

STUDY OF EMOTIONAL INTELLIGENCE OF PHYSICAL EDUCATION TEACHERS

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Abstract- Emotional Intelligence is the capacity to be aware of, control, and express one's emotions and to handle interpersonal relationships judiciously and empathetically. It is the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. The present study is about how to develop and measure the Emotional Intelligence and its sub scales like Self Awareness, Self-Motivation, Empathy, Emotional Stability, Managing Relations and Integrity, Self Development, Value Orientations, Commitment and Altruistic Behavior. If emotional intelligence of Physical Education Teachers is higher more they become responsible and respectful and vice-versa.

Key Words: Self-Motivation, Emotional Intelligence, Emotional Stability, Commitment, Altruistic Behavior, Physical Education Teachers.

1. INTRODUCTION

Sports psychology is an area, which attempts to apply psychological factors and principles of learning, performance and associated human behavior in the whole field of sports. In this modern era of competition the psychological preparation of a team is as much important as teaching the different skills of a game on the scientific lines. The teams are prepared not only to play but to win the games and for winning the games it is not only proficiency in the skills which brings victory with which they play and perform best in the competition. Sports psychology plays an important part in achieving once goals for the higher success and one should achieve the best proficiency to reach the higher goals of life.

2. EMOTIONAL INTELLIGENCE

Emotional intelligence is the capability of individuals to recognize their own, and other people's emotions, emotional intelligence is the capacity to be aware of, control, and express one's emotions and to handle interpersonal relationships judiciously and empathetically. It is the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. Emotional intelligence In their influential article "Emotional Intelligence," defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (1990).

3. FACTORS AFFECTS EMOTIONAL INTELLIGENCE

Shalvey and Mayer proposed a model that identified four different factors of emotional intelligence:

3.1 Perceiving Emotions

The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

3.2 Reasoning with Emotions

The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

3.3 Understanding Emotions

The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.

3.4 Managing Emotions

The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.

4. WHY IS EMOTIONAL INTELLIGENCE (EQ) SO IMPORTANT?

As we know, it's not the smartest people that are the most successful or the most fulfilled in life. You probably know people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships. Intellectual intelligence or IQ isn't enough on its own to be successful in life. IQ can help you get into college but it's EQ that will help you manage the stress and emotions of sitting your final exams.

4.1 Emotional Intelligence Affects

4.1.1 Your Performance at work

Emotional intelligence can help you navigate the social complexities of the workplace, lead and motivate others, and excel in your career. In fact, when it comes to gauging job candidates, many companies now view emotional intelligence as being as important as technical ability and require EQ testing before hiring.

4.1.2 Your Physical health

If you're unable to manage your stress levels, it can lead to serious health problems. Uncontrolled stress can raise blood pressure, suppress the immune system, increase the risk of heart attack and stroke, contribute to infertility, and speed up the aging process. The first step to improving emotional intelligence is to learn how to relieve stress.

4.1.3 Your Mental health

Uncontrolled stress can also impact your mental health, making you vulnerable to anxiety and depression. If you are unable to understand and manage your emotions, you'll also be open to mood swings, while an inability to form strong relationships can leave you feeling lonely and isolated.

4.1.4 Your Relationships

By understanding your emotions and how to control them, you're better able to express how you feel and understand how others are feeling. This allows you to communicate more effectively and forge stronger relationships, both at work and in your personal life.

5. HOW TO RAISE YOUR EMOTIONAL INTELLIGENCE

All information to the brain comes through our senses and when this information is overwhelmingly stressful or emotional, instinct will take over and our ability to act will be limited to the flight, fight, or flee response. Therefore, to have access to the wide range of choices and make good decisions, we need to be able to bring our emotions into balance at will.

Memory is also strongly linked to emotion. By learning to use the emotional part of your brain as well as the rational, you'll not only expand your range of choices when it comes to responding to a new event, you'll also factor emotional memory into your decision-making. This will help prevent you from continually repeating earlier mistakes.

To improve your emotional intelligence and your decision-making abilities, you need to understand and control the emotional side of your brain. This is done by developing five key skills. By mastering the first two skills, you'll find skills 3, 4, and 5 much easier to learn.

5.1 Developing Emotional Intelligence Through Five Key Skills

Emotional intelligence consists of five key skills, each building on the last:

Emotional intelligence (EQ) skill 1: The ability to quickly reduce stress.

Emotional intelligence (EQ) skill 2: The ability to recognize and manage your emotions.

Emotional intelligence (EQ) skill 3: The ability to connect with others using nonverbal communication.

Emotional intelligence (EQ) skill 4: The ability to use humor and play to deal with challenges.

Emotional intelligence (EQ) skill 5: The ability to resolve conflicts positively and with confidence.

6. HOW TO LEARN THE FIVE KEY SKILLS OF EMOTIONAL INTELLIGENCE

The five skills of emotional intelligence can be learned by anyone, at any time. But there is a difference between learning about emotional intelligence and applying that knowledge to your life. Just because you know you should do something doesn't mean you will especially when you become overwhelmed by stress, which can hijack your best intentions.

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In order to permanently change behavior in ways that stand up under pressure, you need to learn how to take advantage of the powerful emotional parts of the brain that remain active and accessible even in times of stress. This means that you can't simply read about emotional intelligence in order to master it. You have to create environment and achieving goals to master the skill and you don't worry what comes to your life after achieving such a great thing which you have required and expected. You have to experience and practice the skills in your everyday life.

7. MEASURING EMOTIONAL INTELLIGENCE

"In regard to measuring emotional intelligence – I am a great believer that criterion-report (that is, ability testing) is the only adequate method to employ. Intelligence is ability, and is directly measured only by having people answer questions and evaluating the correctness of those answers." --John D. Mayer

7.1 Raven Bar-ON'S EQ-I

A self-report test designed to measure competencies including awareness, stress tolerance, problem solving, and happiness. According to Bar-On, "Emotional intelligence is an array of non cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures."

7.2 Multifactor Emotional Intelligence Scale (MEIS)

An ability-based test in which test-takers perform tasks designed to assess their ability to perceive, identify, understand, and utilize emotions.

7.3 Seligman Attribution Style Questionnaire(SASQ)

Originally designed as a screening test for the life insurance company Metropolitan Life, the SASQ measures optimism and pessimism.

7.4 Emotional Competence Inventory (ECI)

Based on an older instrument known as the Self-Assessment Questionnaire, the ECI involves having people who know the individual offer ratings of that person's abilities on a number of different emotional competencies.

8. EMOTIONAL INTELLIGENCE IN TEACHERS

A meta-analysis conducted by Schulte et al. (2007), studied the relationship between EI and health (n = 7898). Significant correlations were found between EI and better health, more specifically, EI and mental (r = 0.29), psychosomatic (r = 0.31), and physical health (r = 0.22, p = 0.002). In other words, this study proved that higher levels of EI are undeniably associated with better overall health. Furthermore, EI has also been found to be linked with general life satisfaction (Bar-On, 2000; Extremer a & Fernandez-Birdcall, 2005; Gigantic, 2006). Research by Mikolojczak et al. (2007) indicates that individuals with higher levels of EI experience lower levels of burnout and somatic problems when they are confronted with emotional labor.

A study of 330 human service professionals conducted by Oginska-Bulik (2005) is particularly relevant and noteworthy for the educational sector. The study's results revealed that human service workers, such as teachers, nurses and social workers, generally experience high levels of stress (stress in teachers was found to be the highest). In addition, lower levels of occupational stress and negative health outcomes were experienced by those who reported higher levels of EI. Hence, it was found that EI fulfils a buffering role in preventing negative health outcomes and mental health disorders (Oginska-Bulik, 2005; Saluki & Cartwright, 2000). The study provides empirical evidence which suggests that by increasing personal resources of employees, such as EI, health protection and the reduction of stress could be achieved (Oginska-Bulik, 2005).

From the literature, it is clear that high levels of EI are beneficial to an individual and to those around him/her. Although limited evidence currently exists, it would seem that EI can be developed (Dulewicz & Higgs, 2004; Fletcher, Leadbetter, Curran & O'Sullivan, 2009; Gardner, 2005; Nelis, Quidbach, Mikolajczak & Hansen, 2009; Slaski & Cartwright, 2002). It may therefore be beneficial to train teachers to develop and enhance their levels of EI as it will not only benefit the teachers, but the school and its pupils as well.

In the last decade or so, science has discovered a tremendous amount about the role emotions play in our lives. In the words of Goleman [1998: 287] "from the perspective of work, feelings matter to the extent that they facilitate or interfere with the shared goal". Mathews, Zeidnar and Robber's [2002] reported that it requires competency to identify and express emotions, understand emotions, assimilate emotions into thought and regulate both positive and negative emotions in the self and others. Robert [2002] conceptualized that emotional intelligence is an array of emotional and social knowledge and, abilities that influence all our capabilities to effectively cope with the environmental demand.

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Although, the construct of Emotional Intelligence [EI] is relatively new, it has enjoyed unprecedented attention from scholars and corporate experts. The credit for its increasing importance in the organizational behavior theories goes to Goleman [1995] through his work on Emotional Intelligence. Though with time the definition of emotional intelligence changed, and now there is a better understanding about emotional intelligence. It is referred to as a skill [Goleman: 1995], an aptitude [Mayer and Salovey: 1997], and a combination of both [Roberts, Zeidner and Mathews: 2001]. Presently, emotional intelligence has been dominated by two schools of thoughts. Mayer and Salovey and their colleagues defined emotional intelligence as the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. Secondly, Bar-On and Goleman propounded mixed model i.e. combining emotional processing with personality aspects such as optimism and persistence. Researchers have found that our emotional awareness and ability to handle feelings rather than our IQ will determine our success and happiness in all walks of life. Goleman [1995] theorized that emotional intelligence is equal to, if not, more important than IQ as an important indicator of success in one's professional and personal life. Emotions and feelings are interwoven with the networks of reason and there is interconnectivity between emotions and cognition [Damasio: 1994; Limoux: 1996]. Salovey, Bar-On, Petraitis and Sluyter [2002] further concluded that emotional intelligence is neither the opposite of intelligence nor the triumph of heart over head. Rather, it is the unique intersection of both. It has also been reported that two brains, two minds and two different kinds of intelligence simultaneously operate, [Damasio: 1994; Goleman: 1995; Parkin: 2002] and that both thinking brain and Emotional brain are involved in reasoning [Damasio: 1994; Gardner: 1993]. Esmond – Cigar, Tucker and Yost [2006] concluded that emotional intelligence is not the opposite of intelligence as measured by GPA.

An employee with high emotional intelligence is able to respond appropriately to workplace stress and to emotional behavior of his co-workers. These abilities greatly enhance job satisfaction [Dong: 2006], lead to high job performance [Bar-On, Handley and Fund: 2006; Drunkest, Salas and Mount: 2006], long term mental health [Caroche and Godsell: 2006], better outcomes in work groups and leadership qualities [Lopes, Cote and Salovey, 2006], and organizational success [Mount, 2006], protect people from stress and lead to better adaptation [Caroche, Chan and Capote, 2000], moderates depression, hopelessness and suicidal ideation [Caroche, Deane and Anderson: 2002; Chapman and Hay slip: 2005].

9. DISCUSSION AND FINDINGS

It was observed from the above discussion and findings that Emotional intelligence and its sub scales like Self Awareness, Empathy, Emotional Stability, Managing Relations and Integrity, Self Development, Value Orientations, Commitment and Altruistic Behavior and Self Motivation are more essential in Physical Education Teachers rather than other subject teachers. Thus the emotional intelligence and its sub scales mentioned above should be inculcated in Physical Education teachers is accepted. Norah Mohd. Ishak et.al (2010) given the current position on teachers' professional conduct and emotional outburst in Malaysia and its impact on the student's psychological well-beings, this study tries to assess emotional intelligence (EI) of Malaysian teachers. The study shows that the residential school teachers have higher EI when compared to the daily school teachers.

Thus it can be concluded that the study of emotional intelligence is quite important as it enables human beings to respond appropriately to a variety of situations. It provides a critical edge in work, family, social and even spiritual settings, brings awareness over inner world into focus. It also acts as a preventive measure against bad behavior, anxiety, frustration, boredom, depression--collectively taken as stress.

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