a healthy and productive school climate.

A college education may exhibit to be leadership and career limiting if healthy emotional development is not viewed as an important and necessary role of the entire college experience. To achieve the educational aspirations of the 21st century, there is an increasing need to develop healthy, responsible, and productive students, teachers, faculty, staff, and administrators in all academic disciplines. Accountability needs to be embraced and in effect in academic, behavior, and emotional development.

A number of leading researchers have concluded that emotional intelligence and related non-traditional measures of intelligence and human performance are as predictive (if not more so) of success as IQ tests and other standardized measures of scholastic ability and achievement (Nelson and Low, 1976-2003; H. Gardner, 1983, 1993, 1997; Sternberg, 1985, 1990; Mayer and Salovey, 1997; Goleman, 1995, 1997; Dryden and Vos, 1994; Astin and Associates, 1993; Townsend and Gephardt, 1997; Weisenger, 1985, 1998; and Cooper and Saway, 1997). Interdisciplinary research clearly connects emotional intelligence and emotional skills to achievement, career success, personal health and well-being, and leadership. The affective or emotional learning domain is central to student development. Experiential and self-directed learning activities need to be systematic and accountable.

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 are positioned to meet this type of institutional accountability.

Emotional Understanding

The value of emotional understanding has only recently been recognized, since the parents and teachers have become increasingly concerned about children's social and emotional development. Emotional understanding is a key factor in children's emotional development and functioning. By serving as a link between the input of emotional stimuli and the consequent emotional expression or behavior, emotional understanding may serve as a mediating cognitive structure.

Emotional understanding is also vital to human performance and the management of successful learning organizations. Even though the primary attention of education is academic performance, there is simply too much convincing evidence that schools and colleges should not and cannot neglect the development of emotional intelligence skills and other personal and social factors. Emerging trends necessitate new studies and applied research on the contributions of the emotional mind and the emotional domain of learning. Building healthy and productive students requires the active and intentional development of emotional intelligence skills and competencies as a normal and integral part of the process of education. To achieve this balanced perspective, the student development model of learning is reviewed and discussed.

Many student development researchers and leaders have emphasized human development and affective learning as an essential component of the higher education experience.

Emotional Development

A key focus of development in childhood is academic development, there has been a heightened interest in the study of children's emotional and social development because of its long term implications and consequences for adulthood.

When the developmental milestones for emotional development are not adequately reached, children may become at risk at any time for emotional and behavioral problems, childhood and/or adult psychopathology (Cole, Zahn-Waxler, Fox, Usher, & Welsh, 1996; Zahn-Waxler, Iannotti, Cummings, & Denham, 1990). Integral to every aspect of life in both childhood and adulthood, emotional development and maturity is essential for individuals to be functioning adequately in any domain of life activity. In fact, in many professional arenas such as psychology and medicine, knowledge alone no longer suffices. These fields of study have increasingly focused on better interpersonal and emotional skills as being empathic and compassionate (Carrothers, Gregory, & Gallagher, 2000).

Emotional Intelligence

Emotional intelligence is the ability to reason with emotion. John Mayer and Peter Salovey published the first formal definition of emotional intelligence in 1990. Their publication also claimed that it might be possible to assess and measure a person's emotional intelligence.

Mayer and Salovey believed that emotional intelligence is a subset of social intelligence and is about a person's ability to:

- Perceive emotion in oneself and others
- Integrate emotion into thought
- Understand emotion in oneself and others
- Manage or regulate emotion in oneself and others

They have also described emotional intelligence as being 'knowledge of self and others' and, more specifically, 'the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking'.

Since 1990, Mayer, Salovey and David Caruso have developed a set of tasks that assess this four-dimensional model. These include identifying emotions in human faces. They claim their research indicates that emotional intelligence can be measured reliably and that it is related to, but independent of, standard intelligence. Salovey and Meyer are still working on and refining the instruments that they use to measure emotional intelligence.

Their ability tests focus on, in particular, whether emotional intelligence can be grown and developed, although they accept that some people are born with higher levels of emotional intelligence than others. Their view is based on a belief that:

- Human beings are emotional animals and their emotions play a critical part in learning and in life.
- Being able to monitor our own and others' feelings and emotions, to discriminate among them and to use this information to guide our thinking is, perhaps, the most important life skill.
- Some people are innately more emotionally intelligent than others. However people can develop emotional intelligence, particularly at critical periods including infancy and teenage years.
- Emotional intelligence is a very complex area and, although our understanding is growing, there is still a great deal we do not understand.
- As yet, there is no universally recognised method of measuring emotional intelligence accurately, or demonstrating that it can be developed.
- Schools can help to teach young people how to develop their emotional intelligence. Classrooms also need to be emotionally secure places for both teachers and learners.

The Development of Emotional Intelligence

Although theories of emotional intelligence have been around since the 1920s, authors such as Howard Gardner and Daniel Goleman have championed the importance of emotions and feelings in learning more recently.

Gardner's theory of multiple intelligence pioneered the view that intra and interpersonal intelligences were as important as other forms such as linguistic and logical. Daniel Goleman, who later coined the phrase 'emotional intelligence', put forward the argument that emotional intelligence (EQ) mattered more than IQ (Intelligence Quotient).

Daniel Goleman broadened the definition of emotional intelligence devised by Mayer and Salovey. He defined it as 'understanding one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living'.

According to Daniel Goleman, emotional management, the ability to identify, appropriately express and manage our emotions, forms the foundation for learning and making decisions. It is the platform on which other essential skills, like reading, writing, math, even social skills are built. As it is a skill, it has to be taught and continually practiced. His research has found that academic achievement scores in students who learn key emotional skills improve by an average of 12 to 15 percent. These results underscore what literally happens in a brain distracted by emotions – it has precious little cognitive ability available to take in new information or critically think.

According to Carole Robin, a lecturer at the Stanford Graduate School of Business in organizational behavior, our ability to be in touch with and express our feelings is slowly socialized out of us. She gives the example of a toddler who bumps his head: the mother rushes to him and says "You're okay. You're okay." We're told to be okay even if we're not. Then we enter school and we are told to be rational and not emotional. Later in the workplace, we are trained to put on armour. So over time, our ability to even access emotion gets thwarted; in her words, "our emotional muscles atrophy."

Though we are trained to tamp down our emotions, it's an illusion, because emotions don't go away unless addressed. Human beings are permeable as if we are not aware of our emotions we can't manage them and when we don't manage our emotions we encounter all manner of unintended results. Some of which we can already see not only in poor student test scores and the escalating number of high school drop outs, but also in adults with enormous school debt and no jobs. The reality is the circumstances of the lives of students and their teachers, for that matter, contain difficulties. But instead of facing them with key emotional skills, these difficulties become distractions that are felt in classrooms across the nation.

Students and adults, alike, will only be able to learn more or be effective, if all of their faculties are focused on the task at hand, which is only possible if their emotional concerns are addressed and managed.

Because of the key importance of the teacher in the pedagogical process, empowering him/her in terms of both knowledge and enthusiasm would bear a positive impact on the outcome of his/her instruction. This of course is not what could be expected of the teacher on his/her own.

“If teachers,” says Richards (2001), “are expected to teach well and to develop their teaching skills and knowledge over time, they need ongoing support”. Hence, enhancing teacher effectiveness is perhaps more of an institutional matter rather than an entirely personal endeavour of the teacher. In line with what has been discussed so far it is important to examine the relationship between teacher’s emotional intelligence and their effectiveness.

Issues Facing Students and Education

In recent years, low test scores and accountability standards have been the focus of education reform and criticism directed to teachers at all levels. The broader mission of education becomes clouded when effectiveness is defined solely or even primarily on the basis of performance on standardized assessment models. Test scores reflect the narrow emphasis of schooling rather than the broader mission of education. A healthy school climate focusing on academic, career, and leadership development requires an emphasis on affective or emotional learning as much as on academic or cognitive learning.

In addition to academic performance indicators, there are several other issues that are indicators for change, reform, and renewal. School violence, physical and emotional safety, abuse, drop-out and retention rates are current examples. A major challenge for education is to provide safe campuses, healthy learning climates, and rigorous academic curricula taught by qualified teachers for interested and motivated learners. Healthy and safe learning environments are necessary for students and teachers to perform at their highest levels.

Changes in the nature of work and productivity demands of a global economy necessitate additional restructuring and reform efforts.

As schools and colleges prepare students for careers and productive employment, education will continue to modify its programs and instruction. As colleges prepare students for positions of responsibility and leadership, there will be an increased interest and recognition of the importance of the contributions of the emotional mind. Learning and applying emotional intelligence skills contribute to academic and career success.

Emotional Learning

Learning in school is a progressive, planned activity cast in the light of the firmly held belief that children are different from adults and that they need to be prepared for the adult world at the same time as they need to be protected from it. This derivation of learning and the very idea of childhood are recent inventions. There are reasons to believe that, with the advent of an electronically networked society, the clear distinction between childhood and adulthood is disappearing. One thing is certain, whether it is via the media or directly in their lives, children are increasingly subjected to the whole range of emotions known to adults, not to mention a wide variety of relationships spreading from the best to the worst.

In the current educational paradigm, it has become imperative to teach emotional "skills" in the rarefied atmosphere of schools. It would seem that "teaching" emotional intelligence should it be possible challenges all the basic tenets of the current paradigm of school-based learning. Not to mention widely extending the remit of school in terms of content and form, in particular modifying the relationship between life and school. Many teachers and parents alike might well insist that such learning is not a question for schools, but rather the responsibility of parents. But the family is no longer the ideal place for it. In today's fast paced world, the majority of families have shrunk from an extended community to its strict minimum one or two parents and one or two children and much less time is spent in the family than in school. Moreover, parents are not always in a position to cope with or dispense such emotional skills.

Scientific research, in particular on how the brain works, indicates that the formation of emotional skills is much easier in the formative years from birth to the late teens. Looking at existing structures, school is the major activity in that age group. Beyond infant's school and early primary school, almost all efforts are concentrated on cognitive skills (reading, writing, mathematics) and there is little or nothing in the standard training of teachers that prepares them from such a task.

Introducing emotions in schools would bring a radical change. Yet schools do not change so readily. Researchers or academicians who have tried to introduce innovations in schools have come up against considerable resistance from teachers, students and parents alike. Yet without their active participation, no such far-reaching change is possible.

Teacher's Effectiveness

The issue of poor academic performance of students has been of much concern to all and sundry. The problem is so much that it has led to the widely acclaimed fallen standard of education at large. The quality of education depends on the teachers as reflected in the performance of their duties. Teachers have been shown to have an important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students. Both teaching and learning depends on teachers as an effective teacher has been conceptualised as one who produces desired results in the course of his duty as a teacher. Huge investments are made in public education but its output in terms of quality of students has been observed to be unequal with the expenditure.

Consequent upon the observed deterioration in the academic achievement, attitude and values of school student's unsurprisingly if the high failure rates and the poor quality of the students is not a reflection of the instructional quality in the schools. In other words the ineffectiveness of teachers in classroom interaction with the students could be responsible for the observed poor performance of students and the widely acclaimed fallen standard of education.

The activities of improving teacher effectiveness i.e. professional development and teacher evaluation help teachers to develop not only knowledge, skills and attitudes but also critical minds, self-reflection and self-management skills of emotional intelligence (Cheung and Cheng, 1996). The best way to assess teachers' effectiveness is to look at their on-the-job performance, including what they do in the classroom and how much progress their students make on achievement tests. This has led to more policies that require evaluating teachers' on-the-job performance, based in part on evidence about their students' learning.

For a better understanding of teacher effectiveness, we need to combine information from tests with other measures, such as classroom observations and input from supervisors and peers. Looking at many aspects of a teacher's contribution gives us the best chance to understand it fully.

Studies Related to Level of Emotional Intelligence among Teachers

Mondal, N.K., Paul, P.K and Bandyopadhyay. A (2012) analyzed the nature and extent of emotional intelligence among secondary level schools teachers of Burdwan district in west Bengal (India). 300 teachers in urban and rural areas encompassing different gender, age, teaching experience, qualification and training were taken for the study. The results revealed that few demographic factors positively impacted on the level of teacher's emotional intelligence while some were not significant.

A similar study was conducted to identify the level of emotional intelligence among the teachers Zahra et.al. (2012) found the relationship between emotional intelligence and job self efficacy in research courses among 200 Tehran physical education teachers. Bar-On, Emotional and Self efficacy job questionnaires were used to evaluate the teacher's attitudes. The results demonstrated a significant relationship between emotional awareness, empathy and self efficacy.

Kauts, A & Saroj, R (2012) studied on 600 secondary school to identify the relationship among emotional intelligence , teacher effectiveness and occupational stress .The result indicated that teachers with high emotional intelligence were having less occupational stress and more teachers effectiveness, whereas teachers with low emotional intelligence were having more occupational stress and less teacher effectiveness. Thus, emotional intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching.

Mousavi, H.S., Yarmohammadi, S., Nosrat, B.A., Tarasi, Z. (2012) studied the relationship between emotional intelligence and its five components and job satisfaction of 215 physical education teachers. The result showed that there is a significant positive relationship between emotional intelligence and job satisfaction, between the components of social skills, empathy and motivation and job satisfaction. The study concluded that the job satisfaction of teachers can be increased by training and improving their emotional intelligence along with providing facilities and satisfying their needs.

Akomolafe (2011) made an attempt to study the interactive and relative effect of Emotional Intelligence and locus of control on burnout among the secondary school teachers and has suggested that secondary school teachers should be managed by capable and qualified counselors for the desired results to be achieved.

Krishnamurthy and Varalakshmi (2011) conducted a study to know the emotional intelligence of employees working in educational institution. A sample size of 200 teaching and non teaching staff was taken for study on the basis of demographic factors .Questionnaires were designed in five segments consists of personal information, adaptability, assertiveness, emotional management, self esteem and relationship of respondents. The result revealed that the improvement in emotional intelligence would increase the motivation and effectiveness of the employee.

Edannur, S. (2010) assessed the emotional intelligence level of teacher's educators of barak valley region in the Indian state of Assam (India). The result showed that the group under study possessed average emotional intelligence. The gender and locality of the teacher educators did not make any differential influence on their emotional intelligence.

Moafian and Ghanizadeh (2009) studied the impact of teacher's emotional intelligence on self efficacy. Regression analysis with multiple variables indicated that dimensions of emotional self awareness, interpersonal relation and problem solving were significant predictor of teachers self efficacy. Kaufhold and Johnson (2005) indicated that teachers improving their emotional intelligence emphasized on the values of individual differences and promote the cooperative learning so as to solve problems and guide the students to promote social competence.

Why is Trait Ei Important?

When college professors actively practice trait EI in the college classroom, they are able to accomplish the following:

- Create a positive and nurturing classroom environment that is psychologically safe (Mortiboys, 2012; Powell & Kusuma-Powell, 2010; Roy, 2013a; and Roy, 2013b)
- Create and sustain high quality professor/student relationships (Mortiboys, 2012; Powell & Kusuma-Powell, 2010; Roy, 2013a; and Roy, 2013b)
- Create and sustain high quality professor/student relationships (Mortiboys, 2012; Powell & Kusuma-Powell, 2010; Roy, 2013a; and Roy, 2013b)

This enhanced student engagement leads to:

- Improved student grades, test scores, and student achievement
Increased retention rates

Greater student satisfaction with the quality of the learning experience (Brackett, Reyes, Rivers, Elbertson, & Salovey, 2011; Brackett, Rivers, & Salovey, 2011; Klem & Connell, 2004; Lillis, 2011; and Schweinle, Reisetter, & Stokes, 2009).

Emotional Intelligence and Teachers Job Satisfaction

Nearly one in three people who train to be teachers does not go on to work in the profession. Numerous studies show that teachers perform best after being in the classroom for at least five years. However new teachers are fleeing the profession after few years in the classroom. There appeared to be several reasons for this decline in enthusiasm. Demands on school educators are seemingly boundless, including extended hours, researchers theorized, burnout is a viable explanation for the teacher exodus. Job satisfaction as it related to teachers was “a predictor of teacher retention, a determinant of teacher commitment, and a contributor to teacher effectiveness” (Shann, 1998). Job satisfaction is a difficult construct to measure among teachers because they were not unified in their perspectives about what made their careers satisfying.

Job satisfaction was extremely important for teachers to have because their attitudes toward the job impacted the learning environment of students. When teachers possessed high levels of job satisfaction, they had a greater chance in believing that their role in the school was satisfying over time, cared more about the quality of their work, were more productive and committed to the school, and had higher retention rates (Bavendam Research Incorporated, 2000). The literature on teacher attrition and teacher job satisfaction showed that teachers viewed their job as difficult, yet rewarding (Singh & Billingsley, 1996). However, the continually growing expectations and demands placed upon teachers contributed to stress, important factors that influenced teacher job satisfaction (Klecker & Loadman, 1999; Mertler, 2002). According to Bavendam Research Incorporated (2000), job opportunities, stress, leadership, work standards, fair rewards, and adequate authority were contributing factors to teacher job satisfaction.

Job opportunities influenced job satisfaction because employees were most satisfied when they had challenging opportunities at work. These opportunities included participation on interesting projects such as serving on committees that were imperative to their profession. Such opportunities included participation on committees such as crisis response teams, student intervention teams, and curriculum committees (Woods & Weasmer, 2000).

Stress was also a factor that influenced teacher job satisfaction. When negative stress was high, job satisfaction was low (Bavendam Research, Inc., 2000). In fact, jobs were more stressful when they interfered with employees' personal lives or were a continuing source of worry and concern. To alleviate stress, employers promoted and modelled a balance between work and personal lives. In addition, duties were distributed evenly and fairly among employees, and the number of interruptions imposed while teaching was limited. Another factor that influenced job satisfaction was leadership. Teachers reported that they were satisfied when their principals were good leaders, motivating, continually striving for excellence, well trained and credentialed (Bavendam Research, Inc.; Ma & MacMillan, 1999). Teachers also reported that they responded and communicated more effectively with administrators that were trustworthy and inspired them to achieve meaningful goals (Iwanicki, 2001).

Work standards, another factor that influenced job satisfaction, supported the notion that teachers were more satisfied when their entire teaching staff took pride in the quality of their work. For this reason, teachers were encouraged to communicate with one another and celebrate achievements and accomplishments together. Teachers who were rewarded fairly experienced less job stress (Iwanicki, 2001). It appeared that teachers were more satisfied when they had freedom and authority to do their jobs in a manner that was accommodating to them. It was extremely imperative that teachers were allowed to make decisions that pertained to their instruction and their class(es) and had input on decisions that ultimately affected them (Woods & Weasmer, 2000).

Other issues and concerns related to job satisfaction that teachers expressed were increased paperwork, lack of available resources, lack of parental support and involvement, negative student attitudes, low status of the teaching profession, and low paying salaries (Ma & MacMillan, 1999).

Many teachers reported that the increased paperwork actually took away from the students rather than benefiting the students. Teachers reported that the excessive amount of paperwork trickled over into their personal lives and they found themselves grading papers at home and working after hours to complete documentation that they did not have time to complete during normal school hours (Ma & MacMillan, 1999).

The low status of teachers in today's society had a negative effect on teacher job satisfaction. The teaching profession was not a career that was usually chosen by the best and brightest (Tye & O'Brien, 2002). Many people thought that a career in teaching was not very important. In fact, society often equated low pay with less respect (Tye & O'Brien, 2002). Salaries for beginning teachers were generally low however teacher salary increased for those who chose to stay in the profession and further their education. All of the aforementioned factors that influenced job satisfaction was associated with teacher effectiveness and ultimately influenced student achievement.

The more teachers enjoy their job, the longer they plan to teach. Usually, if people enjoy doing something, they are more committed to the task. Middle school teachers are more satisfied with pay than elementary and high school teachers. Perhaps middle school teachers feel that they are fairly compensated for their efforts and the work that they do. Maybe elementary and high school teachers feel that they have an excessive amount of unusual duties for their particular job and are not adequately compensated. Elementary school teachers may feel more like caretakers than actual teachers. For instance, teachers of young elementary students in particular, have to wipe students' noses when they have a cold, take them back and forth to the restroom, make sure they stand and walk in a single file line, and ensure their safety during recess. High school teachers, on the other hand, may have to deal with student attitudinal issues (Tye & O'Brien, 2002). Since students at the high school level are considered to be young adults, it may be difficult for these students to take directions and follow rules from an authority figure.

It appears that the trend supporting the notion that emotional intelligence is positively related with job satisfaction suggests that emotional intelligence does make a difference in how teachers perceive their satisfaction on the job.

This suggests that teachers who intend on staying in the teaching profession longer than their fellow colleagues could possibly possess higher emotional intelligence.

Developing Emotional Intelligence in Prospective Teachers

Emotionally intelligent teachers are an asset for total quality management in education due to their capabilities of increased performance, increased leadership qualities and better team work. Research (Goad, 2005; Justice, 2005) has indicated the importance and value of emotional intelligence in teacher preparation programs. According to their research, Goad and Justice indicate that pre-service teacher education, induction experiences with mentoring, and alternative certification programs could be strengthened by providing emotional intelligence training in preparing new teachers. Emotional intelligence skills were linked to both classroom management performance and teacher retention factors for new and novice teachers. It is therefore essential to develop emotional intelligence skills of student teachers during pre-service teacher education programs so that they may work with their students in a more efficacious manner and also may serve as important facilitators as well as role model for inculcating emotional competencies in them.

Becoming an emotionally intelligent teacher is a journey and process, not an arrival state or end result. Emotionally intelligent teachers are active in their orientation to students, work, and life. They are resilient in response to negative stress and less likely to overwhelm themselves with pessimism and strong, negative emotions. An emotionally intelligent teacher learns and applies emotional intelligence skills to improve:

- Physical and mental health by gaining knowledge/techniques to break the habit of emotional reactivity (Stress Management)
- Productivity and personal satisfaction by helping to harmonize their thinking and feeling minds (Self Esteem and Confidence)
- Self-esteem and confidence by learning specific emotional intelligence skills (Positive Personal Change)
- Communication in personal and work relationships (Assertion)
- Ability to manage anxiety and improve performance under pressure (Anxiety Management)

- Ability to quickly establish and maintain effective interpersonal relationships (Comfort)
- Ability to understand and accept differences in others and diversity issues (Empathy)
- Ability to plan, formulate, implement effective problem solving procedures in stressful situations (Decision Making)
- Ability to positively impact, persuade, and influence others (Leadership)
- Ability to direct energy and motivation to accomplish personally meaningful goals (Drive Strength)
- Ability to manage time to meet goals and assignments (Time Management)
- Ability to complete tasks and responsibilities in a timely and dependable manner (Commitment Ethic) and
- Ability to control and manage anger and improve performance under stressful conditions and situations (Anger Management)

Teachers who intentionally develop emotional skills and model emotionally intelligent behavior on a daily basis experience more success and satisfaction in their professional career and life. Emotionally intelligent teachers are more resilient and proactive in responding to stressors and less likely to react to stress. Teachers who model emotional intelligence are characterized by: intentional reflective (not reactive) behavior, more flexible (not resistant to change), assertive communication (not aggressive or passive), more optimistic and hopeful (not pessimistic and negative), and relies on skills and positive habits (not reactive habits).

Summary

Emotional intelligence plays an important part in every aspect of people's lives. In everyday life, having a high emotional intelligence may help us develop stable and trusting relationships, understand others better, and interpret actions of others more clearly. In the academic world, the topic of emotional intelligence is still relatively new therefore it is critical to implement effective emotional intelligence training into university curricula in order to prepare prospective teachers for thriving teaching careers and successful personal relationships. To develop emotionally intelligent teachers, it is important that the preparation, transfer and maintenance phases of their training process must be considered well. Yet too often these phases are neglected in practice. The successful development of emotional skills requires motivation, effort, time, support, and sustained practice.

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