

DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN PROSPECTIVE TEACHERS

Mrs. S. Jerslin

Assistant Professor, Department of Education, GRI-DU

Abstract

We are living today in a mechanical world. Not like machines we human beings have our own feelings, emotions, likes and dislikes. In education, the mental health of the teacher affects the students performance, life style etc.,. Emotional Intelligence control the mental health of the teachers as well as the students. Present prospective teachers are the future teachers. Since they are the shapers of students, to educate them with emotional intelligence is a must. Emotional Intelligence denotes the ability to understand and regulate others as well as one's own emotions. In this article the author is discussing about the need of Emotional Intelligence, its components and some of the ways to improve it.

Emotional Intelligence has five components. But in this article the author is discussing about three components namely self – awareness, self-actualization and self-motivation. Self –awareness is the sense of an ongoing attention to one's internal states. Self-actualization is also termed as managing one's own emotions. Self motivation is a positive motivation-the marshaling of feelings like enthusiasm and confidence to enhance achievement. Emotional intelligence is a different kind of intelligence. When cognition is not enough we are using this. In this article the author explained how to control anger, worry denial and also the power of positive thinking. If the teacher trainees i.e the future teachers have this kind of Emotional Intelligence, they will definitely shape their students to make an Emotionally Intelligent India.

Keywords: *Emotional Intelligence, prospective teachers, self-awareness, self-actualization and self-motivation.*

Introduction

The term Emotional Intelligence was coined by John.D.Mayer and Peter Shalvey. However, the term “emotional intelligence” entered into the world by Daniel Goleman in 2006. Emotional Intelligence is the ability to recognize emotions in the self and in others. Understand the causes of emotions and their consequences for thinking and behavior. Express emotions in socially acceptable ways and to regulate emotions effectively. The teacher trainee should acquire this kind of Emotional Intelligence for themselves. In this article the author showed how to develop emotional intelligence . According to Goleman Emotional Intelligence have five components. Now the author wanted to describe three of them namely self-awareness, self-regulation and self-motivation.

Self - Awareness

According to Goleman, being aware of ‘self’ is perhaps the most critical element in emotional intelligence, since it is not possible for an individual to collect information about his/her shortcomings and to work on it unless he/she is aware of the problems lying within. High self-awareness helps an individual to monitor the actions and try to rectify it, if required. Low self-awareness may lead to misperception about others’ expectation and consequently, wrong actions. Self awareness guides an individual to fine-tune the on-the-job performance style to become more acceptable and socially networked, which are the key factors for success in an organizational context today.

Self-awareness has been defined as ‘being aware of both our mood and our thoughts about the mood’ (Goleman, 2006) has elaborated it as ‘the ability to recognize your feelings and to differentiate between them, to know what you are feeling and why and to know what caused the feelings’.

Although there is a big difference between being aware of feelings and acting to change them, the two usually go hand in hand to recognize a foul mood is to want to get out of it. This recognition may be different from the efforts we make to keep from acting on an emotional impulse. Three different styles can be identified by which people attend and deal with their emotions (Goleman, 2006)

- a. Self-aware style-aware of their moods as they are having them. They generally are conscious about their own feelings, impulses and implications and hence, are able to get rid of negative moods, sooner.
- b. Engulfed style-they often are carried away by the emotions and find it difficult to come back to the normal mental state as the emotional impulses become the in-charge of their mental state.
- c. Accepting style-these people, quite interestingly, is aware of the feelings they have but do not want to change them.

Obviously, self-aware style is most effective, since it not only proposes a clearer self concept but also focuses on the possible bridge which can reduce the gap between ideal and real self in a specific situation. The prospective

teachers are the future teachers they should possess this type of style. They should analyze themselves thoroughly before going to the field i.e., to take classes. Present day teachers meet a lot of challenges. There may be low, average and high performance students. Students may be from different backgrounds. They may have different cultures. To tackle them is a big challenge for the teachers i.e. the teacher trainees. A well developed cognitive and emotional maturity is a must for almost all the prospective teachers. A self evaluation is a must for an emotionally intelligent prospective teachers. And that teachers should accept her/his own faults. In order to get an emotionally intelligent mind that person should change her/his default thoughts, views, character, habits and writings. This will give him/her a socially acceptable picture before their instructors, students, class mates and superiors.

Goleman has further proposed (2006) that self-awareness is the vital foundation skill for three emotional competencies:

- a. Emotional awareness-the recognition of how our emotions affect our performance and the ability to use our values to guide decision making.
- b. Accurate self-assessment candidate strength of our personal strength and limits, a clear vision of where we need to improve and the ability to learn from experience.
- c. Self-confidence-the courage that comes from certainty about our capacities, values and goals.

The prospective teachers should have these kinds of self awareness to achieve good performance not only for them but also for the sake of the students. The trainees who have the emotional awareness will understand the connection between their feelings, thought process and action. They recognize the effect of the feelings on performance. The prospective teachers with accurate self-assessment are aware of their strength and weaknesses. They are willing to learn from their experiences and open to feedback. The prospective teachers with self confidence will stand by their own decisions even if they are not so popular. They are capable of taking sound decisions during trying situations. Hence self-awareness is one of the important factors in the field of Emotional Intelligence.

Self - Regulation

Being aware of emotional feelings and its impact is not sufficient to become successful. An individual should try to regulate the feelings and the consequent reaction as

per the situational requirements is known as self-regulation. In our real life situations, we often experience the sudden outburst of emotions and in general, we also try to modulate the expression of those emotions. While some succeed, some fail to do so. It is understood that human beings have to suffer from emotional outbursts, but an individual's emotional intelligence, more specifically, the self-regulation component, helps him/her to activate the defense mechanism as soon as possible. The prospective teachers should develop this kind of self-regulation. If the trainee got scolded by her/his superiors she has to rectify her mistakes by asking apology or she/he has to personally discuss the matter to her superiors. Instead if acts negatively by opposing the superiors in front of others or punish her/himself is not a remedy. There are some emotions like anger, worry and denial. We are going to see some methods to overcome these emotions.

a. Anger

If emotional brain heats anger builds on anger and it easily erupts in violence. Therefore one has to control anger before it bursts.

- a. First we have to seize and challenge the thoughts that trigger the anger.
- b. Anger can be quenched if the mitigating information comes. That information should short circuit the anger.
- c. One can drink water at the time of anger to console oneself.
- d. Getting away from the person who create angry is one of the way.
- e. Safer alternative is going for a walk.
- f. Distractions by TV, movies, readings and the like all interfere with angry thoughts
- g. Ventilating to counselors is a fast moving today's trend in angry management.

A trainee should look these measures and take which one is suitable for her. An angry fellow never get friendship. He/she will be scolded by all.

b. Worry

As human beings we usually have worries about some things. But if these worries last for a long time we call it as a chronic worry. A chronic or repetitive worry does not find a solution to our problems. Worry builds anxiety and fear. Now we see some steps to avoid worry.

- i. The prospective teachers has to identify the cause of worry. They find a solution to that or come out of it before its worse output.

- ii. They should practice the relaxation method daily so that they can use it on the spot, when they need it.
- iii. The prospective teachers can ask some questions like this.
 - a) Is it possible that the fearful event will occur?
 - b) Is it necessarily the case that there is only one or no alternative to happen?
 - c) Does it really true to have this kind of worry over and over?

By asking and answering these questions the teachers can avoid worry by themselves. On the other hand, the chronic worries may lead to phobia, obsessive-compulsive disorder or panic disorder.

c. Denial

Denial means refused request. In schools and in colleges students may be from different background. At their school or college days they will have lot of wishes. When these wishes are put before the parents or teachers they may be fulfilled or not. Usually parents are in prime place to fulfill the needs of their children. If they are alcoholic parent then the wishes are denied. If the parent is repressors they will deny the wishes of their children. Or the trait may be inherited. In educational institutions if the need of the trainee is refused then there comes the denial. In that situation the person has to keep quiet and calm. In short, unflappableness is a kind of optimistic denial, in more severe stress disorder.

Goleman (2006) Proposed the Following Sub - Components of Self - Regulation

- Self-control-Managing disruptive emotions and impulses effectively.
- Trustworthiness-Displaying honesty and integrity.
- Conscientiousness-Dependability and responsibility in fulfilling obligations.
- Adaptability-Flexibility in handling change and challenges.
- Innovation-Being open to novel ideas, approaches and new information.

A self-regulated person should have these qualities. Goleman also told that people with self-control manage their impulses and distressing emotions well. The trustworthy people admit their own mistakes and confront others unethical actions. People with conscientiousness try to keep commitments and promises. People with innovation are open to new and creative ideas and adaptability people are capable of handling change. The present day prospective teachers should have these kinds

of qualities to enhance their self-regulation through emotional intelligence.

Self Motivation

It is important to note that self-motivation in the context of emotional intelligence basically stresses on the role of 'self' to get charged up for performance. Optimism is a best key for motivation. Optimism, means having a strong expectation that, in general things will turn out all right in life, despite setbacks and frustrations. From the stand point of emotional intelligence, optimism is an attitude that buffers people against falling into apathy, hopelessness or depression in the face of tough going.

Optimism predicts academic success. Researchers found that optimistic students do twice better than pessimistic students. As mentioned earlier, the optimists will see things in different manner. They motivate themselves as things will go right in tough situations. Even though they get low marks in academic or low grades they motivate themselves as they will do better at the next time. And they will try to take necessary steps also. Hope without action is nothing. So the teacher trainees should have optimistic views with strong effort. The pessimists blame themselves for the mistakes. This will reduce their self confidence. The psychologists called optimism and hope as self efficacy. Developing competency over this kind of emotionally intelligent attitude the prospective teachers will face the risk and challenges in life boldly.

Conclusion

Schools and educational organizations are turning to Emotional Intelligence seeking a systematic solution to improve outcomes-both academic and social. It is evident that self as a regulatory force plays an important part in emotional intelligence. Self-awareness, self-regulation and self-motivation are the three self regulatory forces. The prospective teachers should have competency over these forces to acquire emotional intelligence. In self-awareness one should accept one's own feelings and expressions. Self evaluation helps to know about oneself. At this juncture that person has to change if there is any mistake occurs. Self-regulation is a process in which a person has to regulate his own feelings. Self-motivation is an important attitude before doing things well. Optimism helps to motivate people positively. Therefore the development of a positive self-concept is so essential for human growth and development. An emotionally intelligent prospective teacher will produce an emotionally intelligent student. To get a healthy India all prospective teachers should develop emotional intelligence skill.

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