

EMOTIONAL INTELLIGENCE AND ITS IMPACT ON TEACHERS TEACHING

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Abstract

At the psychological literature, nowadays talk more about multiple intelligence referring to a study by Gardner, and many other studies conducted during the last years in America and in Europe. Although there are many treatments, it should be noted that in very few of them, was spoke about emotional intelligence and its impact on vital activity and in career. In this article we will try modestly to provide an overview of the values that this intelligence have in the work of teachers during the teaching process. Emotional intelligence, its development and education, is becoming increasingly important for the success of the individual to life, for adapting to his social life as well as the increasing needs for affirmation at work and career. Above all emotional intelligence orientate our way of thinking, the attitude and behavior towards themselves and others, the manner of communication, the control way of our emotions, when setting our priorities in life etc. Seeing in this sense, can understand well enough values and the importance of emotional intelligence in the work of teachers.

Key words: emotional intelligence, theories on intelligence, self-management, motivation, empathic, performance.

Introduction

What is intelligence?

Intelligence is an important factor because it determines the quality and success of the individual in his adaptation to the physical and social environment as well as on different tasks. It is the current level of mental functioning of an individual, the ability to use knowledge, to solve problems and to adjust to the world.

What are some of the main theories about intelligence?

For more than a century, psychologists have shown that, by what consists general intelligence, or even if there is indeed "general" intelligence. One simple questions is whether intelligence is a general mental ability, unique or it has many special features.

Early theorists

Charles Spirman defend the view that intelligence is quite general, a kind of mental energy source that flows through each of the action. Spirman believed that people who are excellent in one area often are also excellent in other areas. American Psychologist Tharstoun had the same opinion. He indicated that intelligence consists of seven specific types of mental skills: *spatial ability, memory, speed of perception, fluency in speech, numerical ability, reasoning and meaning of words.*

Today's psychologists have expanded more the concept of intelligence and how it can be measured better. Robert Strenberg has proposed a ***three-side theory on intelligence***. He argues that human intelligence includes a great variety of skills that are just as important as the limited skills, assessed by traditional intelligence tests.

Analytical intelligence related to mental processes to be highlighted by most theories on intelligence, such as the ability to learn how to do things, to assimilate new knowledge, solve problems and to perform tasks successfully.

Creative intelligence is the ability to adjust to new tasks, using new concepts, to respond to new situations effectively.

Practical intelligence is the ability to find solutions related practical and personal problems.

Another contemporary theory is **multiple intelligences theory of Gardner**. He believes that intelligence consists of some special abilities and each of them is relatively independent from others. Gardner lists eight types of intelligences: logical-mathematical, linguistic, spatial, musical, bodily-kinesthetic, interpersonal, personal and natural.

Access of Gardner has had a major impact, mainly because it highlights the specific abilities that has every man. He notes that different forms of intelligence often have different values, which were determined by different cultures.

Theory on emotional intelligence is another contemporary theory proposed by Daniel Goleman which shows how effectively perceive and understand people their own emotions, emotions of others and how they can control their emotional behavior. Goleman argues that one of the reasons that intelligence tests fail is that they do not take into account the individual's emotional force. In general, the five known factors contribute to emotional intelligence. Goleman talks about the fact, that people have two minds: the rational mind and emotional. Components of emotional intelligence are: self-recognition, self-regulation, self-motivation, empathy and the ability to establish relationships with other people. According to him, our level of emotional intelligence is not genetically determined and not only develops in childhood. Our emotional intelligence determines the potential that we have to learn practical abilities based on the five elements of emotional intelligence: self-knowledge, self-motivation, self-regulation, social

consciousness and social abilities. Namely, development of emotional intelligence is very important for success in life. Although that a person has sufficient knowledge and intelligent ideas, fails to understand their emotions and sentiments, fails to manage them, it makes the person to cope with difficulties during establishing relationships with others and creating a successful career.

Recent years have a profound transformation in the way of conceiving the general human intelligence and emotional intelligence in particular. In relation to emotional intelligence impetus for more in-depth research works have served two American psychologists Salovey and Mayer, who can be considered fathers of emotional intelligence. They describe emotional intelligence: as a form of social intelligence that summarizes in itself the ability of the individual to monitor feelings and emotions to himself and to others, the ability to capture the differences between them and for use these as guidance in thinking and in the action.

What abilities includes emotional intelligence

1. Abilities of self-management

Knowing ourselves. It is associated with the ability to recognize and understand emotions and impulses on ourselves and on others. Individuals who have these abilities, know their weaknesses and are not afraid to talk to them before others, they do not leave their feelings to rule, are safe because they believe in their intuition and not leave their emotions out of control.

Self regulation. This ability comes after good understanding of oneself. The ability to control impulses, to effectively cope with sadness, depression and stress, as well as to control how lasting emotions.

Motivation. This ability has to do with the motivation right of oneself, with passion for achieving results and to prove the pleasure of achievement. They are very productive, seek challenges, and are very effective in everything they do. They are committed to achieve the goals in life, to be enthusiastic and optimistic, to be capable of depriving oneself from the pleasures of the moment, to wait later for small rewards for reason of achieving greater rewards later.

2. Ability to connect with others

Empathy. Empathy is the ability to identify and understand what others wish, their needs and views. Empathic people are better at recognizing the feelings of others, and to treat people, depending on their emotional reactions.

Social skills. Ability to know accurately and to express personal emotions, and to be sensitive to the emotions of others. The ability to find common ground and build human relationships.

If a person is not sure how emotionally intelligent is? Here are 14 signs of emotional intelligence.

1. Are you curious about people that you do not know?

2. Are you good leader?
3. Know your weaknesses and strengthness?
4. Pay attention to know?
5. When you are bored, you know exactly why?
6. Can you associate with many people?
7. You want to be the best and moral man?
8. Take time to relax and to help others?
9. Are you good at reading people's facial expressions?
10. After the blow, stand again?
11. Are you a good judge of character?
12. Do you trust your intuition?
13. Always you motivate yourself?
14. Know when to say no?

Emotional intelligence and performance

Many studies have confirmed the strong link that exists between general mental abilities of the person with his professional performance. This means that, the higher level of general mental abilities of an individual, the more he is likely to professional success. Schmidt and Hunter on 1998 from their study indicate that the average validity of tests of mental abilities to predict professional success is .51. Meta-analyzes point out that intelligence is closely linked to the ability to learn for a wide range of professions. Today tests of general mental skills are among the most valuable in the psychology of work and organizations.

Besides general mental abilities, emotional intelligence is another variable of professional success which has been the subject of many recent studies and is presented more frequently as necessary variables to predict professional performance. Van Roy and Viswesvaran on 2004, have shown by means of a meta-analysis that emotional intelligence has interactions with professional performance and that it connects, also with general intelligence. Emotional intelligence is reflected in the way of thinking, identifying, managing, and expression feelings, and behaviors for effective choices. An emotionally intelligent teacher is the result of a long journey or the final outcome. They are active in their orientation toward students, at work, and in life. They are resilient in response to negative stress and less pessimistic and more robust to negative emotions.

Emotional intelligence elements related to the teaching

Stress

Seley lead author of the modern concept of stress, defines it as the general adaptation syndrome that represents all the dynamics of a long engagement process and development. It includes everything that carries the request to which must adapt. It may be positive, but also negative if it exceeds its normal levels. Positive or as calls Eustres Seley, is stress that comes from the pleasant experience and enjoyable that proved by individuals in such situations as: achieving success without waiting, receiving a good grade etc. How we react to stress, called adaptation and to achieve adjustment requires an either effort even if minimal. On the basis of studies in

recent years has concluded that the teaching profession is a profession that faces an ever-increasing level of stress due to the facing situation that the teacher with the most varied. Challenges of the education of children are a strong reason that a teacher be anxious. Also other reasons for a teacher to be stressed are achieving interaction with students, loads, emotional exhaustion. All these factors make emotional intelligence of teachers to be a necessity. In the sense that a teacher must have full control over his emotions, it is need that a teacher to control over emotions for most effective in his work.

Stress has an impact on all cognitive actions of individual such as for example in solving problems, in understanding or in memorizing certain contents. This means that when our brains occupied by intense emotions, our skills can become more productive, without denying the fact that in many cases they can even be damaged by them. If there is a high level of stress to the students, the ability of understanding during learning can significantly be limited in school activities. But we can not say that the role of strong emotions or stress in school activities is negative only. Moreover, it should be said that emotions often can develop a very important function in the activation of quite intelligent behavior. Thus, a certain level of stress or anxiety should be considered positive, since they allow the concentration of students in homework and to encourage them, to prepare properly.

Passion

Passions are emotional condition and strong feelings that last more time and are stable. Those being that permeates from the specific feelings and emotions, by their nature have great motivating force for the individual, as they increase activity and its productivity in activities. So in the teaching profession, passion for the work is a very important for his success. He is among the basic elements, affecting his professional success. Unfortunately this quality have not all teachers and this is why we have cases where teachers are not very effective.

The passion and love for the work is the main quality that a teacher should have. According to various studies was proved that teachers who perform this profession with a great passion make learning more interesting, exciting, and important for their pupils. Passionately teaching make students be more committed, increases their motivation. Passion is one factor that makes students to decide, to study more. It was proved that the same teacher may give different results in different subjects. For example in Mathematics that is a subject that who has passion and in Computer Science with different levels of enthusiasm, gives different levels of results. Passionate teachers will do everything to make interesting learning for their students.

Humour

Humour is an emotional condition that gives certain color to spiritual world and to the behavior of each individual. People with high humor are impulsive, make faster judgments, work faster, are more productive, more freely and more precise in action. Also are more creative in their work. All these qualities mentioned above make teacher to be successful in his work with pupils. A high sense of humor helps to relieve tense situations in the classroom, so he will make nice

environment with classroom instruction and increase at the maximum level of motivation of the students.

A sense of humor can help to become a successful teacher. Sense of humor can ease tense situations in the classroom before they become interruptions. A sense of humor will also make the class more enjoyable for students and possibly make students to look forward for participating and paying attention. More importantly, a sense of humor will allow to see the joy in life and make a happier person as progress through this sometimes in stressful career. But in the use of humor always we should care such, that it be more effective to adapt to the situation in which we are and to reflect our personality as an individual. A careful use of humor makes to have an increase in creativity, creates a positive relationship and reduces inequality in status between teachers and students. Teachers being behavioral model for the students have to use it properly, to increase the sense of community. Humour can be integrated into the classroom and to promote a sense of respect between students and teachers. So we can say that it is a very important element in the effectiveness of teachers.

Empathy

Empathy is another important aspect of emotional intelligence. One of its indicators is the degree of sensitivity to the thoughts and feelings that overlived by others. This enables ties and cooperation in the group, the success of interpersonal relations and sighting problems from another person's perspective. So much better to recognize our emotions, easier will understand the feelings of others. Without the ability to decipher the emotions of other people's emotional intelligence shows weakness and loss of sense of humanity. Researchers have suggested that people who have good skills in identifying the emotions of others, simultaneously are more successful in work and in social life in general.

Empathy is a factor that has a large impact on the teaching profession, in school activities as generally, in personal relationships between students and teachers. The quality of these relationships have implications not only in the psychology of students, their ability to understand, but also in behavior or in their mental health. Inability to understand the emotional experiences of others, makes that more aggressive children attribute their companions full of bad meanings, smarting from the desire to be excited or to abase

Nonverbal Communication

As the words are "sight" of the rational mind, as well as non-verbal signs are emotional mind messages. If the words of a certain person, are not in harmony with the tone of his voice, with gesture or other nonverbal signs, emotional truth will be shown with the way of expression and not the meaning of the word. During the study of this communication, it is proved that nearly 90% of emotional messages are verbal. Among them realized silent interpersonal communication. The first signs of the birth of intense emotion, manifested above in all level of physical body dynamics through different indicators as are: the frequency of breathing, darkening the eyebrows, coercion hands shterngim and teeth etc. Such signs are distinguished in every emotion and is important that we to have the ability for monitoring these properly and timely.

Nonverbal Communication in the teaching profession is very important. His influence in the classroom is much greater than in another profession. The teacher must have good skills in expressing emotions and hiding them. Because there are cases when the teacher does not want to express what they think for his student and may be facial expressions or other gestures that might betray him. Individual and teacher in this case must have good abilities to monitor the body and its movements. He should be able to detect at the beginning negative emotion, by applying all necessary strategies that are used to control the behavior and bodily movements.

To limit as much as possible extreme body movements, that do not allow to express negative emotions until the end and to be aware of the dominance of nonverbal message, not to be dispute between verbal and non verbal communication message. If there is disagreement between verbal and non verbal communication message, nonverbal message will win. Also check the reliability and nonverbal actions vleshmerine oral messages. Therefore we say that nonverbal communication is very important in the expression of emotions to the teachers and have a major impact on the students. They see these messages as the honest reflections of what the teacher is thinking or feeling. Effective teaching depends on an effective communication as verbal as well as nonverbal communication between teachers and students.

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