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## EMOTIONAL INTELLIGENCE AND ROLE OF THE TEACHER

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The rules for success are changing. We are being judged by new yardsticks; not just by how smart we are, or by our training and expertise, but also by how well we handle ourselves and others. At the same time it is important to acknowledge that intelligence and its academic attributes play a large role in person's success. This should not be ignored. However it has time and again been found that there is a something, which makes a less intelligent person successful and hinders a well qualified person from making it to top. And this is emotional intelligence. The need for emotional intelligence has become crucial in today's world, be it on campus, at home or at work. The need to maintain your presence of mind during difficult situations at work and not lose your cool, are attributes which employers appreciate. We need to learn to channelize our emotions such as anger and competitiveness in a positive manner. Emotions which are said to be the springs of life time actions occupy a special field of study for a student of education and psychology and bear special significance for a teacher. The theme of this article is to learn to be aware of all your emotions, to exercise control over your emotions and learn to use them appropriately as a teacher.

One of the most challenging problems faced by psychologists, counselors, educational administrators and teachers of today seems to be that of accurate prediction of psychological traits of children. This problem has aroused the attention of many psychologists and is assuming greater importance day by day as our society is changing very rapidly. Industrially and technologically also, the pattern of education and the system of society is growing more and more complex. As such, it is a matter of great concern for an educator to understand dynamics and potentialities of the present day students possessing different emotional patterns. Emotions which are said to be the springs of life time actions occupy a special field of study for a student of education and psychology and bear special significance for a teacher. No teacher can afford to ignore the role of emotions in stoking of the spirit of inquiry and transmission of knowledge. Emotions create a classroom atmosphere that can help the learning process. Without developing social and emotional intelligence, students are prone to becoming unresponsive to situations and people. A sea change is noticeable in today's world of work. In the backdrop of such a changing situation the role of the teacher will have to be redefined and restated. For keeping pace with the societal expectations and the maintenance of desired quality in performance the role of the teacher of tomorrow has to go beyond that of a communicator or simply an information dispenser. Proper emotional training is an important task with the teacher if he values physical, mental and social health of his pupils. Development of character is very dependent on sound emotional health of the individual. A teacher well versed in recognizing the subtle manifestations of various emotions ranging from complicity in conspiracy to triumph of stealth is better equipped to positively manipulate students' brains without the use of explicit force. It is for every individual teacher to formulate his unique strategies to convert setbacks in to catalysts for learning. He has to play an important role in the emotional training of the child, especially up to adolescent stage.

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Adolescent period is full of problems and has been described as “a period of great stress and strain, stress and strife.” It is a very crucial period of one’s life, as the growth achieved, the experiences gained and the relationships developed at this stage determine the complete future of an individual. Emotional development at this stage is in so much disturbed state of affairs that it is termed as period of turmoil. An individual experiences the violent and intensive current of emotional experiences at this stage. Negative emotional experiences for a long period disturb the total personality of an individual and lead to neuroticism. If such individuals are not taken care of properly, they may lose equilibrium of the self with their environment. Educators, long disturbed by school children’s lacking progress in mathematics and readings, are realizing that there is a different and more alarming deficiency: emotional illiteracy. And, while laudable efforts are being made to raise academic standards, this new and troubling deficiency is not being address in the school curriculum. For the teacher, the news challenge is the classrooms changed nature –the shift in accent from values to career skills. Cultural influences on the students too have shifted from a regional to a global one, accelerating the change. So today, the teacher needs to attune both the content and the methods he/she uses to this changed scenario if he/she wishes to successfully impart knowledge. It might be suggested that the basics taught at school-reading, writing and arithmetic -may be sufficient but this attitude underestimates what schools can do in terms of emotional education and it neglects a genuine needs.

In 1990, compared to the previous two decades, the United States saw the :highest juvenile arrest rate for violent crimes ever ;teens arrested for forcible rape have doubled; teens murder rates quadrupled ,mostly due to an increase in shootings. During the same two decades, the suicide rate for teenagers trebled, as did the number of children under fourteen who are murder victims. More and younger teenage girls are getting pregnant. As of 1993 birth-rate among girls ageing ten to fourteen has risen steadily for five years in a row-some call it “ babies having babies”’-as has the proportion of unwanted teen pregnancies and peer pressure to have sex. Rates of venereal disease among teenagers have tripled over the last three decades. One reason they are so poor at this basic life skill, of course, is that as a society we have not bothered to make sure that every child is taught the essentials of handling anger or resolving conflicts positively –nor have we bothered to teach empathy, impulse control, or any of the other fundamentals of emotional competence. By leaving the emotional lessons children learn to chance, we risk largely wasting the window of opportunity presented by the slow maturation of the brain to help children cultivate a healthy emotional repertoire. Despite high interest in emotional literacy among some educators, these courses are as yet rare; most teachers, principles, and parents simply do not know they exist. We must ask ourselves: Should not we be teaching these most essential skills for life to every child –now more than ever?

In the light of these facts, I hold the belief that teacher’s emotional intelligence plays an important role in promoting the mental health of school children. The basic personality pattern of the teacher, his emotional maturity and attitudes are an important factor in building an emotionally balanced personality of the child. There is no exaggeration that no vastness of spacious building, costly equipment and sound syllabus will secure any useful purpose unless there are teachers, who are fully alive to their emotions and their impact on development of children. Dr. S. Dandapani, a renowned educationist, has rightly remarked that teacher is not a mere preacher. He ought to practice



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what he professes. Actions carry conviction and credibility. Students respect such teachers and take them as role-models for emulation. The primary job of a teacher may be to teach a specialized discipline like Science or Mathematics or History or English. Nothing prevents him/her to spare sometime to other areas like art, music, drama etc., so as to move closer to students. Perhaps such participation would make his life happier and harmonious. Indirectly he would be instilling in young minds that true education is broad based than restricted to the cognitive domain alone. Such an involvement would make a teacher ignore minor irritants of life. Worries are common to prince as well as to pauper. The less one on them the better. Emotionally incompetent teachers generally tend to have emotionally incompetent pupils, because the teacher's emotional incompetence may be reflected in their behaviour, which may affect the pupil's adjustment. Emotional competence of the teacher should be as important a qualification as academic competence.

It becomes quite imperative for the teacher training institutions to strive to train emotionally competent teachers who in turn shape the EQ of people who come within their orbit. So, it is the need of the hour to bring in to focus the personality patterns of the teachers who are emotionally unintelligent which if properly studied may guide in the direction of proper social, intellectual and emotional development. A teacher has to extend his interest beyond classroom teaching so that he develops an all-round personality.

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