

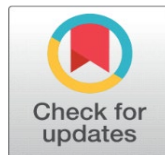
THE ROLE OF EMOTIONAL INTELLIGENCE IN ENHANCING LEARNING AND TEACHING EFFECTIVENESS IN THE EDUCATION SECTOR

Dr. Rajbir Singh¹✉, Dr. Aarti Deveshwar²✉, Shweta³✉

¹ Professor, Department of Management Studies, Deenbandhu Chhotu Ram University of Science & Technology, Murthal, Sonipat

² Associate Professor, Department of Management Studies, Deenbandhu Chhotu Ram University of Science & Technology, Murthal, Sonipat

³ Research Scholar, Department of Management Studies, Deenbandhu Chhotu Ram University of Science & Technology, Murthal, Sonipat



Corresponding Author

Shweta Malik,
shwetamalik261@gmail.com

DOI
[10.29121/shodhkosh.v5.i5.2024.4773](https://doi.org/10.29121/shodhkosh.v5.i5.2024.4773)

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Copyright: © 2024 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.



ABSTRACT

Emotional Intelligence is the capacity to comprehend both one's own emotions and those of others. According to the idea of emotional intelligence, people need to be self-aware enough to identify and control their emotion. Emotional intelligence (EI) enables people to modify their behavior toward their work environment and all tasks that are allocated in accordance with the requirements. The main aim of the paper is to study the role of Emotional Intelligence in Teacher's Job Performance in Education Sector and to define how Emotional Intelligence influences the Student's Performance and how it relates to other psychological factors. It has been discovered that emotional intelligence is essential for people to perform well, which in turn promotes organizational effectiveness. In the field of education, the study seeks to comprehend the function of emotional intelligence & how it affects job performance. When it comes to the education sector, emotional intelligence has an influence on employees' job performance. Exceptional performance requires teachers who possess a high degree of emotional intelligence. According to this paper, Educational institutions can improve their skills, become more knowledge-oriented, responsible, and creative by developing their emotional intelligence. It comes to the conclusion that the process of knowledge generation, acquisition, and sharing is positively impacted by emotional intelligence.

Keywords: Emotional Intelligence, Performance, Human Resource, Organization's Performance, Satisfaction, Commitment, Stress, Effectiveness

1. INTRODUCTION

Traditionally, the concept of EI had not received much attention due to the myth that emotions of any kind are disruptive in the workplace (Robbins & Judge, 2009). Even decade before it was assumed that intelligence quotient was responsible for success in life. Although, the recent empirical studies found that emotions can be constructive and do contribute to improved performance and decision making at the workplace and in personal life. Numerous researchers have discovered that some of the key characteristics that set high performers apart from low performers are interpersonal skills, flexibility, leadership, and self-assurance. These characteristics are linked to the intelligent control

of emotions rather than the so-called traditional intelligence (IQ). Emotional intelligence (EI) enables people to modify their behavior toward their work environment and all tasks that are allocated in accordance with the requirements. According to Goleman (1996), IQ and EI skills offer two distinct approaches to examining an individual's personality. Goleman (1996) asserts that EI is more significant than IQ. While having a high IQ does not guarantee success in all areas of life, including managing relationships, achieving goals, and performing well at work, it increases the likelihood that a person will lead a happy and prosperous life, be the best in all interactions, and manage relationships with friends, family, and coworkers. In a person's life, career, and society, emotional intelligence is important. It can be enhanced by using different training materials. Every person needs emotional intelligence (EI) to perform and do everything.

2. EMOTIONAL INTELLIGENCE

2.1. EMOTIONS

Everyone experiences emotions. Emotions convey valuable information about every aspects and area of the human world around us. The word emotion derives from the Latin word “emovio”, which means “to move from”. There are various emotions, which convey different meanings, such as sadness, happiness, fear, and surprise.

According to Rosaldo (1984) “Emotions are thoughts somehow, felt” in flushes, pulses, movements of our livers, minds, hearts, stomach and skin. They are embodied thoughts”. As stated by Brown et al. (2003), emotions plays crucial role in the work context, including motivating an individual to complete a task, controlling one's actions, & playing a significant function in the advancement of a career. Emotions are influenced by one's needs, wants, and the circumstances.

Decision making of an individual is also influenced by emotions. Neurologically research work conducted by Goleman (1995) showed the significance of emotions in decision making process. Mayer, Caruso and Salovey (1999) described it as “emotions are internal events that coordinate many psychological subsystems including physiological responses, cognition, and conscious awareness”.

2.2. INTELLIGENCE

Concept of intelligence has been defined by many prominent theorists in a different way. It attempt to arrange and make sense of a wide range of occurrences. According to Neisser et al. (1996), intelligence is “the ability to understand complex ideas to adapt effectively to environments, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thoughts”. According to Wechster (1958) intelligence is “aggregate or global capacity of the individual to act purposely, to think rationally, and to deal effectively with his environment”. Wade & Tavris (2006) described intelligence as “the ability to profit from experience, acquire knowledge, think abstractly, act purposefully, or adapt to changes in the environment”.

2.3. EMOTIONAL INTELLIGENCE (EI)

The term EI is described by different theorists & researchers in different ways. They constructed the term EI according to their own perspectives and conceptual framework. Opengart (2005) stated that EI is influenced by psychological theories as a result of its cognitive and physiological associations. This study has primarily examined the work of well-known EI researchers such as Reuven Bar-On, Daniel Goleman, John Mayer, and Peter Salovey, in order to explain the concept of EI.

Salovey & Mayer were the first to described the idea of EI, they defined it as “a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action” (Salovey & Mayer, 1990, 1994). Four components made up the ability model of Emotional intelligence: the ability to identify, assess, and express feelings; The ability to generate feelings when they assist with thinking; the capacity to understand feelings; and the capacity to control emotions as described by Salovey and Mayer, 1990. Later Mayer and Salovey (1997) introduced simplified definition of EI, which described EI as “an aptitude to perceive and assimilate emotion in order to facilitate thinking, understand and regulate emotion to promote personal growth”.

A prominent researcher Daniel Goleman explained Emotional Intelligence as the “capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our

relationships" (Goleman, 1998a). Emotional Intelligence: Why It Can Matter More Than IQ, written by him in 1995, Daniel Goleman popularized the ability model to highlight the differences between emotional intelligence & cognitive intelligence.

According to Bar-On (1997) EI is "an array of personal, emotional, and social abilities and skills that influence an individual's ability to cope effectively with his/her given environmental demand and pressures". According to Bar-On (2004) an individual can execute work more effectively than others when he can evaluate his personality's EI level because he not only uses his head but also his heart to meet job requirements.

2.4. EI INVOLVES SEVERAL ESSENTIAL ELEMENTS:

- **Self-awareness:** Identifying and comprehending one's own feelings, values, and strengths and shortcomings. It helps individuals to assess their emotional state & understand how their emotions affect their ideas and actions.
- **Self-regulation:** The capacity to handle or control one's emotional reactions in different situations, especially in stressful or challenging moments. This includes handling impulses, maintaining focus, and staying calm under pressure.
- **Motivation:** A motivation to work hard and persistently toward goals, driven by intrinsic factors such as personal values, passion, and purpose, rather than external rewards.
- **Empathy:** Understanding & sharing the feelings of others, which promotes the development of strong relationships. Empathy involves being attuned to others' emotional cues and perspectives.
- **Social skills:** the capacity to successfully influence people and manage relationships. This covers leadership, teamwork, communication, and conflict resolution abilities. Emotional intelligence is not only vital for personal growth, however, also plays a important part in professional success. People with high emotional intelligence are often better at managing stress, resolving conflicts, and leading teams, which is why it has become an essential skill in both the workplace and personal life. Unlike traditional measures of intelligence (IQ), EI can be developed and improved over time with conscious effort and practice.

3. REVIEW OF LITERATURE

Almeharish and Bugis (2023) carried out a study to determine the elements influencing discipline in the health industry in Saudi Arabia. Results demonstrated that healthcare workers must possess the necessary skills & methods to develop self-leadership, which will improve their ability to communicate and collaborate with others, if they are to advance in the healthcare sector.

Ashraf (2022) studied the degree of emotional intelligence & Teachers' self-efficacy in secondary schools, Uttar Pradesh, and compared the means of male and female secondary school teachers in terms of these traits. In light of the study's conclusions, the majority of secondary school teachers reported high levels of self-efficacy.

Rubio and Ángel (2023) carried undertaken a sport psychology study to determine the relationship between emotional intelligence and other psychological characteristics and how it affects an athlete's performance. Research backs up the associations between anxiety traits and emotional intelligence that are suggested in the models. Anxiety has been shown to play a specific role in athletic preparation, particularly before to competitions, and it can even act as an athlete's motivator.

Kaur (2022) have investigated the relationship b/w emotional intelligence and the responsibilities of teachers. Two hundred public & private secondary school teachers in the Amritsar area were further divided into similar groups of 100 female & 100 male instructors from the arts and science streams. Students can only be adequately instilled with values and ethics by professors who are emotionally secure. A teacher with emotional intelligence (EI) might be more accountable for their job and enhance the work atmosphere.

Ullah et al. (2022) found a link in professional performance in higher education organizations, servant leadership, and emotional intelligence. The survey was completed by 200 participants, including department heads and teaching personnel, from five educational institutions in Pakistan. The data has been examined using structural equation modeling and partial least squares. The results indicate that E.I. has a positive impact regarding servant leadership. Servant leadership is also a mediator in the connections between E.I. and professional success.

Goswami & Mahanta (2021) have carried out an investigation to assess the function of emotional intelligence (E.I.) in work performance by comprehending the role of job autonomy and emotional labor. Data was gathered by surveying 400 workers in Guwahati, Assam, who were employed in three different sectors: banking, telecom, and insurance. The study focused on the relationship between performance and emotional intelligence in sales positions. The results show that those with greater Job autonomy will perform better at work & possess greater emotional intelligence. Training in emotional intelligence might improve salespeople's productivity.

Solanki (2019) consulted 200 assistant professors from B.Ed. colleges in Uttar Pradesh for their research. The Bar-on E.I. Questionnaire was used to test emotional intelligence, and a self-created questionnaire was employed to assess the assistant professors' job performance. According to the findings of ANOVA and regression analysis, teachers' professional abilities might be impacted by their E.I. competencies of responsibility & empathy. Expert efficiency and a teacher's emotional intelligence are highly connected.

Raju (2018) conducted an investigation to ascertain the relation b/w the emotional intelligence & organizational accountability of primary school teachers in Tamil Nadu's Namakkal District. The investigation used a sample of one hundred responders. Social skills, self-motivation, self-regulation, self-control, self-awareness, self-evaluation, & organization in connection with teacher dedication, learning devotion, and dedication to one's career and society are six aspects on which the researcher evaluates emotional intelligence, in that order. An overall average of all the factors indicated that emotional intelligence and organizational commitment were positively correlated.

Begum & Khan (2015) have demonstrated the connection b/w prospective B.Ed. teachers' positive teaching attitudes in Aurangabad and their E.I. Three hundred B.Ed. students were chosen for evaluation. It was found that there was a moderate 0.44 correlation b/w teaching ethics & emotional intelligence among education majors. The study discovered a significant distinction between men's & women's perspectives on teaching, However, finding no variations in emotional intelligence.

Miyagamwala (2015) claims that a range of favourable outcomes, including enhanced physical & mental health and effectiveness at work, are linked to greater emotional intelligence levels. Strong E.I. is necessary for good teachers to grasp what makes a given kid emotionally strong, as this aids in learning.

Arabshahi et.al (2013) investigates how faculty members' knowledge-sharing practices are affected by their emotional intelligence. Expert interviews were used for the qualitative portion of data gathering, while a questionnaire was used for the quantitative portion. The qualitative results point to various aspects of E.I., such as self-awareness, social skills, pressure mgt., flexibility, and general creativity. Furthermore, among the four aspects of the behavior of sharing knowledge, EQ dimensions' effects on knowledge-sharing behavior show that "social skills, coping with pressure, and overall creation" are linked to faculty members' research behavior, while "adaptability" is not significantly associated with knowledge sharing behavior.

Ratnaprabha et. al (2013) carried out a study to assess high school students' emotional intelligence in a specific Bangalore Urban District English-medium school. Study also aimed to identify the characteristics that are linked to EI and how they relate to academic success. In 2011, 295 students from a town within the Bangalore Urban District that has an English-medium school participated in cross-sectional research. Participants in the study included 164 (55.6%) boys & 131 (44.4%) girls between the ages of 12 and 16. Since EI has been found to be significantly correlated with academic performance, particularly emotional control, school instructors and health professionals will need to focus more on helping boys improve their EI because they demonstrated lower EI than girls.

4. STATEMENT OF PROBLEM

The significance of emotional intelligence (EI) in determining both individual & group success has drawn more attention in a variety of domains, including education. However, the specific Emotional intelligence's function in improving educational results wasn't properly examined, despite the rising body of literature highlighting its potential. The significance of emotional and social competences that affect student engagement, motivation, and general well-being is frequently overlooked in educational environments, where academic performance is frequently solely linked to cognitive abilities. Although its practical application and impact on educational results are not fully known, incorporating emotional intelligence (EI) into teaching and learning processes may improve classroom environments, student-teacher relationships, and students' emotional resilience. In order to improve educational outcomes including academic achievement, student motivation, and emotional well-being, this study aims to explore how emotional

intelligence can be used. It also seeks to investigate the connection b/w Emotional Intelligence (EI) & other educational elements, such as classroom management, instructional methods, and social skill development. By filling this knowledge gap, the study hopes to advance a more thorough comprehension of how Emotional Intelligence (EI) might be applied to enhance the overall educational experience and results for students at different learning levels.

5. RESEARCH GAP

Emotional intelligence is currently the subject of extensive research across a number of industries. However, studies on how emotional intelligence affects an organization's performance is lacking in the field of education. When hiring new staff, Goswami & Mahanta (2021) recommended that a corporation prioritize emotional intelligence. In 2019, Papoutsis et al. Since research has indicated that emotional intelligence (EI) positively affects a range of working qualities, it should incorporate education and training programs for both leaders and employees. To acquire a complete picture of emotional intelligence in the workplace, further studies with larger sample sizes must be conducted in a variety of enterprises, organizations, and industries as well as in different countries. Singh and Ryhal (2023) investigated how teachers' emotional intelligence (EI) affected students' academic performance and presented a model that included job satisfaction (JS) as a mediating factor between EI and academic performance. Information from 728 secondary school teachers in the Northern Indian state of Himachal Pradesh was gathered using a survey method and a variety of statistical methods.

The study's findings demonstrated a strong and favourable correlation between kids' academic success and teachers' emotional intelligence. In India, very little studies have been conducted on emotional intelligence in the context of schooling. By measuring the impact of E.I. on job performance in the education sector, research will close the current gap.

5.1. OBJECTIVES OF STUDY

- 1) To study the role of Emotional Intelligence in Teacher's Job Performance in Education Sector.
- 2) To define how Emotional Intelligence influences the Student's Performance and how it relates to other psychological factors.

6. RESEARCH METHODOLOGY

- **Research Design:** The descriptive research design is being used for this study.
- **Data Collection Method:** This study collects its data from secondary sources (research articles, research papers, reports, book chapters, etc.)

7. CONCLUSION

In conclusion, integrating emotional intelligence into the education sector is not just a beneficial addition but a fundamental necessity. Emotional intelligence performs a pivotal role in teacher's job performance within the education sector. A happy and productive learning environment is greatly aided by the capacity of understanding and control one's own emotions in addition to empathize with parents, coworkers, and students. Also, the growth in emotional intelligence of emotional intelligence in students not only enhances their interpersonal skills but also lays a solid foundation for academic success and personal well-being. By fostering self-awareness, empathy and effective communication, educators can empower students to navigate the complexities of life beyond the classroom. This study is important because it examines a component that is frequently overlooked but plays a substantial role in academic achievement. This research can result in more comprehensive and successful teaching methods that assist people and society at large by comprehending and improving emotional intelligence in both students and teachers.

8. LIMITATIONS AND FUTURE SCOPE OF THE STUDY

One major disadvantage is the possibility of subjectivity and bias, as the author chooses and evaluates studies according to their viewpoint, which may result in selective reporting or inaccurate conclusions. Empirical study can be extended in the future. We switch from qualitative to quantitative research for future recommendations. Filling out the

questionnaire in person actually aids in the study's expansion. If quantifiable data is used to determine that emotional intelligence is indeed beneficial in improving educators' work performance and greatly in establishing a productive and positive learning environment for children, the study will yield more meaningful results. Future scholars, academicians, teachers, and students will all benefit from the study.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

REFERENCES

- Almeharish, A., & Bugis, B. A. (2023). Evaluation of the Factors Influencing Self-leadership in the Saudi's Healthcare Sector: A Systematic Review. *The Open Public Health Journal*, 16(1).
- Arabshahi, M., Lagzian, M., Rahimnia, F., & Kafashpour, A. (2013). The impact of emotional intelligence on faculty members' knowledge sharing behaviors. *Management Science Letters*, 3(12), 2963-2970.
- Ashraf, N. (2022). Teacher Self-efficacy and Emotional Intelligence as the Important Attributes of Students' Learning Outcomes. *Situations*, 10(4).
- Bar-On, R. (2004). The Bar-On Emotional Quotient Inventory (EQ-i): Rationale, Description and Summary of Psychometric Properties, In G. Geher (Ed.), *Measuring Emotional Intelligence : Common Ground and Controversy*, 115-145. New York : Nova Science.
- Begum & Khan (2015). To study the relationship between positive teaching attitude and emotional intelligence of B.Ed. trainees in Aurangabad city. *i-manager's Journal on Educational Psychology*, 8(31), 43-48.
- Brown, C., George-Curran, R. & Smith, M.L. (2003). The Role of Emotional Intelligence in the Career Commitment and Decision- Making Process. *Journal of Career Assessment*, 11 (4), 379-392.
- Goleman, D. (1996). *Emotional Intelligence : Why It Matters More Than IQ*, Bloomsbury Publishing Plc, New York.
- Goswami, K., & Mahanta, M. (2021). Exploring the role of emotional labor and job autonomy in the relation between emotional intelligence and job performance. *International Management Review*, 17(1), 26-38
- Kaur, J., & Sharma, A. (2022). Establishing early foundations to promote emotional competence in preschool children. *Journal of Applied Social Science*, 16(2), 399-418.
- Mayer, J.D., Caruso, D.R., & Salovey, P. (1999). Emotional Intelligence Meets Traditional Standards for Intelligence. *Intelligence*, 27, 267-298.
- Mercader-Rubio, I., & Ángel, N. G. (2023). The importance of emotional intelligence in university athletes: analysis of its relationship with anxiety. *International journal of environmental research and public health*, 20(5), 4224.
- Miyagamwala, G. (2015, January). Emotional intelligence and teacher effectiveness-an analysis. In *International Conference on Issues in Emerging Economies (ICIEE)* (Vol. 29, p. 233).
- Neisser, U., Boodoo, G., Bouchard, T. J., Boykin, A. W., Brody, N., Ceci, S. J., et al. (1996). Intelligence : Known and Unknowns. *American Psychologist*, 51, 77-101.
- Opengart, R. (2005). Emotional Intelligence and Emotion Work : Examining Constructs from an Interdisciplinary Framework. *Human Resource Development Review*, 4 (1), 49- 62.
- Papoutsis, C., Drigas, A., & Skianis, C. (2019). Emotional intelligence as an important asset for HR in organizations: Attitudes and working variables. *International Journal of Advanced Corporate Learning*, 12(2), 21.
- Raju (2018). Relationship between emotional intelligence and organizational commitment in primary school teachers. *Suraj Punj Journal For Multidisciplinary Research*, 8 (11), 103-110
- Robbins, S. P. & Judge, J. A. (2009). *Organization Behavior*, (13th Eds.). New Jersey : Pearson Education.
- Rosaldo, M.Z. (1984). Towards an Anthropology of Self and Feelings. In R.A. Schweder & R.A. Levine (Eds.), *Culture Theory : Essays on Mind, Self, and Emotion* (pp. 137-157). Cambridge : Cambridge University Press.
- Salovey, P. & Mayer, J.D. (1990). Emotional Intelligence. *Imagination, Cognition, and Personality*, 9 (3), 185-211.
- Salovey, P., & Mayer, J.D. (1994). Some Final Thoughts about Personality and Intelligence. In R.J. Sternberg, & P. Ruzigs (Eds.), *Personality and Intelligence* (pp. 303-318). Cambridge, U.K. : Cambridge University Press.

- Salovey, P., Mayer, J.D., Goldman, S.L., Turvey, C., & Palfai, T.P. (1995). Emotional Attention, Clarity, and Repair: Exploring Emotional Intelligence using the Trait Meta Mood Scale. In J.W. Pennebaker (Ed.), *Emotion, Disclosure and Health*. Washington DC: American Psychological Association.
- Shanbhag, D., Goud, B. R., Anupa, M. J., Fernandez, R., & Adrian, D. S. M. (2013). Emotional intelligence and scholastic performance among children of a high school in south India. *International Journal of Collaborative Research on Internal Medicine & Public Health*, 5(5), 359.
- Singh, S., & Ryhal, P. C. (2023). The influence of teachers' emotional intelligence on academic performance with mediating effect of job satisfaction. *Journal of Education*, 203(3), 499-507.
- Solanki, S. (2019). A Study of Relationship between Emotional Intelligence and Professional Performance of Assistant Professors Teaching at Teacher Training Institutes. *Journal of Teacher Education and Research*, 14(01), 23-26.
- Ullah, M. S., Bano, S., Khan, N., & Jan, G. (2022). Servant Leadership as A Mediator of The Relationship Between Emotional Intelligence and Job Performance. *Webology* (ISSN: 1735- 188X), 19(2).
- Wade, C. & Tavris, C. (2006). *Psychology*, (8th Ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Wechsler, D. (1958). *The Measurement and Appraisal of Adult Intelligence* (4th Ed.). Baltimore: Williams & Wilkins.
- Business and Management, IPEDR, Vol.22, Singapore, 123-128.