

Role of Emotional Intelligence for Revitalization of Professional Growth of Teachers After Covid-19

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ABSTRACT:

The aim of this research is to recognize the role of Emotional Intelligence for revitalization of professional growth of teachers after Covid-19. As there were some challenges for teachers to tackle such as virtualization of education that brought an increase in teacher's working hours, needed for training and updating in ICT, higher students activity, fewer hours for rest, and manage emotions of oneself, family and students. Education is the key factor in social development that is constantly facing many challenges. Teachers are one of the pillars of education since they play a vital role in the teaching and learning process. This study investigates the effectiveness of Emotional intelligence on professional development of teachers. In this paper researcher has taken secondary data. Moreover, the findings reveal a highly valuable milestone insight into the role of Emotional Intelligence in enhancing professional growth as well as skills of teachers especially after Covid-19.

Key Words: Emotional Intelligence, Teachers, Professional growth, Revitalization, Covid-19.

1. INTRODUCTION :

Emotional intelligence by Goleman -A term created by two researchers Peter Salavoy & John Mayer- & popularized by Dan Golman in his book (1996) define emotional intelligence as the ability to recognize, understand & manage our own emotions also recognize, understand & influence the emotions of others.

Psychologist Daniel Goleman says it has five core components:

Self-awareness: the ability to recognize & understand your moods & emotions & how they affect others. **Self-regulation:** the ability to control impulses & mood & to think before acting. **Internal (or intrinsic) motivation:** Being driven to pursue goals for personal reasons, rather than for some kind of reward.

Empathy: the ability to recognize & understand d others motivations, which is essential for building & leading team successfully.

Social skills: the ability to manage relationships & build network

Teachers set an examples for their students on how to effectively manage their emotions in the classroom. Emotional intelligence have an impact on relationships, physical health, metal health and work performance. Teachers in this modern era should be able to exhibit strong intellectual, moral, emotional and social development also be able to encourage pupils to do the same. In this spare of education teachers are crucial. Especially after pandemic it is essential to revitalization of carer growth of teachers, hence Emotional intelligence is important tool for that. The importance of Emotional Intelligence in the educational and teaching field is enormous. Teachers that posses Emotional Intelligence are better able to comprehend their students. Teachers might develop a pedagogical method to identify their students needs and establish goals for them.

Emotional intelligence	Teacher's job performance
<ul style="list-style-type: none"> ■ Emotional self awareness <ul style="list-style-type: none"> ■ Self confidence ■ Achievement ■ Develop others ■ Conflict management 	<ul style="list-style-type: none"> ■ Classroom management ■ Use of motivational tools ■ Direct teaching method ■ Teaching style

MODELS OF EMOTIONAL INTELLIGENCE:

There have been several models that have put fourth the efforts in order to completely describe and define emotional emotional intelligence. The three main models have been stated as follows:

1. The ability based model: in this case emotional intelligence is described as the ability to perceive emotion, integrate emotion to facilitates through, understand emotions and to regulate emotions to lead to personal growth. These four areas came to be known as the four branch model(Mayer,Salovey & Caruso,2004) the four main types of emotional abilities that are proposed by this model are: Emotional perception, Emotional use, emotional understanding, and emotional management.
2. The trait model of emotional intelligence: this is the most recent model that published by Petrides and Colleagues. This model identifies the break from from the idea that emotional intelligence is ability based it takes into account that individuals that have as part of their personalities a number of emotional self-perceptions and emotional traits. These traits cannot be measured in the scientific sense, but instead they are measured by the respondent's self-report. The respondent will be able to accurately describe his or her own traits. This model of emotional intelligence, can be viewed only in combination with an all-inclusive examination of an individual's personality.
3. Mixed models of emotional intelligence: the mixed model was described by Daniel Golman and in the present existence, it is the most widely used and accepted model of emotional intelligence. This model involves a range of competencies and these are divided into skill set and which form the picture of an individual's level of emotional intelligence.

2. PROBLEM OF THE STUDY

Teachers ability to express, regulate and control one's own and other people's emotion is known as emotional intelligence. Teaching is an emotionally taxing profession that calls for emotional labour, emotional relationships, and emotional comprehension. Teachers must value emotional connection. With students and tech them how to be social and emotional beings. A teacher's involvement in the classroom is crucial. In fact a high level of emotional intelligence is necessary for teaching. Especially after pandemic it is essential to revitalization of carer growth of teachers, hence Emotional intelligence is important tool for that

3. LITERATURE REVIEW

1. Nitu Bose Ghosh in her research paper published in International Journal of Humanities and social science invention (2015), under the title of "impact of emotional intelligence on the relative competitiveness of educationalist", discussed that how emotional intelligence important for improving the work system in educational sector. Also need of emotional intelligence especially in education sector in India as just like a business organisation educational institutions are also need changes to pace up with the competency requirement of global development and challenges. This paper analyse the concept of emotional intelligence & teacher's effectiveness in & outside the classrooms of schools & universities. Researcher has taken primary as well as secondary data in case of primary data a total of 200 faculty members from 10 PG, UG and PUC Colleges of Bangalore has taken in the study. Researcher measured emotional intelligence through emotional intelligence scale (EIS,2007), Teacher effectiveness scale

(TES,2010) and Teachers rating scale (TRS,2003), researcher conclude this paper as there is an positive correlation between emotional intelligence and teacher effectiveness also emotional stability, self-motivation ,managing relation, self-awareness, integrity emerged as a best predictor of teacher effectiveness.

2. T.V.Ramana, (2013) “Emotional intelligence & Teacher effectiveness”, stated that emotional intelligence is the ability own emotions & those of people around. Researcher analysed the concept of emotional intelligence and teacher’s effectiveness in the class room of schools and universities. Researchers have taken secondary data for this study. Researcher concludes this research as emotional competence of teacher is essential for their own well-being also for effectiveness in teaching – learning process. Thus it is necessary to create different projects in order to enhance and improve emotional intelligence. Also supervisor needs to support teachers and encourage them so that they will be more positive and energetic at the workplace. This helps to enhance emotional intelligence of teachers. This results positive interaction with students.
3. This research study conducted by Muhammad Asrar-ul-Haq and Sadia Anwar and Misbah Hasan in (December, 2017) under the title of “Impact of emotional intelligence on teacher’s performance in higher education institutions”. In this papers researcher discussed about the impact of emotional intelligence on teachers job performance in the education sector of Pakistan. Researchers have used PLS-SEM (Partial least square structural equation modelling) Model for tested reliability and validity of variables. Researchers have taken both primary as well as secondary data. Convenience sampling method has used and sample size was 166 teachers in education sector of Pakistan. This study indicated that when teachers developed emotional competencies also skills which made a complete emotional intelligent behaviour and attitude results in huge success as well as job satisfaction.
4. Cotar Konard, Sonja and Kukanja Gabrijelcic, Mojca, (2014),”The importance of teacher’s emotional intelligence in a teacher’s professional development”, stated that the needs and the role of emotional intelligence in the professional development of teachers. Researchers outlined of Mayer Saloveyev model of emotional intelligence of teachers. They took primary as well as secondary data. In case of primary data they took Schools in Slovenia. Finally they conclude that there is extreme lack of program for enhancing teachers’ emotional intelligence. Researchers found that the quality and development of emotional intelligence of teachers in Slovenia is not sufficient. They also found that the role of emotional intelligence in the professional development of teaching staff is still insufficiently recognized.
5. Pushpa M. (2014) “Enhancement of emotional intelligence of D.Ed. teachers trainees through emotional intelligence package EIP”, examine emotional intelligence is a dynamic construct influenced by diverse biological, psychological & social factors. This research conducted on emotional intelligence & it was found to be an important factor in the prediction of personal, academic & career success. The researchers measured data through statistical measures percentage analysis, t-test, and one way ANOVA. Empirical studies revealed the relationship of emotional intelligence with numerous psychological & psycho social factors. The studies shown the importance of emotional intelligence & its contribution in the field of interpersonal relationships, success in the work & personal life, health psychology, managing occupational stress, academic field ,improving personality enhancing performance & many more positive behaviour pattern a few of such relevant studies on emotional intelligence have been reviewed here .
6. Irameet Kaur, Charu Shri, K.M. Mital (2019) “The role of emotional intelligence competencies in effective teaching and Teacher’s performance in higher education “in this researchers discussed about importance of emotional intelligence and understanding of this concept. Primary and secondary both data has used for this study. Researchers have used structural equation modelling (SEM) for measurement of data. Researchers concluded that institutes should give critical importance or value to

enhancement of Emotional intelligence competencies (EIC) also implements some training program for teachers for their excellent performance.

7. Lenka, Dr. and Kant, Ravi. (2012) “Emotional intelligence of secondary school teachers in relation to their professional development “stated that educator’s must be equipped with sufficient knowledge, skills and awareness in order to carry out their jobs. Hence emotional intelligence plays a crucial role for the success. Researchers have taken 120 sample sizes of secondary school teachers. They found positive relation between emotional intelligence and professional growth of teachers.
8. Christie Augustine Kiek (2015) “The relationship between emotional intelligence, teacher job satisfaction, and organisational citizenship behaviour among teachers in public primary school”, in this researcher discussed about relationship of emotional intelligence, teacher job satisfaction and organisational citizenship behaviour among teachers in public primary schools to address teacher’s absenteeism in the classroom. A quantitative research was selected for the study also the sample size is of 341 teachers and two-stage cluster sampling has used by researcher. Through this study researches has found that teacher job satisfaction acted as a mediator between emotional intelligence and organisational citizenship behaviour parameters. Also by implanting emotional intelligence it results in reduce teacher’s absenteeism at Secondary School.
9. Gurpreet Randhawa, Mahima Nanda (2017), “Emotional intelligence: Concept and Correlates”. Objective of this paper is to examine key correlates of emotional intelligence also propose a model on the basis of literature review. Researchers has used secondary sources of data like articles and journals etc. conclusion part of this research consist of there is linkage of emotional intelligence with its key correlates. It helps in maintain good relations in organisation. This would also help organisation to produce better performing and satisfied workers.
10. Athanasios Drigas and Chara Papoutsi (2019), “Emotional Intelligence as an important asset for HR in organisations: Leaders an employee’s”, Researchers has described the model of emotional intelligence and study the positive correlation between Emotional intelligence, leaders and employees. They have used secondary data for this study. Researchers found that emotional intelligence plays a vital role in corporate development and performance at work also that leadership with emotional intelligence is one of the main factors in creating a productive working environment that empower workers to utilise their potentials for the better performance which ultimately maximise profit of the organisation. Researchers concluded this study by saying it is significant to developing emotional and empathic skills is a long process with continuous efforts but in the end, everyone will benefit at the personal and the group level.

3. RESEARCH OBJECTIVES :

1. To examine the aspects of emotional intelligence
2. To find the role of emotional intelligence on professional development of teachers especially after Covid-19
3. To study the effectiveness of emotional intelligence for revitalization of professional growth of teachers.

4. RESEARCH METHODOLOGY :

1. DATA COLLECTION

For research purpose secondary data methods is applied. Whereas the secondary data has collected through journal, articles, and websites.

2. LIMITATIONS

- The present study is based on only the revitalization of professional growth of teachers.
- Due to time constraints there was difficult to collect primary data . hence the research has done on secondary data.

6. SCOPE OF THE STUDY :

This research is to recognize the role of Emotional Intelligence for revitalization of professional growth of teachers after Covid-19. As there were some challenges for teachers to tackle such as virtualization of education that brought an increase in teacher's working hours, needed for training and updating in ICT, higher students activity, fewer hours for rest, and manage emotions of oneself, family and students. Education is the key factor in social development that is constantly facing many challenges. Teachers are one of the pillars of education since they play an vital role in the teaching and learning process

7. SUGGESTION:

- The Government need to come up with more supportive measures and schemes for the growth of teachers especially after covid-19.
- Hence there is need to create more awareness among this people through various sources like through television, radio etc. Also arrangement of training session for them so that they can enhance their knowledge and skills.
- The procedure and formalities should be simplified, for the registration of the business, financial and legal assistance, Subsidies concession relief etc. From both government as well as non government organization

8. CONCLUSION:

Due to the continuous organizational and societal changes observed in the educational sector, teachers are subjected to a very stressful profession. They must build advanced emotional competencies, like emotional intelligence, to address these everyday difficulties and promote their professional success. This study will be helpful to find out the role of emotional intelligence on the professional growth of teachers mostly after pandemic. The important link between emotional intelligence and teacher's professional growth towards beneficial professional and organizational improvements is highlighted in this chapter. Teachers engaged with pupils to impart knowledge to them, playing a crucial role in the society. They must be stable in order to impart knowledge in a healthy manner. Teachers who are emotionally intelligent perform better because they are better able to communicate with others and lead people appropriate ways, which leads to fruitful interactions in both their professional and personal lives.

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