

Arati Suryawanshi, 2017

Volume 3 Issue 2, pp. 2135-2145

Date of Publication: 1st November 2017

DOI- <https://dx.doi.org/10.20319/pjss.2017.32.21352145>

This paper can be cited as: Suryawanshi, A. (2017). Impact of Systematic Training in Emotional Intelligence on the Secondary School Teachers' EQ Levels. PEOPLE: International Journal of Social Sciences, 3(2), 2135-2145.

This work is licensed under the Creative Commons Attribution-Non-commercial 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

IMPACT OF SYSTEMATIC TRAINING IN EMOTIONAL INTELLIGENCE ON THE SECONDARY SCHOOL TEACHERS' EQ LEVELS

Arati Suryawanshi

Dr. D.Y. Patil Vidyapeeth, Pune, Maharashtra, India

arati.suryawanshi@gmail.com

Abstract

Introduction: While working with various educational institutes and being a trustee of family school, researcher had to deal with all the issues related with Teachers' training, recruitment, and teaching learning processes. Researcher was also teaching in the renowned college at Mumbai, and after that, working as Psychological and Emotional Intelligence consultant at a very big Educational Organization in Mumbai. Researcher got an opportunity to have a dialogue with various principals and management trustees and educationists and the people working in human resource departments of Educational Institutes. She found that all are agreed with the fact that all the teachers are Intelligent and some of them are Brilliant to bring the subject to students, given them to teach. But they also mentioned that, the most of the times the whole teaching learning process is becoming very stressful and that is transferred to students as well. Some teachers are trying very hard to make it interesting but that is not enough. That motivated the researcher to discover what must be there beneath the whole process. At the same time, she also had to deal with many cases of the teachers who have come to her to resolve their issues

and she found that it's not their Intelligence but it's their emotions intervening in the process, they are intelligent but most of them don't know how to deal with their emotions in their personal life, at work or at social level that is somewhere interfering in the process. So the aim of the research is to find out their Emotional Intelligence levels and also then after training in Emotional Intelligence, with post assessments, finding out whether there is any significant change.

Objective: While working on the Ph.D. thesis, one of the aims of the researcher is to discover, "The impact of the systematic training in emotional intelligence on the overall competencies of emotional intelligence levels of teachers."

Methodology: To understand the impact on teachers, the "Social Emotional Intelligence Assessment" was conducted for secondary school teachers teaching in two CBSE (Central Board of School Education) Schools in the periphery of Nasik District, Maharashtra, India. Research was conducted for the teachers of both the schools. Training in Emotional Intelligence was conducted for the teachers of one school, where as teachers of other school were gaining EQ with the knowledge they had and the knowledge they acquired with the reports of their assessments provided to them.

The training modules involved emotional intelligence skills such as, empathy, how the teacher can live with a purpose, navigating emotions and recognizing patterns. All the modules were uniquely designed and developed by the Researcher herself.

Findings: The teachers who participated in the training programs showed almost 14% rise in various competencies of Emotional Intelligence.

Research Outcomes: The teachers mentioned that the whole process is changing and bringing a lot of positivity, hope and ease and interest among classrooms, students and in their lives as well. Their life is changing at all levels as at personal level, at work, Social and family level.

Future Scope: This research has been conducted in two C.B.S.E schools; in future it can be conducted in many other syllabus also for working staff in the organizations, or in the states other than Maharashtra.

Keywords

Emotional Intelligence, CBSE schools, Training, Pre and Post SEI Assessment, Competencies of Emotional Intelligence, Teachers, Empathy, Optimism, Navigating Emotions, Purpose

1. Introduction

The concept of “Emotional Intelligence” was coined by the two professors, Dr. Peter Salovey (President of Yale University at present) and John Meyer for the first time in the history of Psychology and Human Resource Management. They have named this new form of Intelligence as ‘Emotional Intelligence’ and one of their papers about Emotional Intelligence was published in the year 1990.

Dr. Daniel Golman, as a Science Reporter, reports about the above said paper on EQ in 1990. He saw a journal where the article written by Peter Salovey and John Meyer was published.

‘Emotional Intelligence’, then a recently born instrument is applied in the new techniques of imbining education and training given to the new generations as teachers, managements, and students.

In the year 1905, the Psychologists and Researchers objectively introduced the concept of Intelligence Quotient, and this concept has been followed and used especially by educationists during several decades of last two centuries.

Dr. S. W. Deshpande, who was Researcher’s Professor, of Behavioral Sciences, in the University of Pune, taught this concept, and he convinced his students that, the conventional measurement of Emotional Intelligence along with the former one and also induced to read the original work of the pioneers in EQ.

After the groundbreaking research in Emotional Intelligence by Peter Salovey and John Meyer, in 1997, ‘6 seconds international’ an NGO from California, developed a Model, and SEI (Social Emotional Intelligence) assessment which is inclusive of all important competencies to help in bringing “EQ-in-Action.” An individual can also take the help of the EQ coach or Trainer to gain the knowledge of EQ. Researcher is EQ certified, SEI- certified and Grant holder for using the SEI – Assessment in her Ph.D. Research provided by the 6 seconds NGO.

Among all the schools and teachers, which are registered with the researcher in her research, researcher has two clear groups of teachers,

Group 1: Being trained by the researcher in the technique of EQ and

Group 2: Who were using the knowledge of EQ they have or the knowledge they have acquired through the reports of the assessment they have sent by the researcher.

The results were marvelous and they proved that the teachers who received the training by the researcher in EQ were using it on everyday basis in their lives and after training, their levels

in EQ competencies are found to be raised. Where as the teachers who have taken EQ assessments but not received any training of the EQ by the researcher were showing negligible rise in the competencies of emotional intelligence.

2. Aim of the study

“To Study the impact of systematic training in emotional intelligence on the levels of EQ competencies of secondary school teachers.”

Case study: Teachers from Two CBSE schools. Demography:

Table 1.1: *Use of Et Al. in APA Style*

Sr. No	Demography	Particulars
1.	Location	a. Both the schools are in 100 K.M. circumference of Nasik District.
2.	Education/ Curriculum	a. Both the schools are C.B.S.E. curriculum. b. Both the schools consist of all grade of secondary school, i.e. 5 th grade to 10 th grade.
3.	Population	a. Both the schools are co-ed. Schools. b. Strength of the students is almost similar i.e. around 500.
4.	Socio Economic Status:	a. Both the schools have mixed population, ranging from lower middle class to higher middle class.
5.	Age range of teachers:	a. 28/29 to 55 years of age.
6.	The Instrument SEI	a. Researcher has supported for using SEI i.e. Social Emotional Intelligence Assessment Adult version 4.0 with grants for both the schools. b. The grant has been given by the NGO 6 seconds International USA.

Table No. 1: *Methodology of the research*

Sr. No.	Schools	Assessment	Training	Assessment
1.	'A'	Pre SEI Assessment	Provided	Post SEI Assessment
2.	'B'	Pre SEI Assessment	Not Provided	Post SEI Assessment

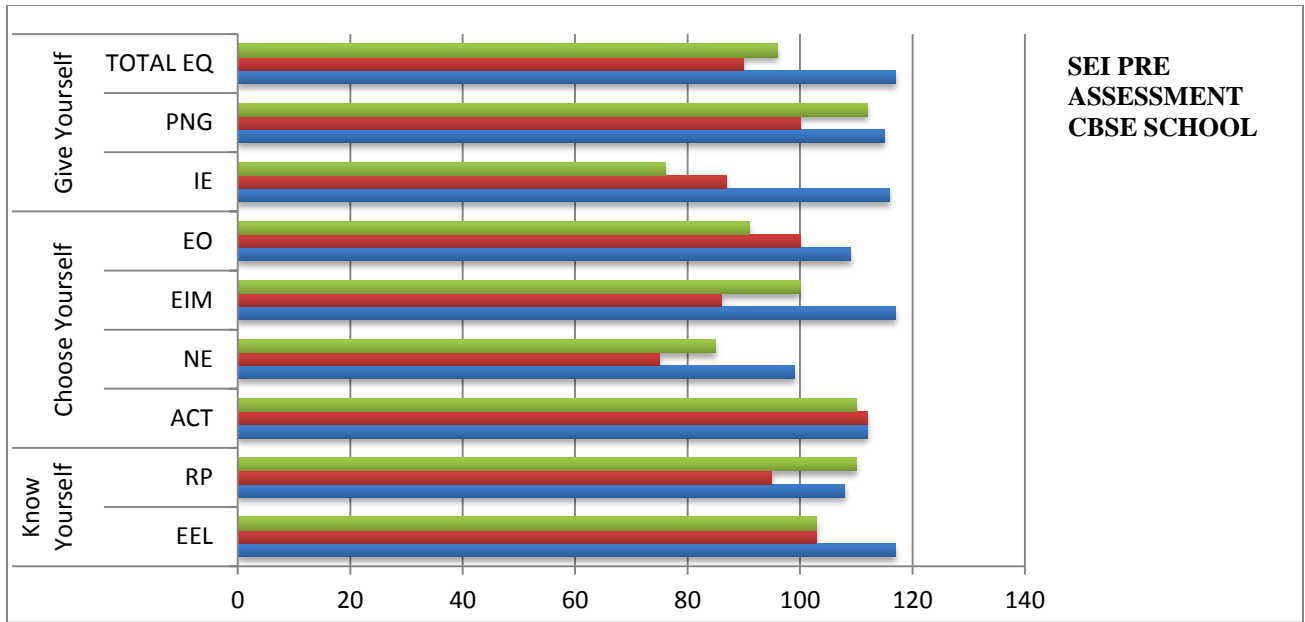
Methodology applied to select case studies:

- Working in the same institute: Three or more than three years.
- Work Experience – Minimum 3 years.
- Taught to same students for 3 years.
- Working in either school 'A' or school 'B' as a secondary school teacher.
- Completed with SEI Pre and Post Assessments with systematic training in EQ for school 'A', and without any systematic training for school 'B'.

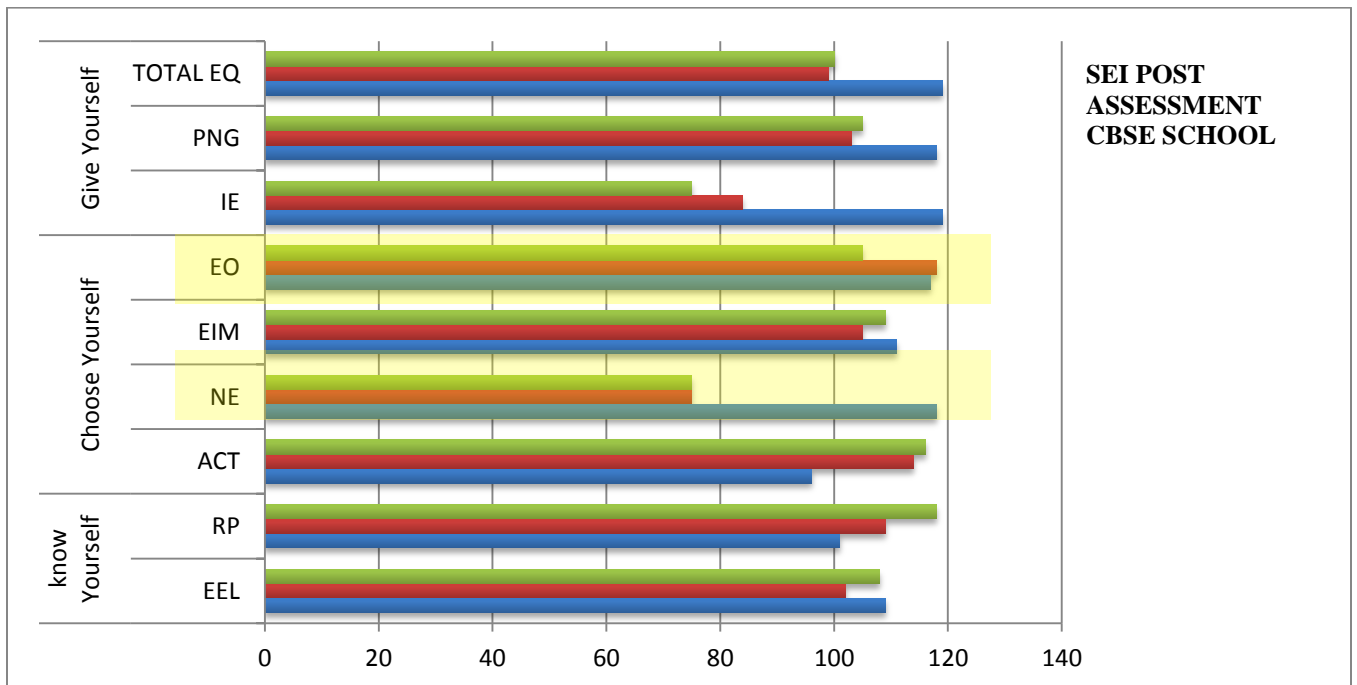
After working and analyzing meticulously with the above Demography and Methodology for selecting the case studies, the researcher could construct following Graphs of the teacher of the C.B.S.E. school 'A' whom the researcher has provided training between pre and post SEI Assessments. And the teacher of C.B.S.E. school 'B' whom the training has not been provided between pre and post SEI Assessments.

Table 2

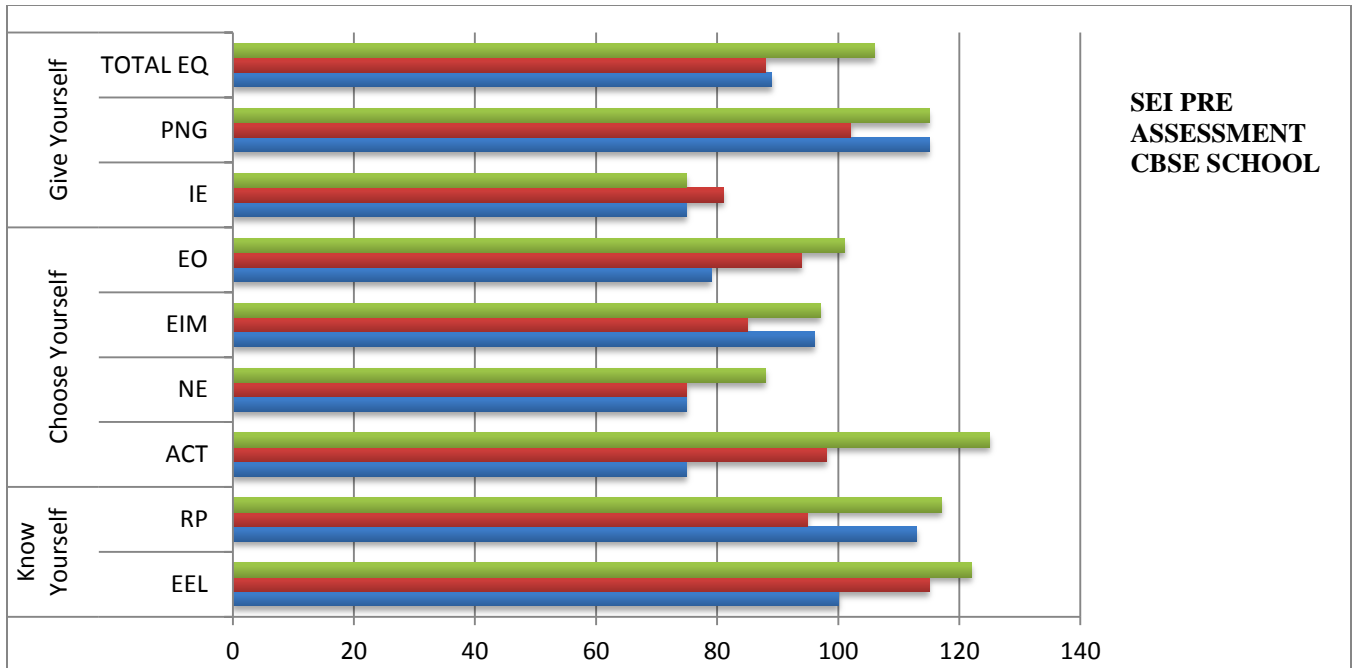
C.B.S.E. Schools	School A	School B
Total Number Of secondary school Teachers who Participated in Pre Assessment	NO. 14	NO. 20
Training provided or not	Training provided	Training not provided
Teachers who participated in both Pre and Post assessment (%)	50%	40%
Above Case Studies parameters applying to the teachers (%)	42%	37%



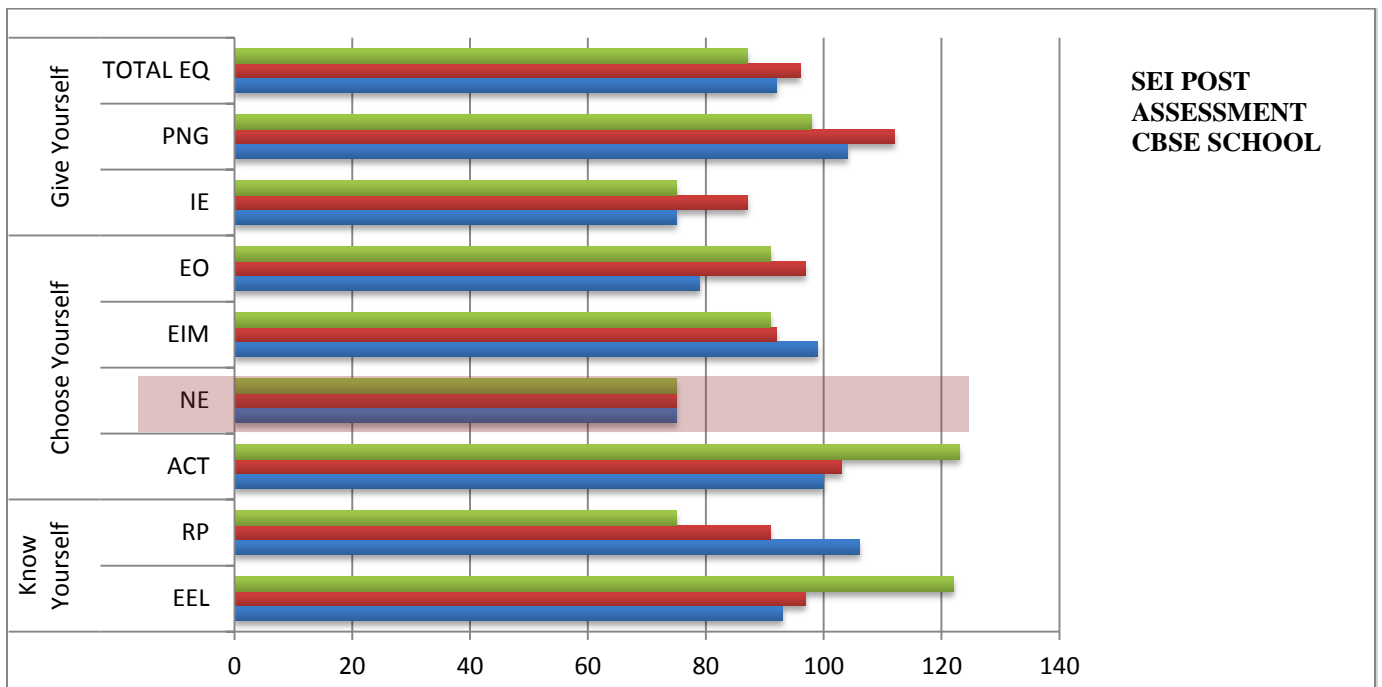
Graph No. 1: 'SEI Assessment Adult Version 4.0' Pre -Assessment of CBSE School 'A'.



Graph No. 2: 'SEI Assessment Adult Version 4.0' Post -Assessment of CBSE School 'A'.



Graph No. 3: ‘SEI Assessment Adult Version 4.0’, Pre -Assessment of CBSE School ‘B’.



Graph No.4: “SEI Assessment Adult Version 4.0, Post -Assessment of CBSE School ‘B’.

3. Outcomes of the Research

3.1 Total EQ

There is a remarkable change in the scores of total EQ in the School A and School B. We can see with the Graphs 1 and 2 that School 'A' teachers who have been provided with the Systematic training in Emotional Intelligence are showing gain in total EQ. We can see the rise in all the case studies. Whereas School 'B', we do see rise in some of the cases but in the most cases the situation is reverse.

3.2 Three major areas, a) Know yourself, b) Choose yourself, and c) Give yourself.

School 'A': We can see rise in all the areas whereas, in School 'B', we can see rise remarkably only in 'Know yourself' area.

3.3 Competencies

a) School 'A': After conducting training sessions for the school 'A' in the various competencies, especially 'Navigating Emotions' and 'Purpose of Profession' for the teachers where all the teachers have to go through some processes, have to fill up the worksheets and participate in the activities. All the training sessions were conducted on holidays and when the teachers were having at least half day of free time. Navigating Emotions has been found as a very difficult competency for the teachers to achieve success. We can find the huge shift in Navigating emotions almost 14 %. Please refer the graph 2 of School 'A'. More stable and getting more balance in the scores overall.

b) School 'B': Where training sessions were not provided, there are changes in the scores and very negligible rise in some of the scores of the competencies of some of the teachers. As IE i.e. increase empathy competency we can observe slight rise in the scores.

Scores of some of the teachers are actually going down in many competencies as, PNG i.e. 'Pursue Noble Goal', EO, i.e. 'Exercise Optimism', EIM, i.e. 'Enhance Intrinsic Motivation', NE, i.e. 'Navigating Emotions', ACT, i.e. 'Apply Consequential Thinking', RP, i.e. 'Recognizing Patterns' and EEL i.e. 'Enhance Emotional Literacy'.

3.4 Training plays a role

We can see that, people can try to improve upon their own EQ scores with the help of the reports as well but provided with systematic training in EQ competencies that makes a difference. That shows that, people are more motivated to take the effort towards bringing Emotional Intelligence into action. That also shows that they know their patterns and they have a goal to work with in their lives. They seem to be more optimistic and take appropriate decisions

whether it is teaching inside the classroom set up or behaving outside with the students, families and other people in the society.

3.5 Impact on teacher's life

Teachers who have gone through EQ training are mentioning that, they are doing the same work with same amount of stress but with more ease and less stress. Also their wellbeing is improving as well. They are managing strong emotions more wisely than before. According to them they can make a difference at work, family and society more profoundly than before.

3.6 Education is percolating from up to bottom

When teachers know how to manage their emotions, they are setting an example in front of the class and people they work with. When education percolates from top to bottom that can develop and contribute in building a society with human beings who have emotionally high wellbeing.

Conclusion:

4. Next Steps in the Research

Researcher is now keen to observe whether any difference is taking place on the student's performance when the teachers who have made a difference in their EQ scores and want to bring EQ-in-action while teaching them.

4.1 Limitation of the study

The study has been done on two C.B.S.E. schools and with only secondary school teachers. It can be taken ahead with many other curriculums and many other areas such as staff working in the educational institutes, residential and nonresidential schools, and many different work places.

4.2 Concluding statement

With this research, we understand that the Teachers who are the most important Human Resource and are the back bone of the educational system, who take care of the most important stages of children such as, Adolescence age and young age, who belong to both the category of above average and brilliant people of the society, do not necessarily have all the skills needed to become a successful teacher. So periodical training on various competencies of emotional intelligence will be a great support to them.

References

- Proquest Dissertation and Thesis (2012). Michel K. United states. Regent university. The measurement of personal responsibility in adult learning,
<http://search.proquest.com/docview/>
- Proquest Dissertation and Thesis (2009). Luck, Tinnelle T. United States. Howard University. The effect of personality characteristics and various aspects of genetic counseling on compassion fatigue, satisfaction, and burnout
<http://search.proquest.com/docview/304894399>
- Proquest Dissertation and Thesis (2007). Paularinne, Robert P.J. United States.Lakehead University (Canada) An exploration of William Glasser's choice theory in classroom management <http://search.proquest.com/docview/304717024>
- Phi Delta Kappa International. JSTOR collection. (Feb. 1961). Arnold Lazarus. What's Your E.Q. (Educator's Quotient)? . <http://www.jstor.org/stable/20342561> 42(5): 200-201
- JSTOR. (Dec., 2000 – Jan., 2001). Anthony K. Van Reusen, Alan R. Shoho, Kimberly S. Barker. High School Teacher Attitudes toward Inclusion. 84 (2): 7-20.
- Springer. Educational Psychology Review.(2010). Pamela w. Garner.Emotional Competence and its Influences on Teaching and Learning <http://www.jstor.org/stable/23364145>: (22): 297-321
- Cornell University Press. (Oct. 2010). Edn.1.“ Developing Faith” Daromir Rudnycky Spiritual Economics. Cornell Univesity Press. 73-128
- Taylor and Francis, Ltd. British Journal of Sociology of Education. (March 2011). Val Gillies. Social and emotional pedagogies: critiquing the new orthodoxy of emotion in classroom behaviour management. <http://www.jstor.org/stable/4123765>. 32(2): 185-202
- Research Journal of Education Sciences. (1990) Salovey P. and Mayer J.D., Emotional Intelligence, Imagination, Cognition, and Personality. 1(2): 195-211.
- Bantam Books. Golman D. (2000). Working with Emotional Intelligence. New York.
- Pepperdine University. Svetlana H. (2007). Emotional Intelligence and Academic Achievement In Higher Education.
- Sarwar M. (Nov. 2010) Relationship of Study Attitude and Academic Performance of Students at Secondary level In Punjab. University of Education.
- Neils, et al. (2009). Increasing emotional intelligence: (How) is it possible? Personality and Individual Differences 47(1): 36-41

Song, et al (2010). The differential effects of general mental ability and emotional intelligence on academic performance and social interactions. *Intelligence* 38(1): 137-143

<http://www.eqconsortium.com>

<http://www.danielgoleman.info/topics/emotional-intelligence/>

<https://www.edutopia.org/social-emotional-learning-history>