



## Theoretical article

### FOSTERING EXCELLENCE IN EDUCATION: THE ROLE OF EMOTIONAL INTELLIGENCE IN TEACHERS: A COMPREHENSIVE REVIEW

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#### Abstract

*This article explores the multifaceted domain of emotional intelligence and its profound influence on education. Emotional intelligence is a complex construct encompassing self-awareness, emotion control, social awareness, and relationship management. We delve into the historical development of the concept and its evolution into a critical factor in both educational and workplace settings. The article also provides an overview of four prominent models of emotional intelligence: the Mayer, Salovey, and Caruso model; the Bar-On model; the Goleman model, and the Petrides and Furnham model. Furthermore, it explores the relevance of emotional intelligence in educational settings and highlights its impact on teaching effectiveness and student development.*

**Key words:** Emotional Intelligence, Education, Self-awareness, Relationship Management, Models of Emotional Intelligence, Teaching Effectiveness.

#### Introduction:

In the ever-evolving landscape of education and the workplace, the concept of emotional intelligence (EI) has emerged as a pivotal factor influencing the well-being of educators and professionals. As Goleman (1995) aptly put it, we possess "two minds: one that thinks and one that feels." This duality underlines the significance of EI, which encompasses the ability to recognize, understand, manage, and utilize emotions effectively. We begin this article by tracing the historical roots of EI and subsequently explore key theoretical models. Through this review, we aim to underscore the critical role of EI in educational settings, offering insights for educators and researchers alike.

#### Historical Evolution of Emotional Intelligence:

The origins of emotional intelligence can be traced back to the early 19th century when scholars recognized the importance of non-cognitive facets of intelligence. Darwin underscored the role of emotional expression in survival and adaptation, (Nelson & Low, 2011). Thorndike (1920) introduced the concept of social intelligence, which laid the foundation for subsequent developments in the field. In 1990, Salovey and Mayer articulated the first comprehensive theory, defining EI as the ability to monitor, recognize, and utilize emotions in guiding thoughts and actions (Salovey & Mayer, 1990). This foundational work paved the way for further exploration.

## **Theoretical Frameworks of Emotional Intelligence:**

### **The Mayer, Salovey, and Caruso Model**

Mayer and Salovey, pioneers in the field of emotional intelligence, developed a hierarchical model of EI. In their original model, emotional intelligence was described as a form of social intelligence encompassing the ability to recognize, understand, and regulate one's emotions, as well as those of others. They proposed three core elements: appraisal and expression of emotions, regulation of emotions, and the utilization of emotional information in thinking and decision-making, (Salovey & Mayer, 1990).

Over time, Caruso joined the research team, and the model evolved to include four key dimensions: (Mayer et al., 2000)

- Perception and recognition of emotions: This foundational dimension involves recognizing and accurately expressing one's emotions and those of others, as well as discerning genuine from manipulative emotions.
- Assimilation of emotions into thinking: Emotions are seen as tools to enhance memory, judgment, and cognitive processes. People skilled in this dimension use their emotions to enrich their thinking.
- Understanding emotions: This dimension focuses on comprehending complex emotions and emotional cascades, facilitating better interpersonal relationships.
- Managing emotions: This highest-level dimension deals with controlling and expressing emotions appropriately. Individuals proficient in this dimension can identify the causes of their emotions and manage them effectively.

### **The Bar-On Model**

Reuven Bar-On introduced the concept of emotional quotient (EQ) and constructed a self-report psychometric instrument known as the Emotional Quotient Inventory (EQ-I). His model defines emotional intelligence as a set of non-cognitive abilities and skills that enable individuals to cope successfully with environmental demands and pressures. Bar-On's model emphasizes intrapersonal and interpersonal abilities and includes five categories, (Bar-On, 2004):

- Intrapersonal skills: These include emotional self-awareness, assertive behavior, self-respect, confidence in personal capabilities, and independence.
- Interpersonal skills: Empathy, interpersonal relationships, and social responsibility fall under this category.
- Adaptability: Stress tolerance and impulse control are essential components of adaptability.
- Managing and coping with stress: This dimension comprises problem-solving ability, reality check, and flexibility.
- General disposition: Happiness and optimism, while initially categorized as distinct, are considered mediators facilitating the influence of emotions on an individual's thinking.

### **The Goleman Model**

Daniel Goleman's model of emotional intelligence underscores four core competencies at the personal and social levels. Initially, his model included five core competencies but was later revised and condensed into the following structure, (Goleman, 1995):

- Self-awareness: This category involves emotional self-awareness, accurate self-assessment, and self-confidence.
- Self-management: Self-control, adaptability, achievement, reliability, initiative, and conscientiousness are the essential skills in this dimension.
- Social awareness: This dimension includes empathy and organizational awareness.
- Managing relationships: The trinity of self-awareness, self-management, and empathy leads to the ability to manage relationships effectively. This category encompasses the development of

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others, influence, communication, conflict management, leadership ability, creating bonds, bond building, teamwork, cooperation, and acting as a catalyst for change.

### **The Petrides and Furnham Model**

Petrides and Furnham introduced the idea of trait emotional intelligence (trait EI) as a characteristic feature of personality and ability emotional intelligence (ability EI) as a cognitive ability. They identified fifteen dimensions of emotional intelligence, (Petrides & Furnham, 2001):

- Adaptability
- Assertive Behavior
- Perception Of Emotions
- Expression Of Feelings
- Managing Emotions
- Emotion Regulation
- Low Impulsivity
- Optimism
- Interpersonal Relationships
- Self-Esteem
- Internal Motivation
- Social Perception
- Stress Management
- Empathy
- Happiness

These dimensions are grouped into two main categories: personal and social competencies, (Petrides & Furnham, 2006).

### **The Impact of Emotional Intelligence in Education:**

In the dynamic milieu of the educational landscape, particularly within the confines of the classroom, educational pedagogy takes center stage. A universally acknowledged verity is that successful teaching is, at its core, a collaborative endeavor. It is a symphony where students harmoniously engage with their educators, set against the backdrop of a positive scholastic climate. In our contemporary, globalized era, where educational demands have escalated, educators at every level find themselves tasked with multifaceted roles aimed at fostering constructive learning experiences. This multifaceted role significantly influences the social and emotional development of students, serving as a pillar upon which their socio-emotional capabilities are built (Gottman, 2000).

In light of the above, it becomes evident that emotional intelligence has permeated the sphere of education, its significance further underscored as teaching emerges as a profession fraught with exacting demands (Hargreaves, 2001). Notably, the roster of ten professions that necessitate high emotional intelligence prominently features the teaching vocation (Walia & Tulsi, 2014).

A wealth of empirical research buttresses the assertion that emotional intelligence profoundly impacts employee performance (Dewaele et al., 2018; Kaur et al., 2019). The cultivation of emotional intelligence has been shown to render educators more resolute in their pursuit of educational objectives, more adept at goal orientation, and better equipped to nurture positive interpersonal relationships with peers, subordinates, and superiors (Goleman, 1995; Mayer et al., 2000).

Furthermore, individuals with high emotional intelligence exhibit an intrinsic drive for self-improvement and efficacy while safeguarding their mental well-being. They contribute to creating a conducive climate within the school, steering the organization toward success and progress (Naqvi et al., 2016; Susanto et al., 2019).

Notably, it is deemed essential for educators to maintain emotional equilibrium, allowing them to apprehend their own emotional states. This self-awareness is pivotal in assuaging anxiety and, subsequently, fostering empathy towards their students (Kafetsios & Zampetakis, 2008). Armed with

this emotional self-recognition and an astute understanding of student behavior, educators are better equipped to navigate all situations with fairness and impartiality. They become architects of a positive learning environment, fostering cooperation, trust, and motivation among their students (Parker et al., 2009).

Moreover, educators endowed with a well-developed emotional intelligence quotient wield a positive influence on their students. They impart engaging educational content with compelling pedagogical methodologies. As such, they serve as paragons, shaping the social and emotional foundations that underpin their students' character development (Jennings & Greenberg, 2009). Consequently, individuals rich in emotional and social acumen are poised to facilitate the emotional maturation of students, contributing to the development of emotional literacy among the youth (Kim & Hong, 2019).

In summation, emotional intelligence stands as a linchpin in the educational arena, affecting not only the professional journey of educators but also the holistic growth and development of students. Its influence reverberates through the classroom, molding young minds and nurturing future leaders, rendering the role of educators increasingly paramount in our ever-evolving educational landscape.

### **Conclusion:**

In the realm of education, the role of emotional intelligence (EI) is paramount, profoundly impacting the teaching and learning experience. This review underscores that EI, with its facets of self-awareness, emotion control, social awareness, and relationship management, has evolved from a concept rooted in the past to a critical factor in today's educational landscape. It has become the linchpin that empowers educators to not only excel in their roles but also profoundly influence student outcomes.

Educators, in the modern, fast-paced educational environment, face a multifaceted mission. They are no longer just disseminators of knowledge; they are also stewards of emotional and social development. The research is unequivocal: emotional intelligence equips teachers with the means to excel professionally, fostering cooperation, trust, and motivation, and nurturing the emotional literacy of the next generation. It stands as a tangible force that shapes the educational journey, sets students on a path toward holistic development, and transforms teaching into a collaborative endeavor where emotional acumen is as essential as academic knowledge.

As we reflect on this comprehensive exploration, it is clear that emotional intelligence is more than a theoretical construct. It is a dynamic, evolving force that shapes the education of today and tomorrow. It elevates teaching effectiveness, fosters the emotional development of students, and leaves an indelible mark on the trajectory of education. In the ever-evolving educational landscape, emotional intelligence remains a steadfast ally, ensuring that excellence is fostered and cherished in every classroom.

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