

ROLE OF EMOTIONAL INTELLIGENCE IN SECONDARY SCHOOL TEACHERS LEADING TO CHILDREN'S' DEVELOPMENT

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ABSTRACT

This study primarily focused on the relationship between emotional intelligence and its impact on secondary school teachers. In Pakistan specifically, behind security unrest situations, it is very important that teachers are trained and clear on their action if God forbid unforeseen situations like Army Public School – Peshawar incident ever happen to us. The objectives of this study was to understand the importance of emotional intelligence specifically in secondary school teachers to cope with terrorism and political unrest situations arising in the country. Further study the importance of emotional intelligence in personal, academic and career success. And finally, its impact according to age, gender, qualification and work experiences. The research comparative study with survey type. The factors of emotional intelligence that are closely related to the professional development of secondary school teachers have been explored through distributing and receiving back the filled questionnaires from the secondary school teachers working in scheme 33 area – Gulshan Town. The sample consisted of 15 secondary schools among 50 teachers (30 female and 20 males). The questionnaire was divided across 3 objectives set for this research.

Keywords: Emotional Intelligence, Professional Development, Law and Order Situation

INTRODUCTION

Emotional intelligence plays fundamental role in every aspect of secondary education and beyond. It doesn't only impacts educator's self-development but also directly related to child's development. Curriculum, the methods of instruction, other curricular activities, disciplines etc. are also influenced by how knowledge is being transferred. Being emotionally intelligent and utilizing this skill personally, and to coach children's could have long term impact on both teachers and students careers.

Educators must be equipped with sufficient knowledge, skill and awareness in order to carry out their jobs. One of the critical aspects involved in the development of a healthy, personally accountable, & successful person is Emotional Intelligence. In this study I have studied 50 individual teachers perspective via primary research based on a questionnaire.

An earlier definition of emotions was suggested by Young (1975) as complex affective processes and states that manifest themselves in subjective feeling such as sadness, joy, anger, frustration, etc. Santrock (1998), defines emotions as "feeling or affect that involves a mixture of physiological arousal (fast heartbeat, for example) and overt behavior. Emotions can be classified as positive and negative emotions (Pennebaker, cited in Santrock, 1998, PP. 360). Positive emotions, also known as positive affectivity refer to emotions that range from high energy, enthusiasm and excitement, to calm, quiet, and withdrawn.

Emotional Intelligence is a combination of the term emotions and intelligence. Mayer, Slovey, Caruso (2000b) viewed emotions as one of the three classes of mental operations which includes motivation, emotions, and cognition. The connection between emotion and cognition can be explained by the way emotions interacts with cognition. A person in a good mood tends to think positively and productively and vice-versa.

Education is the process, which contributes to the natural and harmonious development of an individual. The main aim of education is the all ground holistic development of students. Teacher is the center figure in the educational process which helps in making an individual a better individual. A teacher makes a difference. It is a teacher who molds the most precious material of the land i.e. boys and girls in their most impressionable period of development in the required shapes. A good teacher is the need of an hour. A good teacher sparks a child's desire to learn; a great teacher affects that spark to kindle a fire that burns forever. Teacher must possess the vital skills, personality characteristics and behaviors that students perceive to impact their motivation to learn. Since it is a teacher's job to connect with each student to foster the passion and excitement to learn. But with changing times priorities of the teachers have changed, it's not, just like going to classroom and giving the lecture. They want to achieve the best in their life. They also want to excel in their profession but in professional development, emotional intelligence plays a great role. If we see the today's classroom the teachers are not able to control their emotions. They get irritated behind small issue. There are multiple reasons behind this is, such as increasing work load, political unrest situations, lack of resources, wages etc. They not only have to prepare and deliver lecture, but also have other responsibilities of the school. Not only this, they are also influenced by their personal problems. So these all directly affect the emotions of the teachers. And a teacher can do justice with his profession only when he is able to understand his emotions and emotions of his students. Looking to the significance of emotional intelligence on the professional development of the teachers the investigators studied the relationship between emotional intelligence and professional development of secondary school teachers.

LITERATURE REVIEW

Mayer & Salovey, (1997) conducted a study on Emotional intelligence, affect, and attitudes. The result of the study was that despite important exceptions people are usually motivated to seek pleasant feelings and avoid unpleasant emotions. The ability to manage emotions can help people nurture positive effect, avoid being overwhelmed by negative effect, and cope with stress. Other emotional abilities, such as perceiving and understanding emotions, also contribute indirectly to the quality of emotional experience by helping people to identify and interpret cues that inform self-regulatory action. Therefore emotional intelligence should contribute to positive affect and attitudes at work. Farooq, A (2003) conducted a study on effect of emotional intelligence on academic performance. The result of the study proved that the students who score high on emotional intelligence specifically in the areas of interpersonal skills, intrapersonal skills, adaptability, general moods, and stress management skills tend to have good academic performance as compared to those who score low on these scales. However, comparison of both genders on academic performance revealed no significant differences. Todd H. Drew (2006) conducted a study to see the relationship between emotional intelligence and student teacher performance. The study is an important contribution to the literature in that it appears to be the first study specifically focusing on the problems faced by scheme 33, Gulshan Town teachers.

OBJECTIVES OF THE STUDY

The main objectives of this study were as follows:

1. Importance of emotional intelligence specifically in secondary school teachers to cope with terrorism and political unrest situations arising in the country in day to day life.
2. Importance of emotional intelligence in personal, academic and career success.
3. The impact of emotional intelligence according to age, gender, qualification and work experiences.

STRUCTURE OF STUDY

Population and Sample

Male and female teachers of secondary schools of Gulshan Town Scheme 33, Karachi constituted the population for the purpose of this study. The study comprises of findings coming out of 15 schools and around 50 teachers of Scheme 33 Karachi.

HYPOTHESES

1. Currently not all secondary teachers are being trained to cope with any law and order or terrorism situation.
2. Educators doesn't clearly understand the link between emotional intelligence and professional development.
3. There is no substantial difference between the professional development of male and female secondary school teachers.

CLARIFICATION OF TERMS

1. Emotional Intelligence: Emotional Intelligence is the ability to perceive and express emotion, assimilate emotion in the thought, understand and reason with emotion in the self and others.
2. Professional Development: Growth and Development of Secondary School Teachers in their profession.
3. Secondary School Teachers: The teachers who are teaching to IX to X standards.

METHODOLOGY

The study was descriptive in nature and survey method was used to collect the data. This was also co-relational in nature as it was aimed to find out relationship between variables of study which were emotional intelligence of secondary school teacher, its relationship to cope with law and order situation and its impact according to gender and age. The questionnaire prepared for sampling purpose had 3 sections 11 questions. There were no right or wrong answers to the statements rather respondents were supposed to provide answers in 'Agree', 'Disagree' or 'Neutral' format. This is to understand the differences in individual reactions to various situations.

FINDINGS

Findings shows that if teachers are trained to handle politically unrest or terrorism situations versus taking sudden decisions in case of unfortunate situations could handle situations better than untrained teachers. Even if teachers are not trained specifically on terrorism situations but trained on emotional intelligence could avoid panic and chaos which is primarily important to handle these kind of situations.

Table 1. Individuals’ responses about importance of emotional intelligence in secondary school teachers to cope with terrorism and political unrest situations

First Objective	Importance of emotional intelligence in secondary school teachers to cope with terrorism and political unrest situations	Disagree	Neutral	Agree
1	Teachers trained on emotional intelligence can handle politically unrest and terrorism situations better than untrained teachers.	4%	0%	96%
2	Emotional intelligence should be part of teachers training program.	0%	0%	100%
3	Emotional intelligence can impact both positively and negatively to interact with peers among students.	20%	0%	80%
4	Teachers trained on emotional intelligence can handle all type of students.	4%	6%	90%

Hence I propose that leaders (teachers), and in particular, the emotional intelligence of leaders, plays a critical role in enabling and supporting the students. It stands to reason that children who lacks skill of emotional intelligence will have greater difficulty interacting positively with their peer groups. Students who haven taught emotional intelligence can understand their peer’s situation especially when they are freshers and being bullied.

Table 2. Individuals’ responses about importance of emotional intelligence in personal, academic and career success

Second Objective	Importance of emotional intelligence in personal, academic and career success	Disagree	Neutral	Agree
5	Managing your own emotional state is more important than managing other	0%	0%	100%
6	Does EI guides you towards your goals	16%	4%	80%
7	Does our education system highlights importance of emotional intelligence	70%	0%	30%
8	Do you see emotional intelligence being practically applied in our schools today	60%	10%	30%
9	Schools located in lower middle class areas focus on education only	26%	8%	66%

According to responses, we need to drive more focus on EI at schools level. 30% response on its application is concerning. Our education system up to secondary school level is also not emphasizing and educating students about emotional intelligence. The Mayer and Salovey (1997) model of emotional intelligence defines four discrete mental abilities (also referred to as ‘branches’) that comprise emotional intelligence: (i) perception of emotion, (ii) use of emotion to facilitate thought, (iii) understanding of emotion, and (iv) management of emotion. These four inter-related abilities are arranged hierarchically such that more basic psychological processes (i.e., perceiving emotions) are at the base or foundation of the model and more advanced psychological processes (i.e., conscious, reflective regulation of emotion) are at the top. Empirical demonstrations of whether the higher-level abilities are dependent, to some extent, upon the lower-level abilities, have yet to be conducted. The most common complaints that lead people to psychotherapy are anxiety and depression. The skills associated with emotional intelligence, therefore, should help individuals to deal effectively

with unpleasant emotions and to promote pleasant emotions in order to promote both personal growth and well-being.

Table 3. Individuals’ responses about the impact of emotional intelligence according to age, gender, qualification and work experiences

Objective 3	The impact of emotional intelligence according to age, gender, qualification and work experiences	Disagree	Neutral	Agree
14	Do you think males are considered more emotionally intelligent than women	40%	5%	55%
15	Does age plays important part in understanding and realizing the need of EI	0%	0%	100%
16	Emotionally intelligent means staying quite in difficult circumstances	28%	0%	72%
17	Teachers should adopt different approaches to handle boys vs. girls	0%	0%	100%

Research suggest that several emotional factors have a distinct impact on child and adolescent behavioral difficulties. These factors include a) anger and other negativities affect, (b) lack of positive affect (c) lack of empathy (d) miss-interruption of others emotions (e) Poor frustration tolerance. The result showed that emotional intelligence was having statistically significance positive relationship with male teachers’ performance. It was concluded that positive relationship existed between emotional intelligence and performance of female teachers. Some writers such as Arthur Koestler even thought that human’s inability to know and control their own violent affective reactions is due to a fatal flaw the way our brains are developed. Although feeling and thinking were often assumed to be separated suggest a fundamental interdependence between feeling and thinking.

It is revealed from the Table 1 to Table 3 that there is significant positive relationship between emotional intelligence and professional development of secondary school teachers. Professional development of teachers depends on his/her emotional intelligence. If teachers are emotionally intelligent, they are more professionally developed and they can transfer this skill at secondary school levels to students which will make them better future leaders. Thus, the hypothesis (Hy-1) that ‘Currently not all secondary teachers are being trained to cope with any law and order or terrorism situation’ is true. Correlation between ‘self-awareness’ dimension of emotional intelligence and professional development of secondary school teachers does needs a focus. Hypothesis (Hy-2) also stays true and research reveals significant positive relationship between emotional intelligence and professional development of secondary school teachers. Professional development of teachers depends on his/her self-awareness dimension of emotional intelligence. Hypothesis (Hy-3) is also true. There is actually difference between the mental state of male and female teachers and students in terms of EI. And both of them should be treated accordingly. Age plays a vital role in defining individual’s reaction. Both teachers and students should learn and adopt different approaches as per age and gender to better cope with in communication and transferring knowledge.

The present study has explored that significant positive relationship exists between emotional intelligence and performance of secondary school teachers. It was also noted that positive relationship existed between secondary school teachers on the basis of gender and locale. In totality it was concluded that excellence in the level of emotional intelligence brings

enhancement in the performance of teacher at high school level. These conclusions based upon the relationship of emotional intelligence and performance of teachers has also been supported by Parker et al. (2004) in his study. He has elaborated that strong relationship existed between emotional intelligence and performance of students in academic institutions which is regarded as an indicator for the measurement of teacher performance. It was declared that students success and better score in exams has strong relationship with emotional intelligence.

CONCLUSION AND RECOMMENDATION

Emotional intelligence is the term used for understanding, controlling, managing and using emotions students at secondary level are more sensitive, needs more guidance and learn to work in groups or as individual to achieve future goals by using emotional intelligence teachers can motivate, control and teach student to manage not only their but also others emotions and feelings thus learning about EI helps students in achieving right path for success in career personal and academic life .the four main areas of EI; self-awareness, self-management social awareness and relationship management help learners to groom their cognitive and social skills. The role of teachers is very important at this stage as well; they motivate, develop leadership and are engaged in psychological as well as moral development of learners .study shows awareness about emotional intelligence in teachers and the need of programs to be a part of their teaching training programs.

On the basis of conclusions and discussions, following recommendations have been made:

1. A number of programs, seminars, workshops and conferences for the purpose of awareness and importance of emotional intelligence be planned at district, division and provincial level.
2. For more understanding of emotional intelligence a number of training programs specially for teachers working in rural areas and also for the female teachers should be arranged at all levels.
3. For political unrest situations effective trainings, psychologically and physically should be done on regular basis to avoid stress and fear in teaching learning environment.

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