



WHY IS EMOTIONAL INTELLIGENCE IMPORTANT HAVING BOTH THE COMPONENTS, TEACHERS AND STUDENTS TAKEN INTO CONSIDERATION – A LITERATURE REVIEW.

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Abstract:

Emotional Intelligence Extracted from Social Intelligence in 19th century and proved to be a diverse factor in almost every field. As Personal help to Business Strategies to Performance at school and Production, interpersonal relations, success in work and personal life, health psychology, managing occupational stress, improving personality, enhancing positive behaviour and correction in wrong patterns.

Today research in emotional intelligence is growing very fast. The researcher wants to bring attention towards Education and Human Resource. And both the components are important as teachers and students.

“ Everyone who remembers his own education remembers teachers, not necessarily methods and techniques. The teachers is the heart of the educational system.” – Sidney Hook

There are some important factors are vital to take this in to consideration. 1. Human Connection and Network are immensely important in this era. Today's world is changing into techno hub and that is also very fast. But the best education takes place when there is connectivity and empathy between students and teachers.

Technical support is important too but we cannot keep emotional component aside.

Technological support is important but too much indulgence of technological support and dependence making bad impact on human connection and thus teachers and students relationships hamper as well.

Emotional Intelligence is positively correlated with success.

“The education has to be reaching rather than just preaching someone has said this quite a long time ago.” It also reflects in the today’s Indian education system that the Government slogan is ‘each one teach one’, Reach out to students and make them express, read. In Marathi, “ Bolte kara, wachte kara.”

Emotional intelligence is positively correlated with success, When the students have been given an opportunity and whenever they have been heard the education takes place.

Peter Salovey and John Meyer studied people with their life stories in the laboratory settings and while sharing when an individual used to change his body language, facial expressions, they used to note down. And they found that the emotional content of their stories have very close relation with their successes and failures in life. More emotional challenge then more skill/capacity is needed. Those who could manage with their own capacities found to be more successful in their lives and those who were unable to manage were struggling to achieve more success.

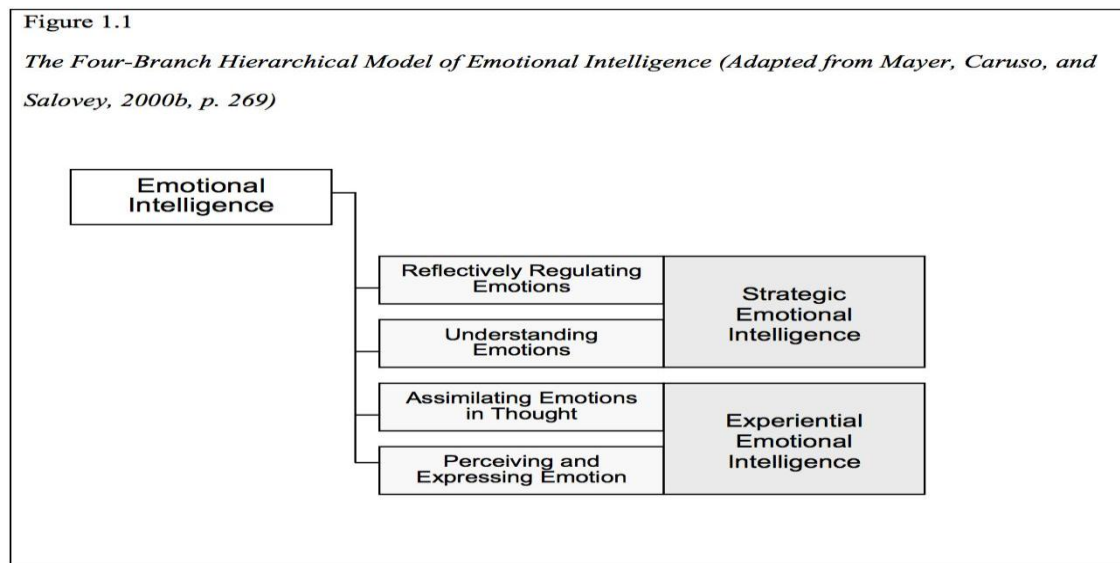
<https://yourstory.com/2017/03/emotional-intelligence-career-success/>

To understand why Emotional Intelligence is a very important factor, Following is Literature Review in education and H.R. And which also put forth the light upon the gap between the studies has done for teachers and students so far and also teachers and students both the components taken into consideration.

Key Words: Education, Human Resource Management, Success, And Emotional Intelligence, Teachers and Students.

Literature Review:

1. The concept of Emotional Intelligence has been variously defined from multitudinous angles in the last two decades of 20th and 21st century. Emotional Intelligence was described formally, by Peter Salovey and John Meyer, (1990) according to whom, emotional intelligence is, “ the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information as a guide one’s thinking and actions.” They have actually studied people in their laboratory in San Francisco, USA with various emotional details they heard their emotional stories carefully also took down the facts beneath the emotional data. With this information they started training people, how to apply this data and become more aware about their own emotional turbulence.



2. According to Daniel Goleman (1995), “ Emotional Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships.” Goleman (2002) with his research he popularized According to Daniel Goleman (1995), “Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships.” Goleman (2002) with his research he popularized the concept of emotional intelligence. With which first time the concept of emotional intelligence reached to vast populations. His books “Emotional Intelligence” and then later “Working with Emotional Intelligence”, in his research he has also identified a set of competencies that differentiate in with emotional intelligence.

The competencies fall into four clusters:

Sl. No.	Competency	Brief Information
1.	Self-Awareness	Self-Awareness is an understanding of own emotions, powers, weaknesses, needs and awareness of self-existence.
2.	Self-Management	Managing own emotional behaviour.
3.	Social Awareness	This is an ability to understand emotions and needs of others and thus putting oneself into others' shoes
4.	Relationship Management	This is an ability to establish relationship with other individuals and to ensure sustainability of such relationships, creating and managing a team.

Emotional intelligence is a scientific human venture to link between two different human conditions of one human body, originating from head and heart respectively. An Integration of both Head + Heart creates the whole magic of our decisive ability, Such collaboration of meaningful human emotions play a crucial and fundamental role in deciding human achievement.

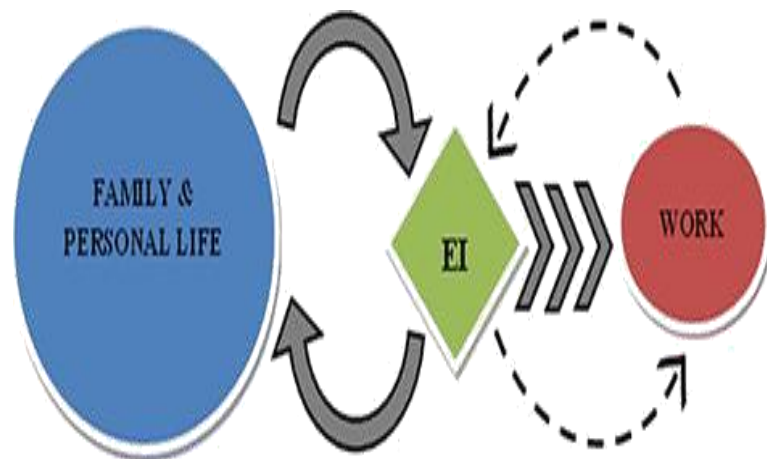
Emotional intelligence is a phase that incorporates the intricate aspects of both emotion and intelligence. Every time when an individual applies emotional data in a smarter way he achieves his own upper level of awareness. And that little more amount of awareness helps him in his own decisions in his life in a new way. Thus decisions making helps him in reaching new heights of success, great achievements in careers and connecting with more people.

Emotions rule the heart while intelligence reigns supreme in the brain. The twice-qualities are inseparable and they exercise tremendous influence in the lives of individuals. Emotional intelligence can make a unique contribution to a better understanding of people and also use their potential to success. The intellectual behavior of a person is meaningfully decided by the emotional state of mind.

3. Life-work balance:

Emotional intelligence as a crucial component of achieving both personal life and work performance: Research has conducted by Veronika Koubouva, in the year 2010, shows that, Balance of life and work influences of our levels of Emotional Intelligence and again the levels of EI (Emotional Intelligence) influence on life and work.

The effect of emotions and experiences influence our emotional intelligence levels significantly. And EI is at the center of Life and Work.



4. SEL Outcomes Related to Performance in School:

SEL (Social Emotional Learning), when made available to teachers and students the performance of students remarkably changes.

The study has done by Zins and Elias, 2001 shows the outcomes of SEI (Social emotional learning) on performance of students as follows.

Following citation has been taken by the information provided online about Zins & Elias research.

From: Social and emotional learning (Zins & Elias, 2001, p. (Zins & Elias, 2001, p. 5)

Increases in achievement over time (elementary to middle school)
Higher achievement test scores and no decreases in scores
More progress in phonological awareness
Improved learning-to-learn skill
Better problem solving and planning
Improved nonverbal reasoning

5. Hollingsworth (2003, p. 139) states that, “Ten percent of the hate crimes reported in America occur within schools”. And she also suggests that, This very of students strong need of learning the quality of EQ and Empathy can be easily passed to them by their Teachers at schools and especially Educators need to understand this need of building knowledge of human mankind.

Teachers must take this into account as they work together with their students to build knowledge. As classrooms become more and more diverse students can no longer expect to meet peers who eat the same food, practice the same religion, or hold the same beliefs as they do. Students want and deserve more from their education, a deeper understanding and a richer enjoyment of life, and the ability to connect and build meaningful relationships with others.

6. Alexis-Boyd (1998) did research on “ The emotional life of teachers: A heuristic inquiry.”, The study conducted on 18 public school teachers at the university of Cincinnati, suggests a need for the development and interventions and programs that would help teachers to deal more effectively.

7. Walker (2001), A significant change has been found in the experimental group when Emotional Competence Inventory (ECI) was conducted for teachers in the Pre and post training of 30 days of intervention on Optimism and Resilience.

8. A study by Mendes (2002), at the Walden University, Minnesota, USA, conducted on “ The relationship between emotional intelligence and occupational burnout among secondary school teachers.” The study shows significant findings i.e. A negative correlation between personal accomplishment and the ability to manage emotions.

9. Pathan (2004), examined the level of emotional intelligence (EI) of secondary school teachers in relation to gender and age. This study was conducted on emotional intelligence of secondary teachers at D.Ed. College, Navapur, and Maharashtra. There was no significant difference between the emotional intelligence of males and females, and the age was independent of EI.

10. Barent (2005), Conducted a study on “ Principals’ level of emotional intelligence as an influence on school culture.” At Montana State University, USA. The findings of the study show that, the clear indication towards the influence of emotionally intelligent principal on school culture at the four categories, as managing emotions, using emotions, understanding emotions and perceiving emotions.

11. “ Diagnosing Emotional Intelligence across the service sector in South India” —Presented a Paper in the International Conference on Contemporary Innovative Practices in Management,

held at Pacific University, Udaipur, during April 13 & 14, 2012, Conference Souvenir Vol. 1, Page 170, also Awarded the Best Paper in the HR Session. The paper proposes the need of the work in emotional intelligence area across the service sector.

12. “ Service Quality in higher education: A comparative study of Management and education institutions.” By Dr. (Mrs.) Rita Chopra, Mamta Chawla, Dr. Tejinder Sharma, ISSN:0971 – I , NMIMS Management Review, Volume XXIV April – May 2014. The study mentions the need of emotional intelligence component in the higher education to achieve the higher levels of service quality in higher education.

TABLE: 1

FOLLOWING TABLE SHOWS THE STUDIES DONE IN THE FIELD OF EMOTIONAL INTLLIGENCE (EDUCATION AND MANAGEMENT) IN THE YEARS 1998 TO 2015.

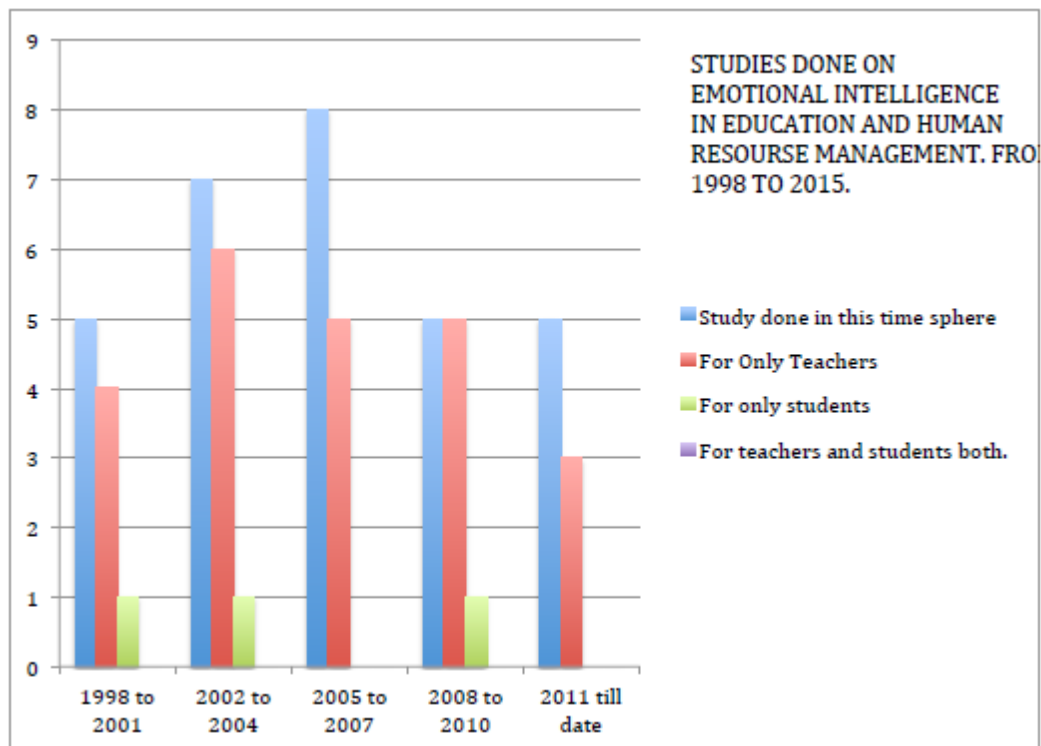
SR. No.	Year	TOT AL STUDIES DONE	TOPICS AND AUTHORS
1	1998	01.	1. “ The emotional life of teachers; A heuristic inquiry.” – Alexis- Boyd, Univ. of Ohio, USA.
2	2001	04.	1. “The effect of group counseling among adolescents, in enhancing their emotional competence. ” –Lizy (2001) University of Spalding. 2. “Emotional Intelligence of the classroom teacher. ” – Walker, Univ. of Spalding Univ. Kentucky, USA. 3. “ The effects of emotional knowledge education in the training of novice teachers” by Byron, at the Columbia University teachers College, New York, USA. 4. “ An in- service training program for teachers of Navodaya Vidhyalayas, in enhancing their ability in meeting students’ emotional Needs. ” by Rao (2001)
3	2002	03	1. “ The relationship between emotional intelligence and occupational burnout among seondary school teachers. ” by Mendes(2002) at the Walden Univ. Minnesota,

			<p>USA.</p> <p>2. “ Construction of a tool of EI and Integrity.” By Nair (2002) at the M.S. University of Baroda.</p> <p>35. “ Emotional Intelligence: What is the evidence. ” by Nutankumar S. Thingujam. University of Pune, Pune, Psychological Studies 2002, Vol. 47, No. (1-3)</p>
4	2003	01.	<p>1. Haskett (2003) “ Emotional Intelligence and teaching success in Higher Education. ” at the Indiana Univ.</p>
5	2004	03.	<p>1. “ An exploratory examination of the relationships among emotional intelligence, elementary school science teacher self – efficacy, length of teaching experience, race/ethnicity, gender, and age.” By Okech (2004).</p> <p>2. “ Emotional Intelligence of secondary teachers at D. Ed College Navapur Maharashtra.” By Pathan (2004).</p> <p>3. “ Emotional intelligence and achievement of teacher trainees at primary level at Government college of Education, Thanjavur. ” by Mohanasundaram (2004)</p>
6	2005	04	<p>1. “ Principals of levels of emotional intelligence as an influence on school culture. ” by Barent (2005) , at Montana State University. USA.</p> <p>2. “ The emotional intelligence of teachers and students’ perceptions of their teachers’ behavior in the classroom. ” by Boyd (2005) , Indiana Univ. of Pennsylvania, USA.</p> <p>3. “An analysis of emotional intelligence and faculty qualities necessary for success in a non-traditional classroom setting.”, by Phillips (2005) at Walden University Minnesota, USA.</p> <p>4. “ The relationship between emotional</p>

			intelligence and communication styles in middle school teachers.” By Rosales (2005) at the St. Mary’s University, Texas USA.
7	2006	02	1. “ Emotional Intelligence of Upper Primary Students of Gujarat State in Relation to Certain Variables.” By Shah (2006) 2. “ Development of an Enneagram Educational Programme for Enhancing Emotional Intelligence of Student Teachers’.” by Romould (2006) at Maharaja Sayajirao University of Baroda.
8	2007	03	1. “ The relationship between emotional intelligence and teaching effectiveness ” by Hwang, at Texas A&M University—Kingsville USA. 2. “ The relationship between personality type and emotional intelligence in a sample of college and university faculty in Taiwan.” By Liang (2007) at Texas University—USA. 3. “ The Relationship between emotional intelligence and student teacher performance. ” by Drew (2007) at the University of Nebraska – Lincoln, USA.
9	2008	03	1. “ Emotional Intelligence and teachers: An exploratory study of differences between general and special education teachers.” By Robitaille, (2008) Union Institute and University of Ohio, USA. 2. “Investigating the relationships between emotional intelligence and pre- service teachers’ views of teacher effectiveness” by Ogrenir (2008) at Pennsylvania State University, USA. 3. “ You are therefore I am: How empathy can create social

			change.” By Roman Krznaric, OXFAM, Education and Youth Research Report. (2008.)
10	2011	01	1. Malekar S., and Mohanty R.P. (2009) “ Factors affecting emotional intelligence; An empirical study of some school students in Mumbai ” International Journal of Management in Education, 3(1) 8- 28.
11	2012	01	1. Emotional intelligence – an effective intervention for sustainable development in organizations – Presented in the 11th South Asian Management Forum, held at Nepal Administrative Staff College, Kathmandu, Nepal during May 16-18, 2011, Conference Proceedings page 216 - 222
12	2012	01	1. “Teacher education scenario in India: Current problems and concerns. “ by D.R. Goel and Chhaya Goel. MIER Journal of educational studies, Trends of Practices Nov. 2012, Vol, 2, No. 2 PP. 231-242. 2. Diagnosing Emotional Intelligence across the service sector in South India – Presented in the International Conference on Contemporary Innovative Practices in Management, held at Pacific University, Udaipur, during April 13 & 14, 2012, Conference Souvenir Vol.1, page 170, Awarded the Best Paper in the HR session
13	2014	03	1. “ Service quality in higher education: A comparative study of Management and Education Institutions. ” by Dr. (Mrs.) Rita Chopra, Mamta Chawla, Dr. Tejinder Sharma, ISSN:0971-1023 I NMIMS Management Review, Volume XXIV April – May 2014. 2. “ A Critical Analysis of Emotional Intelligence and transformational leadership.” By Akanksha

			Nirala, and Navodita Choudhari. (2014) Tanu Sharma et al., International Journal of Engineering, Business and Enterprise Applications, 7 (1), December 2014 104-108.
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GRAPH: 1**Outcomes:**

1. The above information and the table of literature review put light upon the research studies have been done in the area of education and human resource management are plenty. Most of them have done on teachers as the most important human resource of educational institutes and some of them have done only on students. Hardly any study has done having taken both the components in to consideration, which can't even seen on the graph.
2. In the above graph —Blue band shows the Total No. Studies done in the time sphere prescribed to the particular years. Red band shows the studies done in the time sphere only for Teachers (human resource for educational institutes), where as Green band shows the studies done for students, and Lavender color band which is hardly visible shows the studies have been done on both the factors taking into consideration.
3. Thus it shows that there is a huge gap between the studies have done for teachers and students and also studies have done for teachers and students together , therefore the need for the research in the area where both the components have taken into consideration is huge. There fore the researcher has selected the topic, which is connected with both the components teachers and students.

4. Most of the studies have been done on students where the researchers are trying and have tried to find out how schools can help students to grow in the area of Emotional Intelligence. The researcher thinks that, students always have a great impact of their teachers and today teachers are also one of the important strata of the society whom are going through tremendous amount of stress, they need assistance and help in having a stress free life and Emotional wellbeing, therefore, researcher have this one of the objectives that to help them through research and study the impact of their improved emotional wellbeing on students performance.

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