

Chapter 9

Can Emotional Intelligence Shape the Future of Education? Exploring Emotional Skills for Effective Teaching and Professional Well-Being

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ABSTRACT

This chapter examines how the theory of emotional intelligence relates to the teaching profession, with a particular focus on three Indian class teachers. In this regard, the current chapter employs Goleman's theory of emotional intelligence to establish the role of emotions in teaching and the impact that teachers' EI has on their endeavors. In interviews, using narrative inquiry and holistic content reading of interviews, the chapter found that teachers understand the role of emotional aspects in their work and need such skills as self-awareness and self-management skills, empathy, motivation, and social skills. Therefore, this study implies that while teaching simply entails the ability to educate, there is also an emotional dimension to it, which makes teachers' welfare a critical consideration. The chapter supports the use of emotional intelligence as part of the training offered to pre-and in-service teachers.

INTRODUCTION

The chapter begins with the author's curiosity, stemming from their previous work, about the formation process of effective teaching. Despite transitioning from a teaching role to that of a class teacher, the author's primary interest lies in the emotional competence of teachers. While people can recall the term "emotional intelligence," its meaning and scope are unclear. Unfortunately, the author's previous work directly linked teachers' emotional intelligence to professional competence, which was found to represent a broad array of competencies that are vital to teaching proficiency. To further this prior research, the author of this chapter seeks to go further into the Professional Qualifications of Teachers Survey by exploring teachers' accounts of their emotions in the teaching practice setting. The focus is thus to learn

DOI: 10.4018/979-8-3693-7011-7.ch009

about the assumed values and beliefs adhered to in these accounts, analyzing how teachers give meaning to their emotional worlds. The research participants include both experienced and inexperienced teachers, as well as teachers teaching in a normal Finnish class, a multicultural class, and a preparatory class. These teachers' narratives are the original data for the study, and the chapter examines the very nature of these stories to make sense of how the teachers understand emotions at work. Also, the chapter aims to investigate the extent to which the four aspects of emotional intelligence manifest in these emotional experiences. A great deal has been written and studied on teachers's emotional intelligence, emphasizing its importance and effects on the teacher's profession. Prior research has especially concentrated on the aspect of the teacher's well-being, frequently in the frame of teacher burnout (Anderman & Klassen, 2016).

Second, teacher emotion can interact with student affect as well as student learning accomplishment and progress (Leithwood and Beatty 2008). Subsequent studies have underlined a close connection between self-organization and job responsibilities, making EI a critical topic of discussion in educational psychology. In this chapter, the author presents teachers' experiences and attitudes toward the emotional realities of their work and prepares the readers for the intricate analysis of Goleman's model of emotional intelligence in the next chapter. Teachers have investigated the relationship between teachers's emotional intelligence and job satisfaction, practice, and their preparation programs (Corcoran & Tormey, 2012). The results indicate that there are positive associations between the students' and teachers' levels of self- and other-reported emotional intelligence, the quality of instruction, and students' learning experiences. Teachers who possess higher levels of EI are more likely to effectively apply the strategies of classroom management and have warm and good relationships with students, as well as to provide a positive, safe classroom environment. Corcoran and Tormey (2012) suggest that the criteria for the selection of students into teacher education programs might have to be reviewed with the observation that existing methods are largely academic. Both of them advocate for the incorporation of emotional intelligence development in teacher training since, many times, psychological education for teachers is given minimal regard (Corcoran & Tormey, 2010). Although the need for EI is accepted and acknowledged, its implementation in teacher education and teaching and learning processes is still not adequate.

Studies done in Canada (Tait, 2008) and the US (Justice & Espinoza, 2007) have shown that new teachers feel pressured and chaotic, thus the high rate of attrition in the initial years to stress and burnout. This worrying trend can be attributed to the absence of emotional skills. These investigations illustrate that there is a need to focus far more on the emotional qualities of pre-service teachers than academic characteristics since it has been found that many teachers are trained academically but not psychologically equipped for the teaching fraternity. Moreover, the data show that, compared to academic intelligence, the EI has a stronger correlation with the results achieved in one's personal and professional life. Hence, the teacher candidate should undergo a preparation program that will enable them to develop academic and emotional skills (Justice & Espinoza, 2007). The research done by Santavirta et al. (2007) pointed out that there was a relationship between teachers' burnout and job stress. Their study of 382 primary school teachers in Finland shows that work pressures and the teachers' resources to deal with them are the main causes of stress and emotional drain. Webb's (2004, 2009) comparative studies conducted in Finnish and English educational practices, as well, indicate that the elements regarded as essential competencies and skills for the teaching profession are closely related to the concept of emotional intelligence.

A large part of the previous studies that focused on teachers' emotional intelligence or emotions can be considered quantitative or use a combination of both qualitative and quantitative methods (Chang, 2009; Burić, Slišković, & Macuka, 2018; Rojas, 2012; Galler, 2015). To fill this gap, the chosen research approach is qualitative to investigate how teachers make sense of their emotions within their professional

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