

The Development of the Emotional Intelligence in the Education System of India and its Impact on the Higher Education

Turkish Online Journal of Qualitative Inquiry (TOJQI)

Volume 12, Issue 3, June 2021: 4644- 4651

Research Article

The Development of the Emotional Intelligence in the Education System of India and its Impact on the Higher Education

Dr. Kishore Kunal¹, Dr. MJ Xavier², Dr. Joe Arun³

Abstract

Emotional Intelligence (EQ) is the capacity for identifying, evaluating, controlling, and effectively expressing emotions. A person with a high EQ is better at communicating, managing anxiety and stress, resolving conflicts, improving relationships, empathizing with others, and overcoming life's obstacles. Emotional intelligence has an effect on life quality since it has an effect on human behavior and relationships (McPheat, S. 2010).

Developing a high EQ can assist determine our success; it can also influence our choices by opening us possibilities we would not have explored before. The way your child controls his or her emotions has an effect on everything from his or her connections with peers to academic success.

Students who have a greater level of emotional intelligence are better able to control their emotions and are more empathetic toward others. This can assist them in developing more self-motivation and more effective communication skills—both of which are necessary for kids to develop into more confident learners. On the other hand, students who lack emotional intelligence may develop a lack of connection to school, which can have a detrimental effect on academic success. The purpose of this paper is to examine college students' perspectives on emotional intelligence in higher education. Globally, numerous changes in the educational system have created new demands for teachers. Nowadays, instructors serve as a mentor as well as an authority figure in the classroom. Thus, emotions are crucial to the teaching and learning processes. The article accentuates Emotional intelligence being neither a polar opposite of intelligence nor the conflict between the mind and the heart; rather, deems it to be a singular junction of the two.

¹Chair, Online Education and Online Initiatives, Loyola institute of Business Management, Chennai - Kishore.kunal@liba.edu

²Chair Professor, Center of Technology and Innovation, Loyola institute of Business and Administration, Chennai

³Director-LIBA

This research articulates the key role of emotional intelligence in the academic process from the student's or learner's perspective (Stys, Y. & Brown, 2004).

Keywords: Emotional Intelligence, Classroom, Higher Education, Teaching, Learning Process

1. Introduction

Since the publication of "Daniel Goleman's first book on the subject in 1995, emotional intelligence (EI) has prevailed to relevant aspect of the twenty-first century ("Ashkanasy, 2003; Bar-On 2006"), and evidently more emphasis has been placed on the role of emotions in an individual's success or failure in both personal and professional ambit of life. The concept of emotional intelligence (EI) has stimulated practical research in every discipline, including business, academia, biological sciences, and psychology. Recent research has begun to assess the generalizability and validity of the EI concept in cross-cultural contexts (Singh, 2010). Additionally, we've seen cases of smart students who fail to graduate from college and very intellectual professionals who can't seem to get their act together in real life or at work. While some individuals possess great intelligence, it does not appear to be sufficient to guarantee their success in life. Simultaneously, we can presumably articulate in detail why we believe these individuals have been unsuccessful (Gayathri, & Meenakshi, K 2013). Psychologists, educators, scientists, and others have been studying why conventional intellect alone is insufficient to predict an individual's success for a long time. They recognized other criteria of intelligence that is unrelated to cognitive intelligence and is known as "Emotional Intelligence."

• Put an emphasis on emotional intelligence in the classroom.

Emotional intelligence's importance in school education

We live in an era when technology actively influences the human psyche. Since decades, the intellectual quotient (IQ) has probably been steadily improving, but only from one generation to the next.

After all, the emotional quotient (EQ) is a different story. This has been the most unanticipated time in recent history where generation is having problems to improve emotional intelligence in order to promote the competence of individuals admitted to school, as well as the teachers and professionals appointed by the school management to educate the students (Helm, C. (2007).

It has been a major source of concern for educational leaders about the components that contribute to achieving the intended learning outcomes, from kindergarten to upper secondary.

When we discuss about intelligence, we usually refer to an individual's Intellectual Quotient without taking into account their emotional intelligence.

Students have found it difficult to express themselves appropriately and communicate successfully as a result of the dismissal of the function of emotional disposition in total aptitude.

- *Intellectual quotient of students*
- *Socioeconomic status*
- *Motivation and peer-relationship*
- *Student and teacher relationship*

The Development of the Emotional Intelligence in the Education System of India and its Impact on the Higher Education

- *Parental involvement and personality*

Amongst all of these characteristics, IQ was often regarded as the decisive factor and determinant of academic performance. According to research, IQ alone is not a reliable predictor of kids' academic achievement.

- Application of Emotional Intelligence for educators

We, as school educational leaders, support the idea that EQ is important for very practical reasons, such as promoting social and cultural openness and vitality in schools beginning in kindergarten.

When students engage in the process of obtaining new information and knowledge in a learning area, Learning Culture increases their curiosity and generates sentiments of fulfillment and joy.

Students' emotional intelligence begins to develop before they attend a school classroom, but levels vary depending on the child's family situation. As a result, school teachers must be capable of identifying pupils whose emotional intelligence need a boost and should offer kids with suitable mental health assistance on a regular basis. It is difficult to overstate the importance of this.

Teachers are supposed to be quite comfortable sharing their sentiments openly in front of the students and to consider themselves ready to talk about their classroom experiences in front of all students. It means that no feeling is “wrong,” and that every feeling in a human being should be appraised objectively at some point and not stereotyped.

2. The Most Effective Technique To Teach Emotional Intelligence Abilities In The Classroom

The answer to this issue is entirely dependent on who is being taught and what is expected of those who are being taught. Research techniques focus on developing advanced, innovative, creative, and successful techniques for teaching emotional intelligence abilities to students of various ages, teachers, and education professionals (Lvasseur, A. (2012).

The study as a whole demonstrates that Emotional Learning Skills have become a requirement for achieving adequate results in academics, relationships, and work. And, as time passes, the use of all of these talents in educational institutions is steadily increasing.

“In Focus: Improving Social-Emotional Intelligence, One Day at a Time,” a book created by Thomas McSheehy, can assist instructors succeed in the important duty of empowering their children.

Emotional intelligence learning should be regarded as a major output of our educational system, particularly in K-12 institutions.

Emotional learning awareness can assist kids in experiencing growth and establishing themselves socially by negotiating their emotions with their surroundings. Regular nurturing of the emotional quotient should be conducted to make every student future-ready and to create a better

social and emotional existence for them. That, indeed, is the key to a better society. Everyone who comes to school, including school officials, must address a wide range of emotions and should not be afraid to express regard for one another because we are all people who value unconditional love.

3. Benefits of EQ for students

Students, like employees, can reap several benefits from emotional intelligence. There are various advantages for students who have high levels of emotional intelligence. The advantages are as follows:

- **Emotional management**

When a kid has a high EQ, he or she can cope in today's competitive world. With emotional intelligence, students can deal with the most difficult situations. They can adapt to people of various personalities and temperaments. Most importantly, they can manage their emotions and make sound decisions at any time.

- **Improved communication**

We all experience various emotions and sentiments, including anger, worry, fear, jealousy, happiness, sadness, and others. When one is a student, it is important to know when to be emotional and when not to be. An emotional intelligence test will assist pupils in communicating more effectively in today's world. It will also help them develop their verbal abilities. Students with emotional intelligence will be able to express their opinions and ideas without reluctance.

- **Establish new relationships**

You can create new relationships more effectively if you know how to manage your emotions. You can easily make new acquaintances and study in a new setting. Students can share their ideas and receive or give academic assistance from one another.

- **Stress reduction**

Adults are not the only ones that suffer from stress; students do as well in school and college. Stress may absolutely devastate you, and it is the most difficult barrier to overcome while attempting to try something new. Students with emotional intelligence are expected to be more accustomed in handling adversities and stress.

- **Feelings towards others**

Students with Emotional Intelligence will be able to empathize with their peers. They can comprehend others and assist them in resolving challenges. EQ will make you a better person in the future, and you will be able to set a positive example for other students in school, college, and institutions (Thingujarn, 2004).

4. Emotional Intelligence And Education

The Development of the Emotional Intelligence in the Education System of India and its Impact on the Higher Education

Education, is a process of nurturing an individual's behavior in a positive direction that eventually leads to betterment of the society and the individual. It also seeks to alter and correct our undesired (social) conduct while also developing our inner traits to the fullest. It enables humans to be rational beings who live socially healthy lives with their neighbors and community members. Education is the process of bringing out and developing intrinsic tendencies, abilities, and natural capabilities through formal, informal, and non-formal agencies. Daniel Goleman's theories and perspectives have brought in a revolution in the fields of childcare, home, school, and workplace administration. While it may appear that the lofty claim that emotional intelligence is a sure guarantee of a competitive edge in life is overdone, there is no doubting that one's emotional makeup has a substantial impact on one's capacity to cope well with other people and one's own feelings (Goleman, D. (1995). On the other hand, emotions are inextricably linked to human life. Despite a high level of intelligence and achievement, the individual lost everything and became an emotional prisoner. At that critical stage of life, only one characteristic, "Emotional Intelligence," permits an individual to live a happy life and to be the master of their emotions rather than their slave. Emotional Intelligence, a highly sought-after skill, has evolved into a required and complementary component of the educational process. As a result, teaching EQ (emotional intelligence) has become a vital obligation in the educational arena, and the majority of parents and teachers place a high value on mastery of these abilities in their children's and students' socio-emotional and personal development. However, there are other options, and it is critical to teach children and adolescents through EI programs that clearly integrate and highlight emotional skills based on the ability to recognize, interpret, and control emotions, as stated in the Mayer and Salovey model (Grewal & Salovey, 2005; Mayer & Salovey, 1993, 1997, 2003). Practice, training, and development take precedence over verbal instruction when it comes to teaching these abilities. The key goal is to educate and practice emotional skills until they become a natural adaptive reaction in a person's repertoire.

5. School and Emotional Intelligence

As the role of emotional intelligence is well acquiesced in plethora of social settings, considerable interest on its application has evidently been reflected. While the family is widely recognized as the primary source of emotional talents, the school is widely recognized as the primary source of emotional intelligence promotion and growth. As a result, schools must rise to the challenge by promoting the development and use of emotional abilities and including emotional literacy into the core curriculum. Some instructors refer to teachable emotional intelligence characteristics as "emotional literacy." Despite widespread recognition the incorporation of EI in school curriculum has not particularly been impressive. This could be due to the condensed nature of the school curriculum and the examination-driven system's concentration on a narrow spectrum of academic achievements. Additionally, schools may be considered as locations for the instruction of academic disciplines rather than the instruction of social and emotional skills, which are taught at home and in the community (Salemo, 1996).

As a result, educators and practitioners may concern whether schools are abdicating their responsibility to teach academic disciplines by promoting and teaching social and emotional skills. In answer to such inquiries, educators who support for the promotion of emotional intelligence in schools would say that by meeting children's social and emotional needs through the implementation of emotional literacy in schools, students will be more receptive to academic learning. When developing or executing teaching or training programs, the ability approach to

emotional intelligence is more clearly linked to education, with an emphasis on skill development or information acquisition rather than the enhancement of underlying personality attributes. Given the breadth of programs, regular evaluations of their efficacy in schools must be done as part of program assessment procedures.

6. Emotional Intelligence and Teacher

The teacher, through himself and his ways, is the key to the success of any educational philosophy. He can assist young people in preparing to cope effectively with the whole spectrum of emotions that inevitably accompany life's adversities. Furthermore, Emotional Intelligence is a worthy goal for any teacher or school, but it is difficult to achieve. The instructor must be a role model for the students, and he must be emotionally mature and well-balanced. Being emotionally literate - being able to discourse fluently about emotions – is not the same as being emotionally sensitive and proficient in one's everyday life. Some studies indicate that being sensitive or receptive of one's emotions in a soulless manner can do more harm than help to young people. The manner in which students witness teachers in handling their own emotions, is likely to have a great impact on student's mindset. It is critical that a teacher should respond to the emotions of young without becoming emotionally reactive. It is important to remember that everyone, including the teacher, has tolerance limitations.

7. Conclusion

Emotional Intelligence is a way of comprehending, regulating, and perceiving our thoughts, feelings, and actions. It has an effect on both our interactions with others and our self-perception. It is responsible for the majority of our daily behaviors define how and what we learn, enables us to set priorities, and regulates how and what we learn. It has grown in popularity in recent years as a result of its contributions to a variety of domains, including the workplace, leadership, and interpersonal relationships. Furthermore, at times when the role of social media has far fledged impact on student's wellbeing, it is imperative for children to develop Emotional Intelligence at a young age. This is also true for society as a whole (Cavallo, K., Brienza, D.2002).

Our traditional education system has always been centered on academic performance, which has led to elitism and the expectation that our children will be among the best, which is synonymous with success, power, and money. If instilled in children at a young age, EI can favorably affect their development, converting them into better people who respect the perspectives of others and engage in good interaction.

Since 1990, it has gotten a lot of attention from the academic community, practical situations, and general society. Its relevance and importance in a variety of industries are being researched and asserted scientifically. However, the concept's instructional value is yet an unknown territory. Educationists, psychologists, and educational programmers/administrators should consider its development early in the educational process through curricular and co-curricular activities. The aspect of Emotional Intelligence has to be reflecting in academia to have a major impact on the nurturing minds and therefore the society.

References

The Development of the Emotional Intelligence in the Education System of India and its Impact on the Higher Education

- 1) Cavallo, K., Brienza, D. (2002), "Emotional Competence and Leadership Excellence at Johnson and Johnson, The Emotional Intelligence and Leadership Study", available at: www.corpconsultinggroup.com,
- 2) Gayathri, N & Dr. Meenakshi, K (2013), "Emotional Intelligence in the Indian Context" Global Journal of HUMAN SOCIAL SCIENCE Linguistics & Education, Volume 13 Issue 8 Version1.0 Year 2013, Global Journals Inc. (USA).
- 3) Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. New York: Bantam.
- 4) Grewal, D., & Salovey, P. (2005). Feeling smart: The science of emotional intelligence. *American Scientist*, 93(4), 330. doi:10.1511/2005.4.330
- 5) Helm, C. (2007). Teacher dispositions affecting self-esteem and student performance. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 80(3), 109-110. doi:10.3200/tchs.80.3.109-110
- 6) Lvasseur, A. (2012). Teaching innovation is about more than iPads in the classroom. Retrieved from <http://mediashift.org> McNulty,
- 7) Mangal, S.K. (2007), *Advance Educational Psychology*". PHI Learning Private Limited, Delhi
- 8) Mayer. I.D., Salovey, P. & Caruso, D. (2002) The Mayer-Salovey-Caruso "Emotional Intelligence Test: MSCEI, Version2. Toronto, ON: Multi-Health Systems:
- 9) Mayer, J.D., & Salovey, P. (1993). The intelligence of emotional intelligence, *Intelligence* 17,433-442.
- 10) Mayer, J.D., and P. Salovey. 1997. What is emotional intelligence? In *Emotional development and emotional intelligence: educational implications*, edited by P. Salovey and D. J. Sluyter. New York: Basic Books.
- 11) Mayer, J.D., Salovey, P. Caruso, D.R., & Sitarcnios, G. (2003). Measuring emotional intelligence with MSCEIT V 2.0. *Emotion*, 3, 97-105.
- 12) McPheat, S. (2010), "Emotional Intelligence," MTD Training & Ventus Publishing ApS, U.K.
- 13) Salemo, J.G. (1996). *The whole intelligence: emotional quotient (EQ)*. Oakbank. South Australia: Noble House of Australia.
- 14) Salovey, P. (2007). *Emotional intelligence: key readings on the Mayer and Salovey model*. Port Chester, NY: Dude Publ. The importance of emotional intelligence in training. (2014). *Administrate*. Retrieved from <http://www.getadministrate.com/blog/the-importance-of-emotional-intelligence-intraining/>
- 15) Sharma, S., Deller, J., Biswal, R. and Mandal, M.K. (2009). Emotional Intelligence: Factorial Structure and Construct Validity across Cultures. *International Journal of Cross Cultural Management*. 9(2). 217- 236.
- 16) Singh, K.(2010), "Developing human capital by linking emotional intelligence with personal competencies in Indian business organizations" *Int. Journal of Business Science and Applied Management*, Volume 5, Issue 2, 2010.
- 17) Stys, Y. & Brown, S.L(2004), "A Review of the Emotional Intelligence Literature and Implications for Corrections", Research Branch, Correctional Service of Canada.
- 18) Thingujarn, N.S. (2004), "Current Trend and Future Perspective on Emotional Intelligence, 2004 National Academy of Psychology, 1nd1a Vol. 49, Nos. 2-3, 155-166
- 19) Ashkanasy, N.M. (2003). *Emotions in Organizations: A Multilevel Perspective*. In Dansereau, F., and Yammarino, F. J. (eds). *Research in Multi-level Issues: Multi-level*

Issues in Organizational Behavior and Strategy, Vol. 2. 9–54. Oxford: Elsevier Science.
3. Bar-On, R. (2006). The Bar-On model of emotionalsocial intelligence (ESI).
Psicothema, 18, 13-25.