Emotional Intelligence and its Necessity in Teaching Training

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A B S T R A C T
Emotional intelligence theory first introduced by Peter Salovey and John Mayer in 1990 was aimed to recognize place of emotions and passions and their important roles in different rational and mental actions of human beings. Different studies showed that the key of success is not just cognitive intelligence rather 80% success in life depends on emotional intelligence (Freedman, 2005). Considering the main role of teachers in training students, it seems that reinforcing emotional qualifications of teachers and including these qualifications in strategic plan of teacher training is inevitable. This paper is aimed to clarify scientific evidences about the basic role of emotional qualifications in improvement of personal, social, scientific performance of students and effectiveness and efficiency of teachers. It represents its relation with goals of present education and requirements for developing emotional qualifications in Education. It suggests that as a primary pedagogy, pre-service training is necessary for professional growth of teacher.

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Introduction
The present age is a knowledge era. Social growth is based on today knowledge. Applicability of knowledge and its equality with information in age of information explosion, immersing in technology and industry, living in global village and competitive world with different social options in a century of famous changes, considering to “what”, “how”, “when” and “which” and ignoring “who” all are warming alarms for changing Education system and directing education towards qualification-based growth in order to increase educational quality and meet professional, social, personal requirements of people (Polomera et al, 2008). In present condition and based on available social and believable necessity, a basic objective is to have appropriate skill and attitude to face social problems and also social adaptation of children and adolescents with change process (Maleki, 2010). Based on human values, curriculum does not ignore abilities of learners and grows his/her feeling, heart and wisdom as existence capitals. Therefore teacher should be qualified in all aspects in order to provide a good condition for emotional and aesthetic growth of students (Maleki, 2010). Although role of emotions in human life has a considerable theoretical background and different philosophers have mentioned it in their works including Aristotle, Spinoza, Kant, Dewey, Bergson, Russell (Amini et al, 2009), from two decades ago, interests have been shown for relation and role of emotionality and feelings playing in Education. Teachers of Education have understood the importance of feeling in full growth of students and their duties and claimed that scientific growth of students and growth of social, emotional qualification are necessary and vital (Elia et al, 1997). This view contradicts with opinions of traditionalists. Traditionalists believe that the goal of Education is to teach subject-centered curriculum and knowledge by its own can equip students to face life challenges (Morris et al, 2007). As a multidimensional construct, emotional intelligence (Petrides & Furnham 2000, Saklofsk, Austin & Minski 2003) correlates to a range of variables and outcomes related to life quality. These correlations relate to both interpersonal aspects of emotional intelligence such as better quality of social interaction and intrapersonal aspects of emotional intelligence such as empathy, management of relationship and mood adaptation (Besharat et al, 2008). Quoted from Palomora, Durlak & Weissberg stated that although connection between these growth contexts (scientific, social, and emotional) has not been known yet, an analysis of 300 studies has been shown that socio-emotional education not only increases learning but also increases scientific learning. On the other hand, emotional qualifications of teacher increase quality of learning process, learning and well being of teacher (Barger, 2009, Moor, 2007, Sutton 2003, Tusche, 2001). In fact, some authors (Romasz, Kantor, and Elias quoted from Morris 2007) stated that acquisition of socio-emotional learning skills is considered as a prerequisite for learning curriculum. Recently, the society needs skills about emotional knowledge, decisions, social relationship and settling conflicts so that the person can achieve a successful life with well being, mental health in adulthood. Education should include both wisdom and emotion in order to make them ready in the best way during life. Socio-emotional learning academy has been established in America in order to relate socio-emotional learning with scientific one that covers socio-emotional aspects of school from more than two decades. In this direction, in European Education, some conducted a study to identify the most effective methods for growth of socio-emotional skills and planned a program called “every children matter”. By training socio-emotional qualifications, this program has provided social correlation, learning and pleasure for children. A similar program was conducted in teacher training period in order to develop these qualifications individually. Because they believed that it is not possible to teach a qualification to student without having a qualified teacher. Since learning quality will not increase without well being and convenience of teacher, it is suggested that growth of socio-emotional qualifications is created in school and for teachers (Polomora, 2008).
Socio-emotional learning, one of the 12 month programs for teacher training, conducted in Colombian faculty showed that this program had been effective on active learning in training volunteer teachers and development of attitudes, behaviors and process of positive thinking of students (Rubert, 2009). According to results obtained from studies, the present paper defends place of emotional qualifications in basic education and suggests pre-service emotional qualifications by an overview to recent researches on “the relation between emotional qualification and human success” and analyzing tasks expected from teachers.

Significance of emotional qualification in teacher training during recent years

Since 1990 when Mayer and Salovey introduced emotional intelligence theory, studies and researches in this area has begun. Researches were conducted to understand effect of emotional intelligence in different contexts, one of the most important research areas has been the effect of using emotions on social knowledge that causes training to be required in all contexts including education and emotional intelligence was introduced as one of qualifications determining creativity and innovation (Moor 2007, Rahnama, 2009), effective leadership, emotional adaptation, personal pleasure, success in life and interpersonal relationship (Fernandez et al, 2008, Moor 2007). From studies done, it was known that teaching is considered one of the most stressful occupations. Today teachers are living in an era where changes are taken rapidly and demands are being increased (Darvin, 2010). Multiple complex tasks expected from teacher has imposed stresses on him/her (Brothering, 2002, Barger 2009), long work hours, lack of disciplinary and respect from students, new curriculum and focus on learner and participative teaching methods (Barger, 2009), clear difference between teacher training and teaching in reality, lack of executive standards with consecutive results, lack of power of teacher related to salary, teaching degree, paperwork, size of the classroom, behavior of students require teacher to learn and choose growing behaviors that are necessary to deal with stressful stimulus (Darvin 2010). Emotional skills play important role in stress process (Barger, 2009) and emotional intelligence is the key to manage stress and pressures during life (Darvin, 2010). Teachers always involve social reactions. They should try their best to adapt their emotions. They also should be able to inhibit emotions of students, parents, coworkers and principal (Brothering et al 2002). Mental and physical problems occur when ability to react and respond against warnings has not been acquired. Stressful stimulus prevents gradually from defending against problems and when they are exacerbated, they affect teacher’s health and efficiency. Therefore the teacher should be equipped with skill tool and management of daily stress (Barger, 2009). In one hand, negative feelings such as anxiety interfere with cognitive ability for processing information while positive feelings cause students’ adaption and their combined effect provide a good climate for learning. The reason is that qualification for identifying, understanding and ordering negative and positive emotions are obligatory in order that they can grow their feelings. Presence of emotional intelligence creates a bed for improvement of education through emotions (Polomera et al 2008). Education is necessary for emotional qualification and both teachers and students benefit from it. Healthy teachers provide a secure condition for growing and learning of students. Psychological Studies showed that a secure climate and having positive feeling in the classroom provide growth, pleasure and convenience for students. Pleasures are related to positive feelings and experiences and negative situations are stressful. If positive feelings and experiences are more than negative ones, person can be happy and mentally healthy. Today it has been confirmed that positive feelings create correct learning and relationship among people. It was observed that in a school where there were enough positive effects on students, their health, adaptation, learning of students have increased and inconsistent behaviors have been reduced (Polomera et al, 2008). In a study done by Barger (2009), it was concluded that people with higher emotional intelligence are mentally socially physically healthier. With reference to results of a study, Blacksburg concluded that emotional intelligence may be a predictor of success or failure of students in mathematical and arithmetic fields. In fact, students with higher emotional intelligence are more self-efficient, higher self-confident and cope with problems better. Therefore, components of emotional intelligence should be included in curriculum of above mentioned fields of study. According to Darvin et al (2010), learning emotional qualifications is a transformative learning model which makes teacher or student more effective and gives them authority and power and helps them in following options:

1. Development of healthy and positive relationship
2. Problem solving and making correct decision
3. Adaptation
4. Self management to reach goals
5. Ability to make changes if necessary
6. Behaving responsibly

In a transformative learning condition, teachers and students involve in positive and mutual actions. Teaching is knowledge based and the focus is on conversation. Reference is needs of students. This learning affects development of knowledge, behavior and skills which students can acquire to improve their scientific and professional growth and personality throughout their lives. Research results of Birks et al (2009) suggest that growth of emotional skills in students causes them to cope with problems effectively and adapt psychologically. Goleman (2008), one of pioneer scientists in emotional insight by referring to results obtained from study on 233000 American students insisted that students who learn different school courses parallel to socio –emotional skills have better and more positive behavioral performance. Adaptive problems and absenteeism, conflict with other students will decrease and their interest to school will increase. The study done by Waltners and McNulty suggested very positive effect of socio-emotional skills on academic achievements of students. Low et al (2004) by acknowledging an important place of emotional intelligence in universities and higher education designed a curriculum called emotional intelligence. According to these authors, although the most important goal of each institute in higher education is scientific growth, a more important goal is that students should direct towards a health life including personal, professional, scientific goals in this variable society. Thus, it is necessary that universities and institutes of higher education provide a ground for emotional scientific growth of
students based on a comprehensive curricular pattern. Then, teachers should learn how to organize their feelings and acquisition of emotional qualification is necessary to reach scientific goals, they should make a positive social relationship and control processes in classroom. Training emotional qualification to teachers is not only effective on increase of their emotional qualification but also it affects professional life of students.

**Basic role of emotional qualifications in improving students' performance and teachers' effectiveness**

In Education, it has been long thought that successes of human beings depend on an intelligence called cognitive intelligence. It is this attitude that owes future achievements of people in social, professional and occupational lives to cognitive and mental intelligence and IQ. Insistence on this attitude resulted in ignoring other features and dimensions of human intelligence and building schools that according to Howard Gardner, founder of multiple intelligence theory, are called “uniform schools” (Amini et al, 2009). Due to intellectual changes and scientific advances, it has been confirmed that IQ resulted from academic achievement tests, despite its popularity among people, can never predict who will be successful. Therefore, in recent years, emotional intelligence has been paid attention. And these interests have been both in academic achievement of students and their emotional adaptation (Morris et al 2007). Emotional intelligence is a new change in understanding the relation between wisdom and emotion. Unlike past thoughts, it contributes thinking and emotion as an interwoven existence adaptively and intellectually. Recognizing self emotions, handling emotions, self-excitation, identifying emotions and controlling communications and generally emotional intelligence have been defined as cognitive qualifications including:

- Intrapersonal that involves features such as self actualization, independence and self consciousness
- Interpersonal that involves qualifications such as social responsibilities
- Adaptability that includes features such as problem solving and testing reality
- Management of mental pressure that includes control of impulse and mental tolerance
- General mood including optimistic and pleasure (Hugs, 2009, translated by Goodarzi, p 13).

Peter Salovey (2002) believed that emotional intelligence means processing emotional information that includes correct evaluation of emotion in self and others and it is a suitable tool to adapt them consistently resulting in improvement of personal life (quoted by Amini et al, 2009). Darvin et al (2010) stated that emotional intelligence is a learnt ability to identify understanding and experience and to express feelings in an appropriate healthy way. Emotional experience and expression is personal for every student and teacher. They defined emotional intelligence as connection of developed abilities in following contexts:

1. Self recognition and self respect
2. Keeping a variety of strong, healthier relationships
3. Working with other and reaching positive results
4. Coping with daily tasks and pressures effectively

In order to reach higher objectives and expectation from Education in 21st century, it is necessary to develop emotional skills in preparing teachers and students’ advances. Darvin et al showed a pattern based on emotional intelligence study and understood the role emotional intelligence plays in teaching and learning processes. There are evidences that emotional intelligence is an important predictor for social personal achievements. One of the most active researches in this area is to clarify benefits of emotional intelligence predictors in different contexts of lives (Fernandez et al, 2008). It is known that high emotional intelligence reduces incompatible behaviors such as aggressiveness (Bonhert et al, 2003, Rozel, 2002), emotional failure, interpersonal problems, high risk behaviors including using drugs and fearless driving (Brackett,2004) and creates acceptable behaviors including increasing quality of social emotional relationships (Besharat et al, 2008, Moor 2007), sustainable learning and better scientific education (Waters,2005, Polmora et al, 2008), higher satisfaction of life and intellectual health; they have more ability for disappearing negative emotional states and replacing them with positive feelings (Polomera et al, 2008). In a study, a program based on resolving conflict creatively was arranged and socio-emotional learning techniques were taught that were brought about after main advances in this context during 2 years: education, reduction of violation, increase of self esteem, helping others and responsibility for resolving conflicts in adolescent participants (Richard,2007). An international study about socio-emotional learning done on 665 persons (18-65 years old) had following results: increasing effect on persons, improving relational quality and public health, increasing life quality and satisfaction (Freedman, 2005). Research results show that emotional qualifications in classrooms can improve growth in all contexts. They also showed that there is a strong relation between emotional intelligence and academic performance. In recent years, socio-emotional learning has been introduced to curriculum. A collaborative for academic social and emotional learning has been established by Goleman in Yell and Chicago universities. His goal was to help schools by introducing emotional literature field. Many studies were conducted on benefits of social emotional learning. By analyzing 165 researches on preventive activities in school, it was clear that this plan decreased absenteeism and dropouts and improved school behaviors and performances (Fitzgerald, 2009). Teachers with higher emotional intelligence had more positive view while facing with different pressures in school and they found ways to cope with them. They were more satisfied from their jobs and they acquired positive experiences (Goleman, 2008). Christy (2000) represented TIEL model (teaching for intellectual and emotional learning) and divided it into ten parts of which 5 parts belong to cognitive process and 5 parts belong to socio-emotional process. He believes that brain quality is balanced by personality quality and personality quality is obtained by learning skills and features that are interrelated in this cycle. Thinking quality includes cognition, memory, evaluation, divergent and convergent productions. Personality quality includes reactions, empathy, ethical
reasoning, dominance and acknowledgment. Each of them is accompanied with each other in skill sets. For example, process of thinking about values is peered with quality of ethical reasons. Skills required for evaluation (analysis, decision, judgment and ethical reasoning) are called for aesthetics, honesty and thinking. He has created a view in Education and considered value of thinking and feeling as equal members in learning. This view paved the way for teachers to teach students in a higher level and achieve behaviors necessary for working in 21st century (Christy, 2009). In 2005, English primary schools were responsible to include socio-emotional programs in their curriculum. According to these programs, students learn how to develop their socio-emotional skills. In 2007, this notification was issued for high schools. Now English students have this program in their syllabuses and it is as same as an official governmental approach for future (Brunson, 2009). In addition to above mentioned theoretical basics and offered programs that suggest views of intellectuals and experts regarding significance and place of emotional insight, collection of empirical and research evidences shows important role and functions of this area in different dimensions. A research done by Brandak (2004) showed that implementing a special educational program increases emotional intelligence skills among high school students. Farghdani (2003) concluded that there is a significant relationship between components of emotional intelligence and social adaptation. Pirmohammadi (2002) studied relation between self-image and emotional intelligence and reported that there is significant relation between these variables. Mansuri (2001) concluded that there is 99% correlation between scores of emotional intelligence and academic achievement of students. Zare (2001) concluded that there is a significant correlation between scores of emotional intelligence and academic achievements (86%) (Quoted by Amini et al, 2009). Given role and place of emotional intelligence in creating and growing relational, social, behavioral capabilities and skills of students and considering shortcomings due to ignorance of educational system to these dimensions, Amini et al (2009) insisted that syllabus of universities and higher educational institutes should be revised for their missions from view of creating and growing empowerments related to emotional intelligence and present gaps should be resolved by designing and implementing qualitative relative curriculum. From researchers’ point of views, training period based on emotional intelligence causes 8 times return of capital compared to other educational areas (Sharifi Daramadi, Aghayar, 2005, P22). Studying opinions and views of different intellectuals about emotional intelligence suggest its important role and place in social and personal lives.

Professional profile of today teacher and requirement to emotional qualifications in Education

Ethical features of a country reflect natural combat in public Education and in turn, it is reflective of its teacher training. Thus, confusions in teacher training root deeply in society of a country. Since, there is a potential strong relation between school education and teacher training, mutual development of these two improve quality of education. The main line of teacher training is his/her contact quality with learner that affects indirectly students’ performance quality. Teacher should respond social changes and today teacher should be ready not only for teaching but also for understanding his/her students and their parents (Siddiqi, 2009). Today, humanistic approach, personal realization, artistic and aesthetic approaches, new movements such as phenomenology, autobiography in curriculum are manmade approaches and need teachers with special abilities, skills and knowledge (Fathi Vajargah, 2007). Recently, curriculum with concept of “running in race” has been introduced as one of different interpretations of curriculum. In this concept, abilities and capacities of a person are considered. This process can be changed into a social flow in which one reaches more understanding of self, others and the world by reconceptualization. Pinar W.F, one of the most remarkable neo-conceptualist in the modern era argued that teachers and students should work on internal sources to reach insight. According to him, one of effects neutralizing school education is self-alienation and its effect on personality and individuality and change of strategy of self to strategy of other. Understanding professional profile of teacher is done by a descriptive model of education and analyzing qualifications that are acquired via teacher to respond social requests. It is essential that teachers teach understanding of content, main goals and qualification in order to design pre-service syllabus of teacher training (Polomera et al, 2008). Teacher training should provide opportunities to prepare them for following tasks:

- Observing and designing homework to students and making relation with them
- Developing self ability for self-consciousness, self evaluation, self adaptation, inflexibility, creativity and innovation
- Understanding self and others (beliefs, attitudes, emotions, ambitions and requirements)
- Self taught of thinking and speaking (producing new opinions, increasing ability to learn self direction, self criticism, thinking, cooperating in the group)
- Developing professional skills in pedagogy, analyzing, studying, interpreting, documenting scenario, telling story, thoughtful research

Teaching students require learning space with focus on issues such as self knowing, human relations, spaces between children and adults, assumptions, beliefs, methods and natures. Teachers should discover meaning of ethics and values in order to observe and understand feelings of fear and trust, to be able to affect others and encourage students to cooperate, listen, sympathize and understand. In making relationship with students, teacher acts as a messenger and creates a learning condition in different ways (for example, theatre and creative scenario) without fear and judgment (Siddiqi, 2009). European countries derived key important qualifications from three criteria of directorate of school education as follows:

1- Helping people to face with important requirements in variety of concepts
2- Cooperating to get valuable results for persons and communities
3- Paying attention to all people without considering their gender, social class and family.
Based on these criteria, emotional qualifications are basic life qualifications because as seen, these qualifications result in valuable outcomes for people and societies and are executive in all social educational environments. Emotional qualifications facilitate overcoming problems and reaching goals and encourage suitable performance for all people. In addition, this qualification is appropriate for both teacher and student. Emotional qualifications also are suitable for students who need special education (Polomera et al, 2008). According to pedagogic philosophy in Islamic republic of Iran, pedagogy is a strategy for formation and sublimation of self identity in order to grow nature and natural gifts in direction of God closeness. According to this definition, the general objective of pedagogy in Iran is continuous formation and sublimation of individual identity in a way that one can understand their position and correct it based on standard system. Based on above mentioned definition, teachers play role in formation and sublimation of identity by optional and voluntary actions. Thereby, teachers move in direction of formation and sublimation of identity and growth of their gifts by understanding their position and improving it continuously. In pedagogic philosophy, human is affected by complex interaction and internal (nature) and external factors but he himself determines his identity (thinking, willingness, feeling and action). Complex combination of identity results from interaction between personal willingness and biologic, social, cognitive and mental factors which are considered main individual differences. Human identity in spite of different dimensions and aspects, benefits from unity and integrity. Therefore, there is a deep relationship among physical, emotional, rational, social and spiritual aspects of human (Sadegzadeh et al, 2009). Shariatmadari (2001) stated that the main goal of university pedagogies is human development. In one of chapters of his book, he has described different aspects of growth one of which is emotional growth. In addition to affected by rational, physical and social aspects, emotional growth is effective on these aspects as well. Thus, one of duties of teachers is to help students control their emotions and feeling while contacting others and prevent expression of feelings and emotions that bother others. Another duty of teacher is to help students learn how to express their feeling. Growth of emotional qualification in teachers causes to reach goals of Education in Iran. Important qualifications such as personal growth, pleasure, cultural skills, development of social skills, work, study, habits, artistic concepts, creativity, and emotionality in addition to reading, writing, science and arithmetic are required for adapting to society in 21st century. Today teachers should be intellectual and reach mental, ethical, emotional, social and physical growth. In addition, they should know how to respond simultaneously educational requirements and their affairs. In this direction, recent educational rule shows a multidimensional profile of teachers’ tasks. Teachers are considered to serve coworkers, students and their families. They not only have to teach students but also they have to act as an interface, being innovative, managing research and study, evaluation and guidance. Teacher is considered as the central pole of educational community and acts as coordinator of relational network between person and process of education. It is not surprising that socio-emotional qualifications are studied throughout the world as a main aspect for preparation of an aware society where cooperation, communication, creativity and innovation are very valuable. Different roles expected from teachers drive authorities of teacher training to review training that teachers should be obtained before teaching. It is hoped that emotional qualifications are considered as a main qualification in academic Education because they are basis of human success.

**Conclusion**

In this paper, it was shown that emotional intelligence is considered a main qualification due to following reasons:

1. Outcomes resulted from emotional qualification in different learning areas, making a good climate in classroom
2. Multiple tasks expected from a teacher in 21st century
3. Educational objectives which consider full growth of student (personality growth)
4. Humanistic approach of present curriculum

Class climate will become full of positive emotions if teacher is equipped with qualification of emotional intelligence and skills such as managing mental pressure, public mood, interpersonal and intrapersonal relations and a good condition is provided for students’ personality growth and learning. If teacher does not have these skills, class climate will not be suitable for growth of students. Since there is a consensus about importance of emotional qualifications, they should be implemented in schools and they are necessary to be trained to teachers. According to Cooperation of Academic Social Emotional Learning(CASEL) in America, inclusion of these qualifications in school, requires appropriate teaching and they should be trained and practiced by teachers then be taught to students (Polomera et al, 2008). Darvin et al concluded that emotional qualifications are very important and create social, personal and scientific matching. In order to learn and grow, a secure and desirable setting with pleasure and convenience is required and these settings are linked to behaviors, methods and ability of teacher and direct qualified behaviors of teachers for making a desirable setting (Barger, 2009). Based on represented evidences and possibility of emotional intelligence as a main necessity of teaching profession for moving towards qualitative growth of education, the present paper suggests teaching emotional qualifications in pre service training teachers because highlighting for pre service training teacher is necessary for emotional qualification. This paper is aimed to attract educational authorities into teaching emotional qualifications in direction of reaching part of goals of education. So it is suggested that development of skills and capabilities of emotional intelligence is included in Education system’s agenda and curriculum.
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