

EMOTIONAL INTELLIGENCE AND PERSONALITY OF TEACHERS

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Abstract

Good teaching requires more than intellect. Since the evolution, aggression and violence have been raising its head and now in 21 century it seems to be rooted deeply in our society. To deal such aggression and violence, teachers must learn to deal intelligently with upsetting and triggering emotions to hold and exhibit pro social acts like charities, friendship, co-operation, helping, rescuing, sacrificing, sharing and altruism. Research findings have proved that teachers can no longer afford to ignore this part of their duty. The teachers have to build positive self-concept of their students, it is essential that they must possess positive personality traits and emotion intelligence in themselves.

Keywords: *Emotional Intelligence, Personality, Teaching effectiveness*

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Introduction

Teachers are the major critical group among the Indian society today. Due to changes in school reforms and legislation, a lot of heed has been placed on teachers and their influences on academic success of students. Only they have the potential to control the whole evolution and advancement of educational system. They are the yardstick that measures the achievements and aspirations of the nation. The worth and potentialities of a nation get assessed in and through the work and efforts of the teacher, for they are the real nation builders. On them rests the success or the failure of the system. If the teachers are emotionally intelligent and effective in classroom teaching and if they take keen interest in their job, then only, success is ensured. But, if on the other hand, they lack training in education, emotional intelligence and classroom effectiveness, the system is destined to fail. It is their effort which results into student's deep learning. Teachers with certain personality profiles may be more effective, depending upon their students' learning approaches and the classroom environments. A few researchers opined that good teacher cannot be described in term of isolated abilities as this notion disregards the aspects of the personality of the teachers which play an important role in effective teaching. Certain teachers have more effect on their students than others which make the learning process easier for students therefore leading to more successful people. In a world driven by creation and intelligence of regular people, this is all caused by the teachers who got them there. Hence, the teacher being the most vital component of the school it is very essential that they possess good personality and aptitude toward teaching. Thus the personality and emotional intelligence of teacher in schools are very important. Teacher's emotional intelligent levels are significant in effective teacher- student communication, achieving a positive academic success, work atmosphere and in reducing stress and conflict. "An individual's success is not only related to his IQ, but is also linked to social and emotional skills whether in education, schools, or years later after the university. Those who have high emotional intelligence have more constant long-term relationships, more social skills and more abilities to deal with conflicts. There is a close interweave relationship between personality and emotional intelligence. Personality type influences how we develop our emotional quotient, on the other hand, Emotional Quotient influences how we apply and develop our personality type. Personality type is a preference and innate in nature while emotional quotient is a competence and is changeable in nature. Empirical studies showed that there is significant correlation between emotional intelligence and personality.

Personality

Personality consists of stable characteristics which explain why an individual acts in a particular way. During the last many decades, more than one thousand research articles have been published that focus upon some aspect of teacher personality (Nussbaum, 1992). The potential significance of teacher personality has long been of curiosity to education investigators (e.g., Barr, 1952; 1965; Tyler, 1960). Most of the investigation on personality concentrates on the types of individual who enter into teaching profession, rather than their teaching effectiveness. Research on teacher personality is based on the belief that the teacher as a person is a pivotal variable in the teaching-learning process. Personality affects the behaviour of a teacher in various ways, such as methods selected, interface with students and learning experiences chosen. It was also explored that though “teachers” didn’t statistically significantly differ on personality traits from the general population, there was a big and amazing amount of diversity in “teachers” personality characteristics when they are investigated by gender, area of specialization, and level of teaching service within the profession (Getzels and Jackson, 1963). Teacher’s personality traits have been frequently hypothesized to be associated with teaching-learning process. Murray, and Paunonen, Rushton (1983) proposed that a reciprocal causal interaction may exist in teaching which fosters a “teacher personality,” that in turn leads to greater success in teaching. However, they pointed out that there are good motives for believing that the direction of causality is mainly from personality traits to teaching effectiveness rather than vice versa. Implicit in the notion of personality trait is the idea of longitudinal and cross-situational stability of behaviour (Allport, 1937; Guilford, 1959; Jackson & Paunonen, 1980), which makes it likely that a mentor’s personality traits influence his or her teaching effectiveness.

Emotional Intelligence

Emotional intelligence is a relatively novel concept and it is lack of focus on emotional intelligence in our residences and schools that has led to a quick rise in the recent social ills. Since the evolution, aggression and violence have been raising its head and now in 21 century it seems to be rooted deeply in our society. To deal such aggression and violence, teachers must learn to deal intelligently with upsetting and triggering emotions to hold and exhibit pro social acts like charities, friendship, co-operation, helping, rescuing, sacrificing, sharing and altruism. The children are getting into violence, drug abuse, and crime and other related problems. This may be reduced if the teachers become sensitized towards the emotional void that these children have. When the safety and warmth of the family is inadequate as a result of industrial and consumerist society, the role of teachers becomes all the vital in the

light of the emotional needs of the learners in the school. The issue of emotional well being of teachers is being attended more and more these days. There is a talk of teaching emotional and social learning skills to teachers, training the influence of western culture, media exposure; easy access through internet and mobile has come to us with their benefits as well as shortcomings. Teachers in training institutions have to be prepared so as to ensure that they provide positive learning environment for student while focusing on their self-esteem and futuristic needs (Lo vette,1997).Research findings have proved that teachers can no longer afford to ignore this part of their duty. Teacher training institutions need to sensitize the trainees for the stress and emotional demands in the classroom and be prepared to respond as well as cope with these situations. The teachers have to build positive self-concept of their students, it is essential that they must possess positive personality traits in themselves. Research findings have demonstrated that teachers with high emotional intelligence are more equipped to keep their learnerengaged in learning activities. They are competent to spend more time with their students. On the contrary, teachers with low emotional intelligence lack in persistence and give negative feedback to students (Gibson and dembo1984). According to the findings of (emmer and Hickman), emotionally intelligent teachers are more efficient in classroom management methods and are thus, fully equipped to deal with difficult situations.

The emotionally intelligent teacher is often a pleasure to be around and leaves students feeling better. The emotionally intelligent teacher however, does not mindlessly seek pleasure, but rather attends to emotional in the path towards growth. Emotional intelligent involves self-regulation appreciative of the fact the temporarily hurt feelings or emotional restrain is often necessarily in the service of a grater objective. Helping others which may make one feel better in the long run, may require emotional toughness and sacrifice. Thus, emotionally intelligent teacher accurately perceive their emotions and use integrated, sophisticated approaches to regulate them as they proceed toward educational goals.

Emotional Intelligence and Personality

The advancement in science and technology needs an individual to develop skills and competence to cope with the external demands, zeal, persistence, motivation and regulation of emotion and behaviour. The success and chances of a productive life of a student are directly dependent on how much the educators enhance the emotional quotient. Good teaching requires more than intellect. Teachers also differ in some of their personality dimensions with respect to their emotional intelligence, further it is found that extroversion, introversion and feeling dimension of personality have a direct impact on emotional intelligence of teachers; whereas thinking and

judging dimensions have a positive impact on their emotional intelligence. Emotional intelligence touches the dimension of personality trait that has been ignored in the past years. Emotional intelligence in past years has found increased acceptance as an aspect that is potentially useful in understanding and forecasting individual performance in job. There are many reasons to understand personality and emotional intelligence together. Emotional intelligence and human personality are two important correlates and emotional intelligence provides the context on which personality trait operates. It has been suggested that once we know and understand our personality characteristics. It will be possible to be aware of others and stimulate each other. It has been seen that Emotional quotient or Emotional intelligence is a greater predictor of success at work than intelligence quotient. Yet the fact is not hard to see. Teachers with emotional intelligence may be considered as having attained at least a limited form of positive personality traits. They are conscious of their own emotions and those of others. They are open to positive and negative features of internal experience, able to label them and appropriately communicate them. Such awareness will mostly lead to effective regulation of affect within themselves and students, and so contribute to wellbeing.

Raising Emotional Intelligence among teachers

Considering the fact that the teachers be high on emotional intelligence performs effectively in the classroom. So, the reform in the classroom teaching process should not be dependent on a new curriculum but should also concentrate on teacher's emotional intelligence and personality traits. Hence the training modules for teachers at all levels must include components on enhancing the emotional intelligence and positive personality traits. It is necessary to create various projects, in order to give teachers more information about negative emotions and how they can overcome it and to understand how they can deal with the problems of the students generally. Training courses are needed at the university level to give more information to the teachers related to the emotional intelligence, including which kind of problems they might have at the schools and how they can cope with them.

Conclusion

For the proper development of a nation, it is most essential that the education system must be well organized. The key point in the total system is the teacher and he plays an active role in the formation of habits, attitudes and other qualities among students. But it has been observed that teachers in our educational system are prone to a certain level of stress in their profession as well as personal life and do not have adequate competencies and resource to deal with their educational requirements.

Unfortunately, teachers often possess negative personality traits than positive ones. Teachers are overwhelmed with multiple roles and tasks such as performing professional duties outside the classroom such as school meetings or supervise extra-curricular activities, sports events and engaging students in community services activities. Therefore, it is vital for teachers not only to possess the appropriate knowledge, skills and abilities to ensure the optimum transfer of knowledge, but to equip themselves with another pertinent aspect of teaching called the Emotional Intelligence. Research indicates that high level of emotional intelligence is associated with a range of positive traits, such as better physical and mental health.

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