THE NEED FOR THE INTEGRATION OF EMOTIONAL INTELLIGENCE IN MANAGERIAL EDUCATION

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ABSTRACT

This paper is an attempt to find out various aspects of emotional intelligence and its implication in managerial education. In this paper we will discuss how EI help to maintain the result of higher education. This work found that the EI is a proficiency in teacher which helps them to retreat their lectures. The paper has also explained the value of EI. Here EI is present as tool of teachers. This study tells about the impact of EI on the personality of the student. This study is also encouraging the teacher for practical application of Emotional Intelligence in teaching.

KEY WORDS: Emotional Intelligence, Higher Education, Teacher, Student, Result

INTRODUCTION

As teachers, our objective is to enhance the academic and social progress of all students. In order to reduce classroom disturbance and improve student time on-task, some teachers have adopted behaviour modification strategies such as assertive discipline.

As emotional intelligence involves such skills as motivation and determination, it can play an important role in achieving goals in various fields of life thereby leading to success. Studies conducted in multiple areas like education, health, work, etc. indicate that emotional intelligence is related with different aspect of success in life. For example, Fernandes and Rego (2004) found that EI is an important predictor of students’ satisfaction with life, health and academic achievement. The study conducted by Carmeli (nd) revealed significant relationship of Emotional Intelligence of senior managers with work attitude, work behaviour, work outcomes and job satisfaction. Khokhar and Kush (2009) found that high emotional intelligence in executives brings about better quality of work performance.

MacMullin (1994) found that students’ social and emotional difficulties, and their inability to use socially skilful ways to gain teacher support, can result in low academic achievement. During our teaching careers, we have encountered numerous students who provide clear examples of the effect on learning of inadequately developed emotional intelligence. Despite having academic ability and sound literacy skills, their academic performance and classroom behaviour nevertheless cause concern. They tend to display problems with general organisation and presentation of work, and classroom behaviour which interferes with the progress of other students. In their relationships with adults, they engage in arguments to justify their behaviour or to avoid complying with a request. Despite their inadequate social
skills, they may nevertheless express a strong need to be involved with others and, in rare cases, a threat to send them out of the class is sufficient to bring about an improvement in their behaviour. Accordingly, our preferred teaching style involves students’ conducting much of their work in structured cooperative groups. It aims to minimise off-task behaviour in the short term and to promote students’ social and emotional development skills in the longer term. In this article, we present an overview of the teaching strategies adopted by the first author, under three headings, and identify ways in which they contribute to the development of emotional intelligence by: minimising disruptive behaviour by reducing confrontation; u maximising on-task behaviour; helping students develop social skills.

LITERATURE REVIEW

The term "emotional intelligence" was first used academically in an unpublished 1985 doctoral dissertation by the late Wayne Payne. But it was not until 1990 that researchers began to develop a working definition of the term. In that year, these researchers, Peter Salovey of Yale and John (Jack) Mayer of the University of New Hampshire published an article in an obscure academic journal. They titled their paper, simply enough, Emotional Intelligence.

In that paper the authors defined EI as "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." The paper discussed a wide range of possible implications of EI including its impact on emotional regulation of self and others, flexible planning, creative thinking, attention, priority setting, motivation, relationships, and health. In an often overlooked statement, the authors also wrote that by "recognizing the contribution of emotional intelligence" we may become more aware of "needed changes in social institutions and in cultural practices." A second statement which is seldom reported in the popular media is that "On the negative side, those whose skills are channeled antisocially may create manipulative scenes or lead others sociopathically to nefarious ends."

Though many people have mistakenly credited with Salovey and Mayer for originating the term emotional intelligence, Jack Mayer has, since my earliest correspondence with him, made it very clear that they reject this claim. In fact, Jack has gone out of his way to find other prior uses of the term. One of the earliest uses he has found, in fact, is in a 1961 book of literary criticism. In this book it was said that certain characters portrayed in the novel Pride and Prejudice, by Jane Austen possessed "emotional intelligence," an intelligence, which "informs the emotions..." It was also Dr. Mayer who uncovered the work of Wayne Payne, to whom he has given citation credit on several occasions.

1990:- Since 1990 Mayer and Salovey have continued to lead the academic research in the field of EI. (I've switched the order of their names because after 1990 Mayer took the lead role in writing most of the journal articles) Around the mid 1990's a third researcher, David Caruso, a long time friend of Jack Mayer was asked to help design a test of emotional intelligence. All together the three researchers have published over 25 articles about EI in peer-reviewed academic journals and books.
The work of these researchers has largely been ignored by most writers in the popular press. This is probably partly because the academic journal articles are so difficult to comprehend unless one has a graduate degree in psychology, and partly because the actual scientific research does not support the fantastic claims being made, so therefore is not as useful to those who wish to profit from the popularity of the term emotional intelligence. In some cases, in fact, the academic research starkly contradicts the popular claims. A new book which makes the academic research a bit easier to understand is, "Emotional Intelligence and Everyday Life", edited by Joseph Ciarrochi, Joseph Forgas and John Mayer.

In my opinion, Mayer, Salovey and Caruso have shown remarkable integrity in their work. Instead of exploiting their research, they continued to pursue it. Rather than jumping on the bandwagon, they have instead been, as Robert McCrae puts it, "some of the most articulate critics of the construct." Because I admire their integrity, and because I see much merit in their work as well as the many problems with the popular definitions and claims, my website has been perhaps one of the biggest supporters of the Mayer Salovey Caruso (MSC) model.

As I have followed both their work and the activity in the popular business press I see two trends. First there is growing academic support for the MSC model and test of EI. At the same time there is an increasing split between their work and the writing by Goleman and others who are in his "camp". For example, the group known as the EI Consortium, of which Goleman is co-chair, has recently dropped the link to the eqi.org site, a sign, perhaps, that they are increasingly distancing themselves from the academic research and from serious criticism of their work.

In 1997, Mr. Takashi Kosugi, Minister of Education, Science, Sports and Culture at the time, consulted the Central Council for Education on moral education from early childhood, saying that “it has been pointed out that children these days had not cultivated enough social skills and self responsibility, so they fail to recognize that socially-prohibited actions are not acceptable for children to do either”. He continued, “It is also said that it becomes more difficult for children to have empathy and warm-feelings towards others and build good human relationships.” Because of this, there are serious social problems such as bullying, juvenile crimes and child abuse. These issues of children’s behavior and parents’ attitudes do not separately exist, but are closely related to each other. According to the surveys conducted by the Ministry of Justice and Japan Federation of Bar Associations, it is suggested that there is relevance between juvenile crimes and abuse in childhood. A research studied by the National Institute for Educational Policy Research also cited inappropriate nurturing attitudes of parents at home as the most commonly observed problem in early developmental histories of children who easily lose control of themselves and suddenly become violent. In addition, it is well known that abusive parents were likely abused children themselves in their childhood.

Our elementary school has been designated by MEXT as a pilot school for research purposes since 2002 to carry out the newly-developed special educational program “Human Development”, which is designed to foster “interpersonal intelligence” and “intrapersonal intelligence” ("emotional
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intelligence”) as well as “nurturance” in children. Implemented as one of the school subjects at every grade level in our school, the class of “Human Development” provides children with the opportunities to acquire scientific knowledge about human development as well as to enhance their “emotional intelligence”. We encourage children to examine how they and their peers have developed in physical, emotional and cognitive aspects. For example, in the classes of “Human Development” at certain grade levels, children often experience interaction with various people, such as babies or students of different ages, have opportunities to explore human development in the context of comparison and learn to have caring attitudes towards other people. Through this carefully-designed program, children will develop conflict-resolving skills, become more successful within their interpersonal domain, and enjoy working together with other people. We believe that fostering children’s “emotional intelligence” will lead, in the future, to create a safe and caring society where there is virtually no bullying, violence, or child abuse.

2000:- Researchers found that student with high EQ tend to be better learners, more confident, optimistic, creative, as well as being flexible, happier, successful at solving problems, being able to cope with stress with a higher self esteem, with fewer behavior problems, and also being able to handle emotions much better (Abraham, 1999; Cooper, 1997; Hein, 1996). There are many benefits of using EQ at school both for teachers and for students. Using EQ helps students learn emotional vocabulary and feel cared for rather than controlled. On the other hand, it helps teachers identify the feelings and fears of students, recognizing their feelings and see to their unmet emotional needs (Abraham, 1999; Hein, 2001a). Furthermore, EQ might have significant relevance in the dynamic preparation and training of both novice teachers and constituents (Byron, 2001). Teachers thereby may improve their potential to reach students with the socio-emotional learning activities during growth and development, and can also provide the necessary support to enhance learning activities and educational experience. In addition, clearly, many research (Jaeger, 2001; Mayer & Cobb, 2000; Reiff, 2001; Schreier, 2001; Woitaszewski, Seval Fer 568 2001) indicated the need for educators in education to explore the role of EQ for students and for teachers.

2007:- While many teachers do some activities in an emotional literate manner, bringing emotional literacy into school means having commitment and consistency since, as any teacher knows, the emotion of teenagers has an important affect on them and also tends to vary from one to another in terms of degree and intensity of their emotions through time (Hein, 1996). Moreover, classrooms are becoming inclusive settings, and students need to learn to appreciate and accept differences since the composition of classrooms in today’s schools tends to be more heterogeneous than ever before. All students have special needs, and they all need to cultivate strong EQ skills to be brought up healthily in an environment that stresses materialism and individualism (Richardson, 2000). To assist students in developing skills, educators need to incorporate EQ skills along with academic skills into the curriculum. Because social and emotional learning is processed differently than that of cognitive learning, it thus necessitates a different training approach. If the current interest in promoting EQ is to be taken seriously, it is important for practitioners to maintain a sustained effort in following guidelines based on the best available research. Only when the training is based on sound methods will its promise be realized.
Research has argued that EQ might be as important for success in both school and life as IQ (i.e., Brown, 1996; Goleman, 1995; Hamachek, 2000; Mayer & Cobb, 2000; Reiff, 2010; Salovey & Mayer, 1990). Researchers above indicated that EQ affects not only how the individuals get along with others, but also how they succeed in life, including personal and professional success as well as academic achievement. The decisions taken now are not only determined by what has happened in the past, but also by our projections into the future. EQ skills can help people accept their limits, work towards their potentials, and develop healthy interpersonal relationships. In this context, teachers have an important role in helping learners and in expanding both IQ and EQ potentials. Moreover, the roles of teachers in emotional development of students are important since socio-emotional learning helps the young both academically and socially. It is important, then, for us to consider ways to integrate EQ skills into each student for increased success. With students developing EQ skills more effectively, this would also help create a society that is more caring, supportive, and successful. In this sense, we need EQ skills in our classrooms, both for us as teacher and for our students. Then, the EQ program might be useful in the role of emotions in the classroom and in everyday life as well as being useful for personal development and gaining insight thereof. However, one question remains to be addressed: what and how EQ skills should be utilized within the context of an EQ program. This question is addressed in the EQ In-Service Program that was developed and implemented for this study and was particularly concerned with the specific kinds of competencies to be developed and implemented. The first objective of this study, therefore, was to evaluate the EQ program on the basis of teachers’ experiences. The second was to explore the teachers’ perceptions about the implications of EQ skills in classroom situations.

Research findings indicate that emotional intelligence skills are important and perhaps critical factors of student achievement, retention, and personal health (Nelson and Low, 1999, 2003, 2004, 2005; Epstein, 1998; Bartlett, 2002; Stottlemyre, 2002; Vela, 2003; Chao, 2003; Nelson, Jin, and Wang, 2002; Elkins and Low, 2004; Nelson & Nelson, 2003; Williams, 2004; Potter, 2005; and Smith 2004). Extensive interdisciplinary research indicates that emotional intelligence and related non-traditional measures of human performance may be as or more predictive of academic and career success than IQ or other tested measures of scholastic aptitude and achievement (Gardner, 1983, 1993, 1997; Sternberg, 1985, 1995; Goleman, 1995, 1997; Dryden and Vos, 1994; Astin and
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Associates, 1993; Townsend and Gephardt, 1997; Weisenger, 1985, 1998; Cooper and Saway, 1997; Epstein, 1998; Nelson and Low, 2003; and Low and Nelson 2004, 2005). These findings provide a compelling case for including emotional skill development in academic and student services programs in schools and colleges.

RESEARCH METHODOLOGY

For completing this research the study would be descriptive as well as analytical in nature. To make the study more meaningful and concrete, necessary data would be collected from the relevant sources. Analysis of sample taken from the selected cities would be used to draw conclusion and reveal the importance, need, impact and effectiveness of Emotional Intelligence along with the awareness among the teachers of Management academic industry.

The Following Strategies Have Been Designed to Complete the Study:

- I would like to do research in the selected topic with my full affords.
- Research will fully investigate with every pros-cons of the topic.
- Research will be crossed with every ethical aspects of country.

Analysis of Data for Drawing Conclusion

In order to achieve the noted objectives, study is based on primary and secondary data, which includes conducting the survey through well designed questionnaires. In addition to this, personal interviews, discussions and relevant methods would be conducted with the teachers of Management academic industry.

RESULTS

Emotional Intelligence and College Success

For thirty years, there has been a consistent and growing research base that points to the need and value of incorporating personal skills and emotional intelligence into academic and student development programs (Nelson and Low, 1977-2006). There are numerous current examples of student and academic development programs, interdisciplinary faculty research/application projects, doctoral research, and leadership training and development. EI-centric assessment and instructional programs of emotional intelligence skills provide the research and applied learning framework for all of these projects. The most important finding and message of this growing research and application base is that improving emotional intelligence is a key factor in achievement, college success, personal health, career performance, and leadership. An important new direction is the use of emotional intelligence in institutional effectiveness. EI assessment, intervention, and evaluation provide a valuable research perspective in studying both student performance and institutional effectiveness.

Research studies in progress show a positive and significant relationship of EI skills and competencies to student achievement and retention. In summary, the research literature provides a clear and compelling
case for the importance of emotional intelligence to college success, academic achievement, retention, personal health, and leadership. The EI Research Initiative at Texas A&M University-Kingsville provides an academic structure for continuous and on-going doctoral level research, interdisciplinary collaborative research, and dissemination of research data and results. The Institute for Emotional Intelligence is an annual professional conference and provides a 2-3 day forum for sharing applications and disseminating quantitative and qualitative research findings.

With the interest, encouragement, and support of students, teachers, faculty, and administrators, a substantive “culture of evidence” is building to support the positive contributions of emotional intelligence to academic achievement, student retention, and college success.

**Emotional Intelligence - College Success Model**

Extensive research resulted in an innovative student development program to explore, identify, understand, learn, and apply the key skills of emotional intelligence in a university-wide academic program for freshman students. The program emerged from a partnership between University College and the College of Education through a Title V grant-funded program to improve academic success with first-year students. Two professors in education, Drs. Gary Low and Darwin Nelson, assisted in the design of a research-derived model to implement emotional intelligence skills into college success courses. Their Emotional Skills Assessment Process was used as the assessment foundation and their Emotional Learning System was used for the instruction and learning component for the Javelina Emotional Intelligence (EI) Program at Texas A&M University-Kingsville.

The rationale for the development of the Javelina EI Program was that emotional intelligence, as a learned ability, is an essential component for enhancing academic, college, and career success. A structured instructional program was planned and implemented in a core curriculum foundations class taught in each of the five undergraduate academic colleges and University College.

Through an integrative and engaging process, a carefully selected professional team of faculty and administrators, assisted by undergraduate and graduate students, provided structured class lessons and group facilitated activities for freshman students during the early part of the semester. The content of the lessons and the group activities were organized around the specific competencies and skills of emotional intelligence. The lessons and group activities were coordinated with the faculty who teach the class. The Javelina EI Program consisted of a seven-step learning process involving EI assessment, structured lessons, peer/student guided group discussions, and homework. The EI-centric curriculum included Time Management (self management), Drive Strength (goal attainment), and Commitment Ethic (personal responsibility). Guest lecturers, instructors, student facilitators, and students were involved in this national award winning student and academic development program. EI curriculum and lessons were delivered in a seven-step learning process:
Step 1: Accurate Self-Knowledge. Students completed the EI Survey Exploring and Developing Emotional Intelligence Skills.

Step 2: Introduction to the importance of emotional intelligence to academic achievement, college success, and career development. Trained guest presenters conducted the class to present EI content and engage students in discussions of college success.

Step 3: Connecting EI skills assessment to college success. The same guest presenter conducted the class and discussed the student profile of skills from the EI Survey administered in step 1. The EI skill of Time Management was a focal point of the class and the seven-step process.

Step 4: Structured group facilitated class with student mentors and instructor on Time Management and how to plan and use time for academic success.

Step 5: Homework and out-of-class activities related to Time Management.

Step 6: Structured group facilitated class with the same student mentors and instructor. Homework assignment and activities were processed and discussed.

Step 7: Students organized and turned in an EI packet for academic credit.

From 2001-2004, the Javelina EI Program was a central feature of the foundations course. Through the EI curriculum, the program was designed to communicate a caring learning climate for first-year students and provided assistance in the transition from high school to the university environment. The required student success class was used as the venue for this project because it provided a balance of academic development, career exploration, student support, and study skills. The Javelina (EI) Program evolved into an excellent student and academic development program for first-year students. Texas A&M University-Kingsville received national recognition when the program was selected as an exemplary student development program committed to college success (American College Personnel Association, 2003). Further, the program was cited by faculty as an innovative and comprehensive program, which improved student achievement and retention.

THE EFFECT OF EMOTIONAL INTELLIGENCE ON THE SCHOLASTIC ACHIEVEMENT OF THE GRADUATES

The pace of change due to new technologies and the new information that such technologies generate has created overloads that students are not able to handle in appropriate ways. Under such an environment, it is extremely important that the students first be aware of and manage their own feelings of anxiety and uncertainty, or there is need to be aware of one’s emotional reactions. And being aware of one’s emotion means being emotionally intelligent. Emotional intelligence is one of the few fields of psychological investigations, which appear to have touched so many disparate areas of human endeavour so quickly and expansively (Mathews, Roberts and Zeidner, 2003). It is a recent development in the area of intelligence as well as in effective science, both of which have given birth to overlapping perspective on human nature. Goleman (1995) in his best selling book on emotional intelligence made a very
provocative claim, he said if I.Q. contributed up to 20% of life success, the remaining has to be filled in by emotional intelligence. He also discussed the significant contribution of E.I. to success at home, at work and at school. E.I. per se is an offshoot of the very realization that there is such a wide variation in the professional abilities, competencies and the effectiveness of the people, with the same level of I.Q. and academic credentials. Wechsler further emphasized that the nonintelligence abilities are equally essential to predict one’s ability to succeed in life. McClelland added strength to this debate by arguing that conventional concept of I.Q. simply could not predict the success of the candidate. Conventional wisdom favors that only the brain be used for problems resolution, but of late, there has been marked shift towards making use of the heart as well. It is also said that about one third of the difference between the excellent and the average performer is due to cognitive ability while two third is due to emotional competence (Goleman, 1998). There are many studies which reveal the importance of emotional intelligence in the academic as well as the professional field. Barchard (2001) reported that some aspects of emotional intelligence like emotional understanding and social insight were most likely to predict academic success of students.

Cherniss (2000) quoted an important research finding highlighting the limits of I.Q. as a predictor of success and achievement. The study inferred that I.Q. had little relation to how well they did at work or in the rest of their lives. Coover and Murphy (2000) found out that higher the self-concept and self description the better is their academic achievement. This study entitled “The effect of Emotional Intelligence on the scholastic Achievement of Graduates” was undertaken with the aim to find out the role of E.I. in the students scholastic achievement and the role E.I. plays in one’s scholastic success.

A RESEARCH-BASED EDUCATION MODEL OF EMOTIONAL INTELLIGENCE

Emotional intelligence is a learned ability to identify, experience, understand, and express human emotions in healthy and productive ways. Emotional experience and expression are unique to each person. No one else in the world thinks, expresses feelings, chooses behaviors, and acts in the exact same way. An educational model for developing emotional intelligence

Must address this unique human condition. The educational model of emotional intelligence at Texas A&M University-Kingsville defines emotional intelligence as a confluence of developed abilities to (1) know and value self, (2) build and maintain a variety of strong, productive, and healthy relationships, (3) get along and work well with others in achieving positive results, and (4) effectively deal with the pressures and demands of daily life and work (Nelson and Low, 1998). This definition provides for a practical, easily understood, skills and competencies-based approach to emotional learning and emotional intelligence. With a skills and competencies-based approach, emotional intelligence can be organized, integrated, and taught in a sequential, step-by-step, learner-centered process. Through long-term study, research, and experience with personal skills and emotional intelligence, the Emotional Learning System (a systematic emotional skills learning process) was developed. This learning process or system consists of five essential, interrelated, sequential steps (Nelson and Low, 1999, 2003).
The Emotional Learning System

Emotional and experienced-based learning is different from traditional academic content learning. The Emotional Learning System is based on this difference. Its five steps are systematic and sequential, yet fluid and interactive—the system is designed to ensure a learner-centered development process built on honest, positive self-assessment.

Step 1 (Self Assessment: Explore). Requires the student to develop an intentional self-assessment habit: inquiring, discovering, questioning;

Step 2 (Self Awareness: Identify). Involves the process of identifying an experience as either a thought or feeling and leading to reflection not reactivity;

Step 3 (Self Knowledge: Understand). Involves ‘insight’ and an understanding that allows a student to make choices about how to behave;

Step 4 (Self Development: Learn). Involves learning various ways to improve behavior; and

Step 5 (Self Improvement: Apply and Model). Requires the application and modeling of emotionally intelligent behavior to achieve academic and career goals.

The development of emotional intelligence is an intentional, active, and engaging learning process rich with personal meaning. Development is learner-centered and based on the internal frame of reference of the learner with the use of a positive assessment process. It is our belief that emotional intelligence is best understood and learned when framed around specific emotional competencies and skills. The foundation of the emotional learning process is a positive assessment of thirteen emotional skills organized around four key competencies (Nelson and Low 1999, 2003).

**Emotional Skills Assessment Process:- Key Emotional Competencies Key Emotional Skills**

I. Interpersonal Development

1. Assertion
2. Healthy Relationships
3. Anger Management
4. Anxiety Management

II. Personal Leadership

4. Social Awareness (Comfort)
5. Empathy
6. Decision Making
7. Positive Influence

III. Self Management: Career & Life

8. Drive Strength
9. Time Management

10. Commitment Ethic

11. Positive Change

**INTRAPERSONAL DEVELOPMENT**

**Self Esteem**

**Stress Management**

The Emotional Skills Assessment Process of Personal Skills Mapping, Exploring and Developing Emotional Intelligence Skills, and The Personal Responsibility Map (Nelson and Low, 1976-2003) has confirmed that self assessed emotional intelligence and personal skills are important to academic achievement, mental health, career effectiveness, and resilience. Healthy emotional development and productivity involve the key competencies and skills of emotional intelligence. Learning, developing, and applying these skills improve performance and sense of personal well-being. The competencies and skills of emotional intelligence enable educators to develop a learner-centered skills-based curriculum and personalize the delivery of instruction.

The Emotional Intelligence Program is a university-wide effort organized through the required foundations class taught in five undergraduate colleges. The program is designed to actively engage the student in both academic and self-directed experiential goal-oriented activities. An interdisciplinary team of faculty and administrators, graduate students, and student program coordinators work with instructors to provide class lessons and structured activities early in the semester. The lessons and group activities are organized from the Emotional Skills Assessment Process.

The transitions through education – from school to college to career – are challenging, exciting, and often difficult for students. These transitions are critical to the successful completion of K-16 education and career development. The Emotional Intelligence Program is designed to provide the positive and practical model of human emotional behavior that students can learn and apply to stay healthy, increase productivity, and improve personal, academic, and career performance.

The Emotional Intelligence Program addresses, to some degree, each of the critical elements of the student development model with a specific focus on applied institutional research. Institutional research is used to strengthen program development and delivery for teaching, learning, and accountability.

**DISCUSSION,**

We need to be vigilant in imparting knowledge to students. Education is a tri- polar process where teacher, learner and curriculum are inseparably intertwined. The reputation of a college depends upon the reputation of its teachers. Success of students depends upon teacher’s guidance and teaching. The most significant factors leading to college disaffection, failure, and drop out are social – emotional.
When teachers leave teaching, it is much more for reasons related to student behavior, classroom and school climate, and matters of character than it is for anything having to do with technical aspects of teaching and pedagogy (Elias and Arnold 2006). An Emotionally Intelligent teacher will be a better guide. The greatest asset of education system will then be its Emotionally Intelligent teachers. We need Emotionally Intelligent teachers to activate educational process, so we need Emotionally Intelligent teacher educators to inculcate that quality in teachers.

The present generation faces new problems in their life. Teachers need to be equipped with skills to help them attempt these new and more complex problems. Teacher in today’s world, just having a bundle of knowledge will be equal to a book that is inactive and senseless. He must have knowledge along with a set of skills that Emotional Intelligence provides, such as- empathy, self- control, optimism, stress tolerance, self- regard, flexibility, emotional awareness and so on.

Emotional Intelligence is a set of ability essential for the success of an individual, the purpose of imparting quality education is not possible without inculcation of Emotional Intelligence and its attributes in the learners. It enables an individual to handle his own emotions and actions, thereby handling his relationship with others smoothly by controlling their emotions.

So my research study will impact on academic industry as-

As a quality in teacher EI makes them more enable in satisfying their students, as a quality in learners, they will be more exposed to the emotional way with emotionally eager which will better for their development

All facets of management academic institutions will be more psychologically awarded with happing around them and more polished internally.

This study will put impact on pattern of the studding in the institutions.

CONCLUSIONS

Emotionally healthy behaviour is reflected in characteristic ways of thinking, identifying, managing, and expressing feelings, and choosing effective behaviours. Becoming an emotionally intelligent teacher is a journey and process, not an arrival state or end result. Emotionally intelligent teachers are active in their orientation to students, work, and life. They are resilient in response to negative stress and less likely to overwhelm themselves with pessimism and strong, negative emotions. An emotionally intelligent teacher learns and applies emotional intelligence skills to improve:

- Physical and mental health by gaining knowledge/techniques to break the habit of emotional reactivity (Stress Management);
- Productivity and personal satisfaction by helping to harmonize their thinking and feeling minds (Self Esteem and Confidence);
- Self esteem and confidence by learning specific emotional intelligence skills (Positive Personal Change);
• Ability to quickly establish and maintain effective interpersonal relationships (Comfort);
• Ability to understand and accept differences in others and diversity issues (Empathy);
• Ability to plan, formulate, implement effective problem solving procedures in stressful situations (Decision Making);
• Ability to positively impact, persuade, and influence others (Leadership);
• Ability to manage time to meet goals and assignments (Time Management);
• Ability to complete tasks and responsibilities in a timely and dependable manner (Commitment Ethic); and

The Emotional Skills Assessment Process and Emotional Learning System provide an assessment and learning process to help teachers develop a plan of action to learn and apply emotional intelligence skills. Teachers who intentionally develop emotional skills and model emotionally intelligent behaviour on a daily basis experience more success and satisfaction in their professional career and life.

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4. “Six Seconds” www.6seconds.org Six Seconds is an international not-for-profit organization supporting the development of emotional intelligence in business, education, and the community. The organization publishes assessment and development tools and trains and supports professionals to make a positive difference in all sectors of society. Six Seconds, The Emotional Intelligence Network  T: 831 763 0366 • E: josh@6seconds.org
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