



Creating An Emotionally Intelligent Behavior

Dr. Pawar Gopal Ramrao

Principal

SVSPM, Swami Vivekanand College of Education, Udgir., Dist. Latur

Mr. Giri Abhijeet Balaso

Assistant Professor

SVSPM, Swami Vivekanand College of Education, Udgir., Dist. Latur

Mr. Pandhare Vinayak Krishnadeo

Assistant Professor

SVSPM, Swami Vivekanand College of Education, Udgir., Dist. Latur

Abstract:

The educational success of present times lies in the perfect weaving of emotions in all aspects of education as a whole and in classroom transactions in particular. There is no denying the fact that emotional intelligence governs our success in all areas of life. Effective leaders are emotionally intelligent. They have the skills to manage and use their emotions. And, like all leadership skills, emotional skills – the attitude and abilities with which someone approaches life and work – can be learned and developed. Brain science shows us how that learning occurs. Emotional skills are partly inborn, but experience plays a major role in how the genes are expressed. Research suggests that our range of emotional skills is relatively set by our mid-20s and that our accompanying behaviors are, by that time, deep-seated habits. The more we act a certain way – be it happy, depressed, or cranky – the more the behavior becomes ingrained in our brain circuitry, and the more we will continue to feel and act that way. An emotionally intelligent leader can monitor his or her moods through self-awareness, change them for the better through self-management, understand their impact through empathy, and act in ways that boost others' moods through relationship management.

Keywords: Emotions, emotional intelligence, emotional intelligent behavior.

Introduction:

Emotional intelligence is important for students because it helps them care for themselves and others. Through the strengthening of these skills, learners can better assess their own needs, care for others, and demonstrate respect for peers and elders, limiting conflict and miscommunication in the learning environment. Simply put, emotional intelligence is your ability to manage and interact with your own emotions as well as those of other people. EI is commonly divided into four key abilities: perceiving and identifying emotions. Thinking and reasoning using emotions. Understanding emotions and how they change.

John Dewey began this century with an eloquent plea for the education of the whole child. If we get around to that kind of education by the end of the century, emotion research may well provide the catalyst we need. Emotions are important in the classroom in two major ways. First, emotions have an impact on learning. They influence our ability to process information and to accurately understand what we encounter. For these reasons, it is important for teachers to create a positive, emotionally safe classroom environment to provide for the optimal learning of students. Second, learning how to manage feelings and relationships constitutes a kind of “emotional intelligence” that enables people to be successful. Emotions are often thought of as irrational or “nonintellectual” feelings that are beyond our control. However, emotions are complex states of mind and body, consisting of physiological, behavioral, and cognitive reactions to situations that can be managed and directed. Cognitively, individuals interpret an event as one that may be sad, dangerous, joyous, etc. Physically, a sad situation may yield tears, or a dangerous situation might lead to an elevated heart rate. Behaviorally, we may seek comfort when we are sad or run and seek help when we face danger. It is critical to recognize the important link between emotions, thought, and action. Our emotional state has the potential to influence our thinking. For example, students learn and perform more successfully when they feel secure, happy, and excited about the subject matter. Although emotions have the potential to energize students’ thinking, emotional states also have the potential to interfere with learning. If students are overly excited or enthusiastic, they might work carelessly or quickly rather than working methodically or carefully. In addition, emotions such as anger, anxiety, and sadness have the potential to distract students’ learning efforts by interfering with their ability to attend to the tasks at hand. Emotions can interfere with students’ learning in several ways; including 1) limiting the capacity to balance emotional issues with schoolwork, 2) creating anxiety specifically about schoolwork, and 3) triggering emotional responses to classroom events. We know emotion is important in education—it drives attention, which in turn drives learning and memory. Due to lack in understanding of our emotional system, we don’t know exactly how to regulate it in school, beyond defining too much or too little emotion as misbehavior. The educational systems have felt it difficult to

integrate emotions in curriculum both in theory and in practice. Also teaching fraternity across world hasn't fully addressed the important relationship between a stimulating and emotionally positive classroom experience and the overall health of both students and staff.

Emotional intelligence is defined as a confluence of developed abilities to:

- (1) know and value self;
- (2) build and maintain a variety of strong, productive, and healthy relationships;
- (3) get along and work well with others in achieving positive results; and
- (4) effectively deal with the pressures and demands of daily life and work.

The development of emotional intelligence is an intentional, active, and engaging process.

Emotional intelligence consists of four attributes:

- Self-awareness – You recognize your own emotions and how they affect your thoughts and behavior, know your strengths and weaknesses, and have self-confidence.
- Self-management – You're able to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- Social awareness – You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
- Relationship management – You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

Emotional intelligence affects:

- Your performance at work. Emotional intelligence can help you navigate the social complexities of the workplace, lead and motivate others, and excel in your career. In fact, when it comes to gauging job candidates, many companies now view emotional intelligence as being as important as technical ability and require EQ testing before hiring.
- Your physical health. If you're unable to manage your stress levels, it can lead to serious health problems. Uncontrolled stress can raise blood pressure, suppress the immune system, increase the risk of heart attack and stroke, contribute to infertility, and speed up the aging process. The first step to improving emotional intelligence is to learn how to relieve stress.
- Your mental health. Uncontrolled stress can also impact your mental health, making you vulnerable to anxiety and depression. If you are unable to understand and manage your emotions, you'll also be open to mood swings, while an inability to form strong relationships can leave you feeling lonely and isolated.

- Your relationships. By understanding your emotions and how to control them, you're better able to express how you feel and understand how others are feeling. This allows you to communicate more effectively and forge stronger relationships, both at work and in your personal life.

Importance of Emotional Intelligence

Emotional intelligence is important because it improves an individual's relationship with themselves and their relationships with other people. If an educator can draw on their own emotional intelligence when they are having a hard day at work, they might be able to resist the urge to lash out at boisterous students or mete out discipline more than they usually might, because they (the teacher) are aware of their own shortened temper, fatigue, or unhappiness. Meanwhile, if a student can tap into their own emotional intelligence, they might observe that a classmate is irritable one morning, and resist playing around with that student out of respect for their shortened temper (thus preventing any outbursts between the two students, or otherwise destabilizing the climate of the classroom they are part of).

Emotional Intelligence in Schools

Emotional intelligence is the ability to acknowledge, understand, and control our emotions, and to acknowledge, understand, and interact with the emotions of other people. This is an essential skill at all stages of life, fostering success in both personal and professional contexts. The utilization and teaching of emotional intelligence in schools has gained traction in the public sphere, as awareness has increased regarding the importance of emotional intelligence in promoting overall quality of life.

Five-part process is designed to rewire the brain toward more emotionally intelligent behaviors.

- Imagining your ideal self,
- Coming to terms with your real self (as others experience you),
- Creating a tactical plan to bridge the gap between ideal and real,
- Practicing those activities.

The Emotionally Intelligent Teacher

Emotionally healthy behavior is reflected in characteristic ways of (1) thinking, (2) identifying, managing, and expressing feelings, and (3) choosing effective behaviors. 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).

Role Of Teacher In Creating An Emotionally Intelligent Behavior

Faced with frustration, despair, worry, sadness, or shame, kids lose access to their own memory, reasoning, and the capacity to make connections. Anxiety is the enemy of memory. And, sadly, in many of today's classrooms, we see children whose intellectual energies and capacities are drained by negative emotional states. Emotion is the on / off switch for learning.

Teachers can foster positive relationships with their students by conveying respect and compassion for students, by listening carefully to them, and by responding to their needs and feelings. It is also important that students feel that teachers will manage the classroom environment and relationships among students in ways that protect their integrity and right to learn without fear of ridicule or humiliation (e.g., where classroom norms for interacting include respect rather than put-downs).

Teachers can create an emotionally safe classroom environment by providing targeted, positive feedback on successful elements of work in conjunction with suggestions for improvement. Positive classrooms have many ways of acknowledging students' capabilities (for example, through teacher comments and display of students' work). High expectations of students, combined with support, encouragement, and opportunities for success help affirm students' accomplishments in noncompetitive ways.

Social and emotional education programs that work best extend beyond the school to include parents and the community (Goleman, 1995). As teachers, it's important to keep students focused, creative, and excited about their learning. This includes helping them to become emotionally healthy people who can work with others while maintaining hope and the determination to learn.

Teachers should teach the students to understand, manage and control emotions which are often thought of as irrational or "nonintellectual" feelings that are beyond our control. However, emotions are complex states of mind and body, consisting of physiological, behavioral, and cognitive reactions to situations that can be managed and directed.

One can support students in developing this self-confidence by helping them learn to identify what they are thinking and how they are feeling when they make decisions. For example, a teacher might model the use of self-reflective language in the classroom to help students get in touch with their emotional states of mind. Talking about positive and negative feelings is one way to help students learn how to deal appropriately with their emotions. Talking about feelings of stress, anger, frustration, and disappointment can help students learn how to identify their feelings. Teachers can facilitate this discussion during class meetings or during one-on-one conversations with students, or as students work together in pairs and groups. For young children, stories can provide opportunities to talk about different emotions; for older students, journal writing may be a productive way to help them identify complex feelings. Teachers should be aware of and sensitive to the different ways children respond to and display emotion.

Teachers can use students' emotional expression as a teachable moment to coach and support them in developing the skills needed to manage their emotions successfully (Gottman & Declaire, 1998). Managing emotions includes the ability to redirect disruptive impulses and to "shake off" negative moods (Goleman, 1995). One way to teach students to manage their emotions effectively is to teach anger management, conflict resolution, and the skills needed to work cooperatively with others, with the long-range goal of teaching students to work together in positive and productive ways.

Self-motivation brings a sense of mastery over one's emotions. Motivation is a strong internal drive to pursue and achieve goals. Students who are self-motivated have a strong drive to keep learning and a positive self-concept. Teachers can influence students' motivation.

Empathy is a prerequisite for social problem-solving and conflict resolution. Teachers can help students develop empathy by providing opportunities to put themselves in one another's shoes, to take on and understand different perspectives, and to take responsibility for their actions. For example, teachers can help students empathize with another student who is experiencing a particularly difficult time. Teachers can foster empathy by encouraging students to remember what it was like for them when they experienced a similar frustration. Teachers can also choose texts and select activities that enable students to explore multiple experiences and different points of view.

Conclusion

With the established relationship of emotional intelligence skills and academic achievement, students would benefit from learning and applying emotional intelligence skills to improve academic performance in school and college settings. With new research evidence linking emotional intelligence to instructional performance and as a factor in teacher retention, pre-service, new, and novice teachers could benefit from learning and using emotional intelligence skills for personal and professional development. Affective learning requires a person-centered process for teacher and student growth and development. When emotional intelligence skills are a focus of learning, teachers and students are building human development behaviors that are intricately related to the positive outcomes of achievement, goal achievement, and personal well-being.

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