



EMOTIONAL INTELLIGENCE CURRICULUM IN TEACHER EDUCATION FOR PRODUCING EMOTIONAL STABILITY TEACHING SOCIETY

ABSTRACT

In the competitive world, the peoples expecting the quality of Education is by the outcomes of the students. Generally, the outcomes of the students are judged by the strength of teaching- learning process of the classroom. India is a developing country in providing less online courses than foreign country because of the economical limitations. From the begging, our classrooms have teachers for transferring knowledge to the learners. The teachers cannot be replaced with technology because of individual learning disabilities. The classroom climate is essential and it should be in better manner for efficient learning. The teaching- learning process may be affected by the misbalance of factors such as teaching, learning and classroom atmosphere. Teacher occupies most of time of the periods to deliver lectures and it insists the dignity of the teachers and his responsibilities. For producing efficient learning, the teacher must consider his/her self behaviours than the learner. Today, the biggest issue that makes dangerous effects on the individuals is emotions. Classrooms are emotional transforming place in-which the teacher as well as the students manages their destructive emotions for quality learning. Sometimes the unwanted emotions may lead the less quality of learning and it severely affects the learners even the teacher. The teacher should manage their undesirable emotions for making effective learning because the teachers have high responsibility for moulding the students because of the teacher is the second parent of the students. In here, the author has paying attention in teacher's emotions and its affects especially the destructive emotions. So, this paper describes the importance of emotional intelligence in teacher education curriculum for producing stability teaching society for preventing emotional outburst of the society.

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BEGINNING

Each and every process has a minimum of one objective. Without objective no one can attain the goals. For developing the students, the teacher must have an objective is that to enhance the academic and social progress of the students. In order to reduce classroom disruption, misbehavior, indiscipline of the students and create good behavior, deeds, morals, punctuality, discipline among student, the teacher has adopted some behavior modification strategies. Sometimes the undesirable activities of the students may push the teacher's to impetuous emotions. This might to make the teachers activities like scolding, beating, pounding, thumping, whipping, etc. These types of destructive emotions lead the social and emotional issues.

Nowadays, many of the severe emotional problems are mainly raised among the students either inside or outside the classroom. It may be possible that the students may commit suicide or murder the teacher by the teacher's viscous emotional behaviours. In order to reduce the emotional problems among students, the teacher should manage their emotions in classroom during teaching. Emotional intelligence is the only way to manage emotions. After appointment of an individual as teacher have minimal possibilities to attend training on emotional intelligence due to the less chances of conducting training, symposium, workshop and seminars about emotional intelligence by the educational institutions and organization. But it is fully possible to give concepts and training about emotional intelligence during teacher training period of teacher education courses. The teacher trainees may get ideas about emotions and it severe affects; getting training with coping, recognizing and managing emotions by introducing emotional intelligence curriculum. These actions may produce emotional stability teaching society in future. The following passages describe the need of emotional intelligence curriculum in teacher education.

EMOTION AND ITS TYPES – A GIST

Emotions are inborn and manageable but not controllable. It is etymologically derived from Latin word "Emovere" which means to "Stir up" "agitate" or "Excite". 'Moved' or 'stirred up' of an organism is simply called as emotions. Generally, human beings are psychologically very complex. Emotions are interior process but it can be easily understood by the human being behaviours. Emotions are necessary to the human beings for survival or protecting themselves. It means the individual to act to prevent from perceived loss or pain. Emotion is an internal exposing activity of human being when they become excited and it

produces physical impulsive activity. One's external activities are exposed from the internal activities of feelings are simply called as emotions. No one can analyze emotions directly but it is possible to analyze from the bodily activities.

According to Crow and Crow (1973), "Emotion is an affective experience that accompanies generalized linear adjustment and mental psychological stirred – up states in the individual and that shows itself in his overt behavior".

Emotions are warning system that alerts the individual. Emotions are being considerably in two dimensions (Singh, 2006). One is physiological dimension; emotion is a complex state of human mind, involving bodily changes of widespread nature such as breathing, pounding heart, flushed face, sweating palms, pulse rate, glandular secretions etc. The second one is psychological dimension. It is the state of excitement or perturbation marked by strong feelings. The feelings are what experiences are as the result of having emotions.

Broadly, the emotions are categorized by its impact on own or other's activities. If one's emotions affect own or other activities is called as negative emotions; but it motivated own or other's activities is called as positive emotions. Normally, these are categorized by the individual's activities. For instances; individual has a thought that produces peace, joy, compassion and happiness are positive and anxiety, anger, and hate and jealousy are negative emotions. But emotions are really related to situations in which it occurred.

On the other hand, the two types of emotions are categorized under its processes.

Constructive Emotions: it is an emotion that motivates or making positive effects on own or other's activities is called as constructive emotions. Example: enthusiasm of the teacher or students and appreciation etc.

Destructive Emotions: It is directly opposite to the constructive emotions. This type of emotions affects own or other's activities and it reduces the own or others activities too. Sometimes it produces high emotions on others. Examples: angry with others, anxiety etc.

Emotions are a survival tool which prevents the pain and loss. In teaching learning process, the teacher's constructive emotions (Positive emotions) are appreciable but his/her destructive emotions (Negative emotions) must be manageable otherwise it makes severe effects on both teaching and learning.

PERILS AND SERIOUSNESS OF TEACHER'S EMOTIONS

Emotions are psychologically explosive of feelings and it is an evil power to suffer others. All emotions are not affects others but the teachers destruction emotions are too. Nowadays, all media focuses the emotional outburst and its affects. The affects of emotional outbursts by teachers on students and the students' on teacher has been given by the Medias that are focused as serious. In here, some of the emotional outbursts were given for justifying the need of emotional intelligence curriculum.

The headmaster of pachappa's HSS, Kanchipuram, Tamilnadu, shaved head compulsorily for many students who had grown more hair ("Headmaster Shaved Student Head," Sep 2006). Head was broken by beating a boy of government hostel by warden in Thiruvannamalai, Tamilnadu ("Student Head Broken by Warden," Dec 2006). The students of sixth standard neglects schooling due to the reason that the class teacher beat him ("Teacher Beating Student Neglect Schooling," Aug 2015). Nammakal of Salem District, the college student committed suicide by drinking Poisons because teacher beating him (Polimer News, Aug 2015).

Some times the teacher's emotions triggered the students' emotions in the dangerous way, it leads discontinuation of the study, angry with neighbours and it may produce the thought of revenge, the emotions of the students directly affects their learning or neglecting learning due to the disrespectful activities of them and they committed to refuse or discontinuation of schooling. According to the news from The Hindu newspaper as, "Suresh, 45 years old, principal of Infant Jesus college of Engineering, Keezhavallanad and in Tuticorin District, Tamilnadu was fatally attacked with long knives as soon as he got out his car. The suspecting of a final year aeronautical engineering students, for his behaviour on off the college campus allegedly provoked him to murder the principal" ("Vengeful Students Murder Principal," 2013). "A teacher was stabbed to death in the classroom of a Chennai school, allegedly by 15 year old students who was upset at being repeatedly refinement by her for not doing well in studies" ("Student Stab Teacher to Death in Chennai School," 2012). These are instances of affects of teacher's destructive emotions on students as well as teachers by students' vicious students' emotions.

IMPACT OF TEACHER'S EMOTIONS ON STUDENTS' LEARNING

Every one known that the teaching is a social phenomena as well as learning is a psychological

phenomenon. Emotions are essential in classroom because the classroom are the places in the emotions are transferred both teacher and the students. All individuals feel emotions differently but it is a common for all and the individual without emotions will not be a human being. In real classrooms, the emotional transformation between teacher and the students should be constructive. Both teacher and students should understand their own and others emotions each others for efficient teaching and learning process. If anyone make an emotional imbalance directly affects the teacher or the students. This paper focuses only the teacher destructive emotions because the teacher occupies most of time to teaching and has responsibility to mould the students.

The emotions may not become an issue if the emotions are serious. The serious emotion highly affects him/her and others. In classroom, the teachers' emotions normally affect the students psychologically like mental health, anxiety and it may push the students to commit suicide. Sometimes the teacher's emotions triggered the students' emotions and it may produce the thought about revenge of the teachers. In the serious cases, the student may murder the teacher. All the emotions of teachers are not affected the students learning but the teacher's destructive emotions affect the students psychologically and physically which are impedes the teaching-learning formally.

TEACHERS EMOTIONS ON STUDENTS DEVELOPMENT

Generally, development is not a single activity because it includes multiple activities. Teachers' emotion mostly modifies or affects the student's activities such as learning, personality and character formation etc. In classrooms, the teacher does not consider affects of emotions on students because of his/her dominance of teaching. The unwanted emotions of a teacher make undesirable changes in student's activities. The few of the factors are explained briefly as below,

Learning: For real learning, the classroom should be in reality centered classroom where as the students' active participation in teaching-learning process is encouraged and the teacher acts as a guide to promote learning. But these are not properly maintained in the classroom. The teacher does not know about the emotional intelligence and easily gets emotions with the students for disrespectful and irritable activities. Oppositely, the emotions occurred by the students that they getting emotion when they misunderstanding with the teachers like meaningless threaten by the teacher. Both of these emotions suffer learning internally (Suresh, 2014).

Personality: Personality is one of the developments in human life. Everyone has bearded its own personalities but it may be imitated by others. The emotional instability teacher shows his emotions in classrooms regularly, the student observes the emotions and he/she may be adjust to the teacher or may not adjust or imitate him/her. So the personality may affect by the emotions partially.

Character Formation: Character formation is an internal process and it influences externally. Teacher is the key for student's character formation. If the teacher behaves well, the students would be well. Teacher has the responsibility to mould students with desirable character. Teacher's emotions may modify the character by imitating and role playing or following teacher's activities by the students because the unwanted emotion does not make an effective character.

VALUES OF EMOTIONAL INTELLIGENCE

Values of emotional intelligence are directly reflects from the social usefulness of the emotional intelligence. Emotional Intelligence facilitates the teachers to understand emotions of self and the students which help to manage and regulate them. Teacher is the person who faces emotional problems and wants to maintain emotional balance between him/her and the students for producing effective classroom teaching. In this case, the emotional intelligence gives a route to attain the solution of the emotional problem it gives the structural behaviours to the teacher in destructive emotions and rescue him/her emotional problems. Emotions are evil knife which severally affects others. Emotional intelligence is a tool to cope, recognize and regulate the emotions. The emotional intelligence regulates the teacher from their emotional activities and it intuitively gives warning messages about the seriousness of emotions while the teacher getting emotions. Emotional intelligence saves the teacher as well as the students from emotional outbursts.

Normally, the emotional practiced teachers are successfully managing their emotions in the classroom. Because the emotional intelligence gives a managing power to the teacher to cope, manage, recognize and regulate the emotions. The concepts, training courses of emotional intelligence in teacher education curriculum lead to emotional free teaching society. If the teacher balancing his/her emotions in classrooms, the students will be interested in teaching and asking queries and answering the teacher queries freely. The students are mostly attached with the teacher who is lovable with them. If one teacher easily shows emotions in classroom, he/she are ignored by the students. The emotion free teacher makes

desirable changes to the students easily and it directs student's desirable developments. The teachers who are feeling happy; they would be achieved their goal of students achievement such as development learning, personality and good character formation. This has been done only by the emotionally intelligent teacher instead of an emotional teacher. The present vicious emotional classroom atmosphere, the teacher should show the constructive emotions not with destructive emotions for effective teaching-learning process. To attain this purpose, the teacher should well wish with emotional intelligence.

Emotional Intelligence Curriculum – Why Is It Essential?

Present days, the teachers are being doctors because who are clearly diagnosing the factors which are affecting learning and making cure by giving remedial measures. If the teacher taught effectively, he/she may call as Doctor in Teaching (Dr.Teach). But no one can easily identify the effective teacher or teaching. Effecting teaching includes many factors so it becomes complex and cannot be easily understandable. But in real fact, the teachers got emotions easily by the irrelevant activities of the students. Most of the teachers easily stirred up with emotions and it leads to emotional outburst. The present teachers do not know how to manage emotions in classroom because of the unawareness of the emotional intelligence. This produces the emotional outburst (incidents). Another possible way is the teachers may attend emotional intelligence training but we cannot say all the teachers will be attended such type of training.

The only way to produce the emotional stability teachers is including emotional concept and training in teacher education curriculum. During the course of teacher education, the concept must be taught to the teacher trainee; nonetheless the training, symposium, seminars on emotional intelligence may be conducted during the teaching practice period. It will help the trainees from emotional outburst and it produces emotional stability teaching society. At the whole the emotional intelligence training may be given to the teacher education, the teachers will be recognize and manage the emotions in classrooms otherwise the emotional incidents will be continued to the future. In emotional intelligence curriculum, the emotions concepts, theories, affects, types and managing techniques may be included. Today most of the Medias focus the emotional outbursts between the teacher and the students. It is an emerging problem in teaching learning process. Finally the author of this paper concluded that emotional intelligence curriculum must be included in teacher education for producing emotional

stability teaching society and it produces the efficient emotional transforming classrooms.

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