INTRODUCTION

1.1 Introduction:

A major challenge facing Indian Education system in the 21st century is to provide physically safe campuses, emotionally safe and healthy class rooms and an intensive academic curriculum taught by qualified teachers. Healthy and secure learning environments are crucial for attaining student success and satisfaction. It is this situation that has stimulated professionals in education to carry out change, renewal and reorganization in the education system.

There are many important phases that a person has to cross from the time an occupational choice is made and attained in later life. Achieving success within any field is because of a number of variables like fitting in with an organization’s culture, skills in interacting with peer group and superiors and the ability to effectively deal with employees.

The current increase in school violence, low level of attainment, dropout rates and low levels of performance by world standards have stimulated educators to reflect on other areas of student achievement that are non-traditional. The training in Emotional Intelligence skills is a kind of academic learning and is a non-traditional learning.

Recent studies report that development of both cognitive and the emotional dimensions of students is an important aim of education to meet the demands and challenges of the present day society.

Research studies show that the training of emotional skills should
be included in the curriculum to generate responsible, integrated and productive individuals.

1.2 Emotions:

Emotions are individual experiences that develop from complex phenomenon of interaction among variables like biological, mental and situational aspects etc. Emotions, if appropriately utilized, are important instruments in bringing satisfaction in life and fulfilling psychological needs of life. But if emotions are not under control, they may result in negative consequences. In our daily life, emotions may affect our relation with other people, our individual identity and our ability to complete an assignment. Emotional development is not an isolated process but is a part of general experience of an individual, regularly influencing and influenced by other phenomena going on at the same time.

Humans are innately predisposed to experience emotions which are generated by neural patterns in the brain (Damasio, 1994). The association between emotions and environmental situations or reactions is further socialized during development. Emotions have been described as an evolutionary adaptive function, which assist humans in adapting to changing environments both in terms of their needs and circumstances. Emotions are defined as a feeling comprising physiological, behavioural and cognitive reactions to internal and external events. Emotions are a crucial aspect of social interaction that
allows people to communicate feelings and regulate interactions in social situations (Sternberg, 1998).

Emotions are theorized as influencing and directing thinking activity (Smirnov, 1994). Differences in emotional expression have been related to variations in intelligence and thinking, for example emotion has been directly related to the solving of intellectual tasks (Tikhomirov cited in Smirnov, 1994). The tendency to experience negative emotion over positive emotion has been related to a high performance IQ and a low verbal IQ as measured by the Wechsler scales (Kepalaite cited in Smirnov, 1994).

1.3 Brain Development:

The human brain is triple the size of non-human primates and grew from the bottom up. The most primitive part of the brain, the brainstem, is located at the top of the spinal cord. The brainstem “regulates basic life functions like breathing and metabolism of the body’s other organs, as well as controlling stereotyped reactions and movements” (Goleman, 1995). This primitive brain does not learn or think. It is a “set of preprogrammed regulators that keep the body running as it should and reacting in a way that ensures survival”. (Goleman, 1995).

The emotional center of the brain emerged from the brainstem, and it was millions of years before the thinking part of the brain evolved. Within the emotional center is the olfactory lobe which is made up of
“cells that take in and analyze smell” (Goleman, 1995). As the olfactory lobe evolved, new layers of cells emerged. The first layer “took in what was smelled and sorted it out into the relevant categories” (Goleman, 1995). A second layer of cells “sent reflexive messages throughout the nervous system telling the body what to do” (Goleman, 1995).

More layers, known as the limbic system, were added to the brain (Goleman, 1995). The limbic system added emotions to the brain and “refined two powerful tools: learning and memory”. “The connections between the olfactory bulb and the limbic system...took on the tasks of making distinctions among smells and recognizing them, comparing a present smell with past ones, and so discriminating good from bad” (Goleman, 1995). Most decisions were determined through smell.

Two amygdales, one on each side of the brain are located near the bottom of the limbic ring. The amygdales are the parts of the brain that serve as the “center(s) for emotional reactivity, and (have) the ability to scan everything that's happening to us moment to moment to see if it perceives a threat” (Salopek, 1998). Another part of the limbic system is the hippocampus which is important for the functions of learning and memory (Adventures in neuroanatomy, n.d.; Goleman, 1995). The amygdales and the hippocampus have much to do with a human being's ability to learn and remember.

The brain in mammals underwent a growth spurt about 100 millions years ago as new layers of brain cells called the neocortex,
were added to the top of the cerebrum and the cerebral cortex. “The neocortex is the seat of thought; it contains the centers that put together and comprehend what the senses perceive. It adds to a feeling what we think about it” (Goleman, 1995). The mass of the neocortex increased as one moved up the phylogenetic scale. The larger the neocortex, the larger the number of interconnections located in the circuitry of the brain. Humans had a greater range of possible responses due to the fact that they had a larger number of interconnections in their brains. “The neocortex allows for the subtlety and complexity of emotional life, such as the ability to have feelings about our feelings” (Goleman, 1995).

However, the outer portions of the brain do not control the emotional life of a human being. The emotional brain, or the limbic system, was crucial to the operation of the overall brain function. The neocortex, or the thinking brain, evolved from the limbic system. “As the root from which the newer brain grew, the emotional areas are intertwined via myriad connecting circuits to all parts of the rest of the brain - including its centers for thought (Goleman, 1995).

1.3.1 Functioning of Brain:

(Goleman, 1995) cited examples where the amygdale took control of a person’s actions before the person’s neocortex had completed the process of deciding how to react. In one situation, a man was robbing two women. After the man tied up both women, one woman told the man he would not get away with the crime because she would remember his face. The man panicked, lost control, clubbed the women
until they were unconscious, and then stabbed them until they died. Goleman (1995), used the term “neural hijacking” to describe the situation.

A neural hijacking occurred when a portion of the limbic system sensed an emergency and activated other parts of the brain. The hijacking was instantaneous and occurred before information was sent to the neocortex for processing. People who experienced neural hijackings claimed they did not know what came over them. According to (Goleman, 1995), the neocortex never had time to assess the entire situation much less determine if the action being taken was appropriate. Neural takeovers originated in the amygdale of a person’s brain, and (Goleman, 1995) noted that hijackings also occurred when a person experienced great joy.

“The amygdale...occupies a privileged position in the brain. It has a direct connection to the thalamus, which processes all incoming sensory information” (Goleman, 1995). At times, this direct connection caused trouble when processing information. The amygdale stored memories and responses that a person utilized without understanding why. The experiences stored in the amygdale were scanned very quickly to determine if there was a match to the current situation. If a match occurred, the command was sent to act in the manner that was imprinted on the brain in the past. A difficulty arose when ways to
respond to the situation were outdated or did not match accurately (Goleman).

The shortened connection/response time between the sensory receptor, the thalamus, and the amygdale was crucial and necessary if there was an emergency where an immediate response was required (Goleman, 1995; Maulding, 2002).

However, if the situation was not an emergency, the selected response was sometimes inappropriate. If a person controlled the feeling to react immediately, the prefrontal lobes in the neocortex had time to process the information received. Within moments of receiving information, the prefrontal lobes scanned the many possible reactions to determine the best one for the situation (Goleman, 1995, 1998a). Due to the circuitry of the neocortex, the response was slower than the response selected between the amygdale/thalamus connection, but “these prefrontal-limbic connections are crucial in mental life beyond fine-tuning emotion, they are essential for navigating us through the decisions that matter most in life” (Goleman, 1995).

1.4 Thinking vs. Feeling:
Connections between the neocortex and the limbic system were the focal point of creating balance between the head and the heart, and between thoughts and feelings. Working memory was stored in the prefrontal cortex but strong emotion caused neural static on the connections which made it difficult at times to access the brain’s working
memory (Goleman, 1995). The best illustration was someone saying he cannot think straight because of being emotionally upset (Goleman).

In essence, “feelings are intricately bound up in ways that people think, behave, and make decisions” (George, 2000). The point where the amygdale and prefrontal circuitry met was crucial for a person to access all the information gathered over the course of a lifetime. If the connection between the two was broken, the information in the neocortex became neutral and rather dry without the emotion-laden information from the amygdale. “Feelings are typically indispensable for rational decisions; they point us in the proper direction” (Goleman, 1995). “In the dance of feeling and thought, the emotional (brain) guides our moment-to-moment decisions, working hand-in-hand with the rational mind”.

(Goleman, 1995) wrote “in a sense, we have two brains, two minds - and two different kinds of intelligence: rational and emotional. How we do in life is determined by both - it is not just IQ, but emotional intelligence that matters “. “We can be effective only when the two systems - our emotional brain and our thinking brain - work together. That working relationship, which encompasses most of what we do in life, is the essence of emotional intelligence” (Goleman, 1995).

According to Currie (2004), “people feel before they think or act”. Some people responded better when taking the time to examine their emotions, determined what the habitual response was, and then chose
to react appropriately (Lozar Glenn, 2002). Emotional intelligence was a learned process (Coopoer, 1997, Goleman, 1998c, Lozar Glenn, 2002; Maulding, 2002; Ryback, 1998; Salopek, 1998; Weisinger, 1998); therefore, development of emotional competency assisted people with rewiring their thought processes so they identified their feelings before selecting an appropriate response (Currie, 2004).

To assist with the learning process and determine one’s strengths and weaknesses, Goleman (1998c) identified five clusters of emotional intelligence. Later, the five clusters were reduced to four with 18 competencies associated with the clusters (Goleman, Boyatzis & McKee, 2002). “Emotional intelligence competencies are not innate talents, but learned abilities” (Goleman, Boyatzis & McKee).

1.5 Emotion as Intelligence:
The growing popularity of Gardner’s (1983) “Multiple Intelligences” as well as Salovey and Mayer’s (1990) emotional intelligence prodded scholarly debate centered on the question, “What is ‘intelligence’?” In 1922, University of Pennsylvania Professor Lightner Whitmer simply defined intelligence as “the ability to solve a problem.” In the light of a fairly contemporary body of research regarding theories of intelligence, Schank and Birnbaum (1994) proposed a more contemporary definition: Intelligence is “a learnable set of competencies.”
Mayer, Caruso and Salovey (1999) asserted that a psychological construct is considered a specific kind of intelligence if the construct sufficiently meets the following three standards:

1. The construct should reflect a “mental performance rather than preferred ways of behaving”.
2. Statistical measures should show positive correlation with other forms of intelligence;
3. Measures should increase with experience and age.

To demonstrate that emotional intelligence sufficiently satisfied these three criteria the MSCEIT (Mayer Salovey Caruso Emotional Intelligence Test) was developed. MSCEIT is ability based scale that measures how well people perform tasks and solves emotional problems, as opposed to a scale that relies on an individual’s subject assessment of their perceived emotional skills. Responses to MSCEIT represent actual abilities at solving emotional problems, the first criterion the researchers established. Consequently, scores are relatively unaffected by self-concept, response set, emotional state, and other measure error common to self-or third-party perception inventories (Caruso, 2003).

Boyatzis and Sala (2005) refined the Mayer, et al.(1999) standards, positing that to be classified as a specific intelligence, a concept should be:

1. Related to neural-endocrine functioning;
2. Differentiated as to the type of neural circuitry and endocrine system involved.

3. Related to life and job outcomes;

4. Sufficiently different from other personality constructs that the concept adds value to understanding the human personality and behaviour.

Further, the measures of a psychological construct should satisfy Campbell and Fiske’s (1968) basic criteria for a sound measure, convergent and discriminate validity.

The first and second standards proposed in the Boyatzis and Sala (2005) definition of intelligence were more specific than the Mayer et al. (1999). The Boyatzis and Sala (2005) model posited observed changes in “intelligence” should predict neural and endocrine changes within the individual. After all, if a theory of emotional intelligence claims multiple components of the construct, then different components should be evidenced by distinct neural pathways.

Goleman’s (1995) theory of emotional intelligence posited that four domains drive from distinct neurological mechanisms that distinguish each domain from the others as well as from purely cognitive domains of ability. This distinction between emotional intelligence and IQ can be drawn more clearly than before owing to recent findings in neuroscience. Research in the emerging field of neuroscience reveals the bridge between brain function and the behaviours described in emotional intelligence theory (Davidson, Jackson & Kalia, 2000).
Emotional Intelligence encompasses the limbic pathways that link the amygdala to areas in the prefrontal cortex, the brain’s executive center (Goleman, 1995; Davidson, Jackson & Kalin, 2000). Lesions in these areas produce deficits in the hallmark abilities of emotional intelligence including self-awareness, self-management, motivation, empathy and relationship management (Damasio, 1994, 1999).

1.6 Emotional Intelligence:
The ability to manage one’s own emotions and other people’s is termed emotional intelligence. The significance of the IQ of 20th century has been replaced with the term EQ (emotional intelligence quotient) at the dawn of 21st century. To a certain extent we can say that the emotional intelligence is a combination of both emotion and intelligence.

Psychological developments are expected to vary according to culture, traditions and practices of the society. Behaviour at various places like school, community and the work-place is influenced by emotional intelligence skills. At the personal level, performance, communication skills, academic achievement, personal relationships, and other activities are related to an individual’s emotional intelligence skills. The emotional intelligence has the ability to enhance our understanding of how individuals behave and adjust themselves to social environment. It is now being identified as a crucial differentiator in the work place, in relation to personal and organizational success.

The emotional intelligence of teacher is a single essential variable in developing a class room where emotional intelligence can be fostered
healthily. The emotional intelligence of teacher helps them to handle their own emotions effectively, particularly their negative emotions. The application and use of Emotional Intelligence is observed in every day life of teachers in teaching and learning cycle for attaining success and satisfaction.

Awareness of Emotional Intelligence and specifically their own level of Emotional Intelligence will increase in the teachers their ability to identify their own and students’ strengths and areas for development in social, moral, ethical and cognitive dimensions.

Salovey and Mayer (1990) first introduced emotional intelligence in published, scholarly work, conceptualizing it as “a form 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 action.”

The term “emotional intelligence” (EI) focuses one’s attention on the underlying emotional elements of human potential and performance. In the late 1930’s and 40’s, Thorndike and Wechsler explored the concept of “social intelligence,” but Gardner (1983) popularized the construct with his studies in “multiples intelligences.” More recently, other psychologists have further articulated the complexity of intra and inter personal intelligences (Bar-On, 1992, 1997; Goleman, 1998; Saarni, 1988). Other theorists have used labels such as “practical intelligence” and “successful intelligence” which integrate interpersonal competencies with cognitive abilities, anchoring the concepts around
outcomes such as success or effectiveness (Sternberg, 1996).

Goleman (1995) expanded Salovey and Mayer’s work to consider how emotional intelligence differed from cognitive intelligence, or I.Q., which has been shown to be a weak predictor of job performance (Hunter & Hunter, 1984; Sternberg, 1995). As evidenced by the Cambridge-Sommerville Youth Study, a longitudinal study of 450 boys eventually performed at work or in other areas of their lives. Instead, what seemed to be the most significant predictors of performance and success were more affective ability such as emotional control and the ability to get along with others (Kimmel, 1988).

Further studies in IQ and performance suggest that emotional intelligence actually helps improve cognitive functioning. As evidenced by Professor Walter Mischel’s “marshmallow studies” at Stanford University in the 1960’s, four year olds were asked to stay in a room alone with a marshmallow and wait for a researcher to return. They were told that if they could wait until the researcher came back before eating the marshmallow, they could have two. Researchers followed the participants of the study and found ten years later that the children who were able to delay gratification in the marshmallow task scored 210 points higher on the SAT than those who were unable to wait.

Goleman (1995) offered a definition of emotional intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.” In the light of the findings cited above, Goleman
(1995) posited human competencies like self-awareness, self discipline; persistence and empathy are of greater consequence than IQ in predicting performance. In other words, emotional intelligence is being smart about one’s self and about other people. It includes both understanding people and doing something with that understanding (Haygroup, 2004).

1.7 The Emergence of Emotional Intelligence:

Mayer (2001) defined and described five chronological eras that recognize the emergence of the emotional intelligence concept. An overview of these eras and the developments that characterized each is provided below.

1.7.1 The first era: 1900 - 1969:

The roots of the construct of emotional intelligence can be tracked back as far as the 1920’s, during which Thorndike (1920) reviewed the predictive power of the Intelligence Quotient (I.Q.) and subsequently developed the concept of social intelligences to explain aspects of success which could not be accounted for intellectual ability. While the arena of intelligence research saw its first empirically constructed tests developed, explored and understood, emotion-related research was comparatively less substantial, with a focus on the macro level question of whether emotions held universal meaning.
1.7.2 The second era: 1970 - 1989:

Between 1970 and 1989, several precursors of emotional intelligence were put in place (Mayer, 2001). Whereas intelligence and emotional previously had been considered separate concepts, they were now integrated in the new field of cognition and affect with researchers attempting to examine how emotions interacted with thought (Buck, 1984; Dyer, 1983; Mayer, 1986). Although the term emotional intelligence was used sporadically during this time, it was never defined or described in any definite way.

Gardner (1983) described the concept as consisting of adaptive skills, whereby an individual has a deep awareness of his or her emotions and the ability to label and draw upon those emotions as a resource to guide behaviour. There were several research tasks to be completed in the late 1980’s before the field of emotional intelligence could properly emerge (Mayer, 2001).

1.7.3 The Third era: 1990 - 1993:

The third era, ranging from 1990 to 1993, is generally regarded as the demarcation point for the emergence of the study of emotional intelligence (Epstein, 1998; Goleman, 1995; Sternberg, 1997).

Salovey and Mayer (1990) drew on relevant evidence from intelligence and emotions research, as well as studies in aesthetics, artificial intelligence, brain research and clinical psychology, to develop a formal theory of emotional intelligence.
The term emotional intelligence was definitely applied to a previously loosely defined human capacity and the first argument for the existence of emotional intelligence as an actual intelligence was published (Mayer & Salovey, 1993). In addition, a study employing the first empirical test designed explicitly to measure the concept, was reported (Mayer, Dipaolo & Salovey, 1990; Salovey & Mayer, 1990).

1.7.4 The Fourth era: 1994 - 1997:

The fourth era, between 1994 and 1997, marked the popularization and broadening of the field of emotional intelligence. A proliferation of popular literature (e.g. Goleman, 1995) ensued, providing loose definitions of the concept while espousing potential benefits. This growth in the appeal of the concept was matched by a number of tests especially personality scales, published under the name of emotional intelligence.

1.7.5 The fifth era: 1998 till date:

The current era, commencing in 1998, has seen a marked increase in empirical research on an institutionalization of emotional intelligence (Mayer, 2001). Moreover, Mathews et al, (2002) have indicated that the frequency of emotional intelligence related publications have increased almost ten-fold between 1990 and 2001. During this most recent era in the development of the concept, theoretical and research refinements in the domain have taken place new measures of emotional intelligence have been developed and
significant research is occurring within a field complicated by its possession of both scientific and popular appeal (Mayer, 2001).

1.8 Origins of emotional intelligence:

Salovey and Mayer (1990) first formulated a model of EI in 1990 by defining EI as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide ones thinking and actions”. This model of EI was viewed as a subset of social intelligence and incorporated the three hierarchical components outlined in the definition.

EI is an adaptive ability that allows an individual to signal and respond to changes in relationships within the environment in which he or she functions (Mayer et al., 2000a). The assumption that EI research makes is that an enhanced awareness and understanding of emotional states and the reasons for emotional reactions results in more effective problem solving. As a result emotional intelligent people may be more adaptable in the complex social and interpersonal situations (Austin et al., 2005) and therefore better able to function optimally in demanding environments. EI could therefore be a large contributor to a person’s ability to adapt their goals and thinking styles to the requirements of the environment, especially within a study or occupational environment.

EI is not considered as a replacement for ability or competence, rather EI is thought to interact with a number of components in determining personal success in life. High levels of EI could however
enhance a person’s likelihood of succeeding both occupationally and interpersonally (Caruso, 1999) in a number of environments.

As the theory of EI progressed, a number of models based on alternative theoretical perspectives emerged. These models do not contradict, but rather complement each other (Ciarrochi, Chan & Caputi, 2000; Schutte et al., 1998) and potentially present alternatives of the same construct from different viewpoints. All models, allowing for deviations, generally represent four areas; emotional perception, regulation, understanding and utilization (Ciarrochi et al. 2000).

EI is perceived by some researchers to be ability, involving cognitive processing of emotional information, whereas other theorists view EI as a dispositional tendency such as personality. There is some difference in consensus as to how to group the varying theories. Mayer et al., (2000a) draws a distinction between mixed models, which include a range of personality variables and ability models, which define EI solely on a cognitive basis.

Mixed models of EI view the construct as a complex interaction of cognition, metacognition, mood, emotions and personality that is applied in both interpersonal and intrapersonal contexts (Mathews, Zeidner & Roberts, 2003). The models of EI were all mixed models because even though EI was described in the initial definitions as ability, accompanying personality characteristics were often included such as warmth, outgoingness and persistence (Mayer et al. 2000a).
Petrides and Furnham (2000a, 2003) maintain that because the theoretical perspectives of the two domains overlap, the distinction between the models should be made on a functional basis. Petrides and Furnham differentiate between trait EI which can be measured by a self-report questionnaire and ability EI which requires a performance test with correct and incorrect answers. These theorists propose that it is the type of measurement that determines the nature of the model, rather than the underlying theory.

Petrides and Furnham (2000a) view trait EI as cross-situational consistencies in behaviour that are part of the personality and assessed with self report inventories that measure typical behaviour. Trait EI, otherwise known as emotional self-efficacy, is defined as “a constellation of behavioural dispositions and self-perceptions concerning one’s ability to recognize, process and utilize emotional-laden information “ (Petrides, Frederickson & Furnham, 2004b). Trait EI is therefore seen as combing elements of personality theory such as empathy, impulsivity and assertiveness as well as combining elements of Thorndike’s social intelligence and Gardner’s personal intelligences (Petrides etc al.,2004b).

Ability EI is seen as a cognitive-emotional ability (Petrides & Furnham, 2003) or a form of information processing EI that is related more to traditional intelligence and thereby measures maximal behaviour using tests of ability (Petrides & Furnham, 2000a). Ability EI
is defined as “one’s actual ability to recognize, process and utilize emotional-laden information (Petrides et al., 2004b).

1.9 Core models of Emotional Intelligence:

There are currently three major groups of theorists who have built the initial definitions of EI into three major branches. Mayer et al., (2000a) are a group of theorists that view EI as a mental ability, skill or capacity and were the first theorists to publish EI research in peer-reviewed journals (Matthews et al., 2003). Reuven Bar-On and Daniel Goleman have developed two varying traits models of EI. These models treat a variety of other characteristics such as motivation, states of consciousness and social ability as a part of EI (Mayer et al., 2000a).

Bar-On views EI as “an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures (Bar-On cited in Matthews et al., 2003). This model includes clusters of well established personality traits with a mental ability conception of EI. Bar-On developed the Emotional Quotient Inventory (EQ-I) that measures abilities and the potential for performance (Mathews et al., 2003). Critique of Bar-On’s definition of EI is that the construct is too broad and contains too many aspects of personality (Zeng & Miller, 2003). Mayer et al., (2000a) have criticized this theory for lacking internal consistency and being difficult to evaluate.

Goleman (1995) defines EI as including “abilities such as being able to motive oneself and persist in the fact of frustrations, to control
impulse and delay gratification, to regulate one’s moods and keep distress from swamping the ability to think, to empathize and to hope” (Goleman 1995). This theory is described by Goleman as a theory of performance (Goleman 1998) and defined as having direct applicability to the domain of work and organization effectiveness. Goleman developed the Emotional Competence Inventory (ECI) in order to measure his version of EI. Goleman made strong claims about the contribution of EI to interpersonal and occupational success, stating that cognitive ability only accounts for 20% of success, with EI accounting for the further 80% of the variance (Goleman 1998).

Goleman has been criticised as being over inclusive and incorporating many of the well-established concerns of personality theorists such as empathy, motivation, warmth and social skills (Matthews et al., 2003). The definition and the categories have been criticized for not being related to each other, problematic and as “simply being a journalist distilling scientific information for the consumption of the populist rather than a legitimate scientific theory” (Matthews et al., 2003).

Mayer and Salovey (1997) formulated a revised ability model of EI which places more emphasis on the cognitive components of EI and views EI in terms of potential for intellectual and emotional growth. This model of EI views EI as a form of a cognitive ability, which is subjected to the same laws that govern traditional conceptions of intelligence (Matthews et al., 2003). The model states that in the same way as
traditional intelligence, mental problems have right or wrong answers, measured skills correlate with other measures of mental ability and ability level increases with age (Mayer et al., 2000a).

Although Salovey and Mayer (1990) originally defined EI as a trait, the theorists later argued that other ideas of EI are misleading and that the use of the term implies an intelligence that processes and benefits from emotions (Mayer et al., 2000a). Mayer et al., (2000a) view EI as ability to recognize the meanings of emotional pattern in social interactions and to reason and solve problems on the basis of them.

This model of EI is hierarchical with the levels being seen as a series of developmental stages that a person passes through successively. The perception, appraisal and expression of emotion are viewed as the most basic processes, whereas the reflective regulation of emotions is seen as the highest developmental stage and requires the most complex processing (Mayer et al., 2000a).
Emotional intelligence or EI is being increasingly referred to as an explanation for why some people are more successful than others in positions of leadership (Day, Newsome & Catano, 2002) or aspects or workplace functioning, such as coping in high-pressure work environments (Caruso, 1999). For the purpose of this study, EI is defined as a set of verbal and non-verbal abilities to recognise, express,
understand and evaluate one’s own emotions as well as the emotions of others, to use emotions to direct reasoning and to manage one’s own emotions and the emotions of others, in order to guide thinking and action to assist with successful adaptation to environmental demands and pressures (Palmer, 2003; Van Rooy & Viswesvaran, 2004). In the context of this study EI is interpreted as a trait or skill that assists people in adjusting and adapting successfully to their environments in a manner that allows them to effectively interpret, manage and use their emotions and the emotions of others, to solve problems in a productive manner.

Theories on cognitive thinking styles were developed to explain why people differ in their approaches to solving problems. A ‘cognitive thinking style’ can be defined as a person’s preference for a certain thinking process (Sternberg, 1997a). Thinking styles are seen in the context of this study as specific reasoning and problem solving strategies that help to elucidate why people respond in different ways to problems that need to be solved in the context of studies or work, or respond differently in social interactions with other people.

1.10 Clusters of Emotional Intelligence:

The first two clusters have been grouped together under the personal competence heading (Goleman, Boyatzis & McKee, 2002). The clusters underneath this heading were similar to what Gardner (1983) defined as intrapersonal intelligence and determined how a person managed him/herself (Goleman, Boyatzis & McKee, 2002).
Self-awareness: People who were competent in the self-awareness cluster were able to identify their feelings and assess how their feelings affected them (Goleman, Boyatzis & McKee, 2002). Elevated self-awareness skills allowed a person to monitor self and behaviour to ensure actions worked to benefit him/herself in the future. “High self-awareness is the foundation upon which all other emotional intelligence skills are built” (Weisinger, 1998). In addition, people with self-awareness competencies knew their strengths and limitations, and exhibited confidence when their strengths were needed (Goleman, Boyatzis & McKee).

Self-management: Competencies under this cluster included the ability to admit mistakes, juggle multiple demands, set high standards for self and others take initiative, and be optimistic (Goleman, Boyatzis & McKee, 2002). “Managing your emotions means understanding them and then using that understanding to deal with situation productively (Weisinger, 1998). Maulding (2002) defined self-management as “handling feelings so they are appropriate. An ability that builds on self-awareness”.

Social competence was the second heading and included the capabilities that determined how relationships were managed (Goleman, Boyatzis & McKee, 2002). These clusters were similar to what Gardner (1983) described as interpersonal intelligence.
Social awareness: Empathy, organizational awareness, and service orientation were competencies listed under this cluster. People who were skilled in this area read the emotions of others, detected power relationships, got along well with others, and created an emotional climate suitable for all involved parties (Goleman, Boyatzis & McKee, 2002).

Relationship management: A person adept at creating good relationships was one who inspired others to be appropriate role models and who persuaded others to be supportive of change. In addition, skilled individuals managed conflict, encouraged collaboration among team members, and developed the skills of others (Goleman, Boyatzis & McKee, 2002). “Relating well to others means connecting with them to exchange information meaningfully and appropriately”. (Weisinger, 1998).

1.11 Different Views of Emotional Intelligence:

Emotion and intelligence have been viewed as adversarial components. Typically, emotions were seen as an irrational and disruptive force in the work setting (Mayer & Salovey, 1997). However, emotionality and rationality were determined to be complimentary components. McDowell and Bell (1997) viewed them as “inseparable parts of the life of an organization. Those authors examined the operation of the human brain and discovered that “proper functioning of
the brain is dependent upon the smooth interaction of emotionality and rationality”.

Goleman (1995) viewed each person as having two minds, “one that thinks and one that feels”. Two minds meant two ways “of knowing to construct our mental life”. The rational mind was the one of which people were most conscious – “aware, thoughtful, able to ponder and reflect” (Goleman, 1995). The emotional mind worked alongside the rational mind, but was to be viewed as impulsive, powerful and at times even illogical (Goleman).

These two minds, the emotional and the rational, operate in tight harmony...intertwining their very different ways of knowing to guide us through the world. Ordinarily, there is a balance between emotional and rational minds, and the rational mind refining and sometimes vetoing the inputs of the emotions. Still, the emotional and rational minds are semi-independent faculties, each...reflecting the operation of distinct, but interconnected circuitry in the brain. (Goleman, 1995).

1.12 Influence of Emotional Intelligence:

EI research has increased in popularity in relation to elements of workplace functioning as the theories center around the integration of intelligence, personality and emotion in reasoning. A major postulation of EI research is that the effective regulation of emotions in stressful situations and resultant adaptive coping is primary to EI (Zeidner,
Matthews & Roberts, 2000). EI therefore provides the individual with an advantage within an occupational environment as people with high EI have been found to be more self aware and more likely to monitor their emotions and reactions (Schutte, Malouff, Bobik, Coston, Greeson, Jedlicka, Rhodes & Wendorf, 2001) and therefore better equipped to adapt to complicated environments. Mayer, Salovey and Caruso (2000b) have found that individuals who are high in EI are expert at identifying and responding appropriately to the emotions of co-workers, customers and superiors.

Caruso (1999) found that EI results in people being more effective in the workplace environment largely because those people are more aware of their emotions and the emotions of others, which is the key to working with people. Creative ideas also result from the ability to generate a mood or an emotion for oneself or for other people (Caruso, 1999). Understanding emotions provides another advantage, as people are able to understand the point of view of others and handle team interaction better. Good management of emotions assists people in being aware of their emotions and using them to guide problem solving.

In order to facilitate the learning of EI amongst employees in the workplace there needs to be a greater understanding of the relationship between EI and various types of careers and workplace environments. Research has indicated that levels of EI may be related to different career fields depending on the emotional requirements of the career environment. It has been theorized that careers, which require greater
interpersonal interactions and emotional reactions, attract people who have high EI and are able to manage the emotions of themselves and those of others. Schutte and Malouff (1999) for example, found that psychologists generally have higher levels of EI than prison inmates. Healthcare practitioners were also found to have different levels of EI than police officers (Bar-On et al., 2000).

As the benefits of possessing high EI become more apparent, it becomes more apparent, it becomes more important to begin incorporating training at university level to equip students with skills beyond the core requirements of the career field.

1.13 Application of Emotional Intelligence:

The debates surrounding EI and its key assumptions have reached many areas of daily life including those of educational styles, academic achievement, life satisfaction, personal happiness and career and occupational success. EI contributes a great deal to the manner in which people react to situations and interactions with other people, not only in occupational settings but also in every component of daily living.

With increasing emphasis being placed on the importance of emotional health, employee satisfaction and interpersonal interaction both within and outside the company, there is a greater need to provide people with the skills required to function adaptively with either chosen career environment. EI has been widely advertised as a self-help tool with a number of websites and EI organizations offering EI testing and workshops to measure and improve EI. As EI is being increasingly
discussed in the public domain it is important that research is conducted on the claims made to prevent potential abuse of the construct.

EI is not by itself a strong predictor of job performance, but provides a person with certain competencies that are necessary for job success. Possessing a high EI results in the ability to competently process emotion-laden information and use this information to guide cognitive activities and focus energy of the behaviour required in the problem situation (Salovey, 2000). A high level of EI can be a beneficial asset in creative problem solving and task management. The level of EI a person has would also determine the ability to successfully respond to conflict and emotionally trying situations.

EI is not the sole property of careers which require a great deal of interpersonal interaction such as human resources or psychology. EI is an important ability in any career due to the increasing importance of adaptive interpersonal skills and effective management of people on all levels of a company and is a key to working with people. With increasing diversity present in the workplace, EI should also assist individuals in these environments and enhance the ability to work in teams (Van Rooy & Viswesvaran, 2004). EI could therefore be seen as one of the key components to successfully managing the ‘human element’ of an organization.

For a person to have a high EI means that the person knows how to manipulate his or her own emotions adaptively or in such a way as to avoid counter-productive outcomes to situations (Salovey, Mayer &
Caruso, 2002). EI concerns the controlling of emotions thereby indicating a relationship between cognitive control and emotional reactions. It is also believed that EI is a construct that can be learnt or taught (Palmer, 2003). As a result understanding the cognitive contributions to EI could enable the learning of how to implement EI in complex situations even in individuals who have previously been found to have a low EI.

As there is some controversy about EI assessment and validity, additional work on its psychometric properties and predictive validity is required. Any research, which therefore examines the relationships that EI has to various facets of human life, is important as it increases the understanding of the influence of EI on human functioning. Research on the nature of the relationship between thinking styles and EI assists the ongoing assessment of the predictive validity of EI. The factorial validity of the EI measure used should also be assessed to dispel concerns regarding the validity of the EI measure.

Understanding the relationship between EI and similar measures of personality trait assessment is important in order to develop programs that could guide the learning and development of EI in individuals. In this way it would be possible to develop training and remedial programs that could assist people in improving various dimensions of personal success such as life-satisfaction, interpersonal relationships and career satisfaction.
Further understanding is required regarding the relationship that EI has to emotions and thought. The way in which people think has been found to be a similarly crucial determinant of personal success especially with regard to career choice and occupational satisfaction (Sternberg, 1997a). An investigation into the interaction between styles of thought and the ability to adaptively use and respond to emotions could offer insight into the relationship between thought and emotion, as well as assist in explaining the relationship between flexibility in thinking styles and EI. Insights into the relationship between EI and thought could therefore assist in career guidance and provide students with information regarding the expectations of certain career fields in terms of preferences for thinking styles and EI.

1.14 Emotional Intelligence Skills:

Emotional intelligence (EI) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impacts many different aspects of our daily life, such as the way we behave and the way we interact with others.

If one has high emotional intelligence he/she is able to recognize his/her own emotional state and the emotional states of others and engage with people in a way that draws them to them. One can use this understanding of emotions to relate better to other people, form
healthier relationships, achieve greater success at work, and lead a more fulfilling life.

1.14.1 Emotional intelligence and four attributes:

- **Self-awareness** - One can recognize his/her own emotions and how they affect his/her thoughts and behaviour, know his/her strengths and weaknesses, and have self-confidence.

- **Self-management** - One can control impulsive feelings and behaviours, manage his/her emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.

- **Social awareness** - One can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.

- **Relationship management** - A person knows how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

**Emotional intelligence affects:**

- **Performance at work:** Emotional intelligence can help navigate the social complexities of the workplace, lead and motivate others, and excel in career. In fact, when it comes to gauging job candidates, many companies now view emotional intelligence as important as technical ability and require EQ testing before hiring.
• **Physical health:** If we are unable to manage 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.

• **Mental health:** Uncontrolled stress can also impact mental health, making us vulnerable to anxiety and depression. If we are unable to understand and manage emotions, it will also be open to mood swings, while an inability to form strong relationships can leave us feeling lonely and isolated.

• **Relationships:** By understanding emotions and how to control them, we are better able to express how we feel and understand how others are feeling. This allows us to communicate more effectively and forge stronger relationships, both at work and in personal life.

The following are the Emotional Intelligence Skills which are identified and assessed in the present study.

1. **Assertion:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Assertion is the ability to clearly and honestly communicate personal thoughts and feelings to another person in
a comfortable, direct, appropriate and straightforward manner (Nelson & Low, 1998).

2. **Aggression:** One of the three potential problem areas assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Aggression is a measure of the degree to which an individual employs a personal communication style or pattern that violates, overpowers, dominates or discredits another person’s rights, thoughts, feelings or behaviours. Aggression can be converted into the skill of anger management (Nelson & Low, 1998).

3. **Deferece:** One of the three potential problem areas assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Deferece is a measure of the degree to which an individual employs a communication style or pattern that is indirect, self-inhibiting, self-denying and ineffectual for the accurate expressions of thoughts, feelings or behaviours. Deferece can be converted into the skill of anxiety management (Nelson & Low, 1998).

4. **Comfort:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Comfort is the ability to judge appropriate social, emotional and physical distance in verbal and non-verbal interactions with others and to impact and influence others in positive ways (Nelson & Low, 1998).
5. **Empathy**: One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Empathy is the ability to accurately understand and constructively respond to the expressed feelings, thoughts, behaviours and needs of others (Nelson & Low, 1998).


7. **Leadership**: One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Leadership is the ability to positively impact, persuade, influence others and in general make a positive difference.

8. **Drive Strength**: One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Drive strength is the ability to effectively direct personal energy and motivation to achieve personal, career and life goals (Nelson & Low, 1998).

9. **Time Management**: One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Time management is the ability to
organize tasks into a personally productive time schedule and use
time effectively for task completion.

10. **Commitment Ethic:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Commitment ethic is the ability to complete tasks, projects, assignments and personal responsibilities in a dependable and successful manner, even in difficult circumstances (Nelson & Low, 1998).

11. **Change Orientation:** One of the three potential problem areas assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Change orientation is a measure of the degree to which an individual is satisfied and the magnitude of change needed or desired for developing personal and professional effectiveness. Change orientation can be converted into the skill of positive change (Nelson & Low, 1998).

12. **Self-esteem:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Self-esteem is the ability, belief, and skill to view self as positive, competent and successful in achieving personal goals (Nelson & Low, 1998).

13. **Stress Management:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Stress management is the ability and skill to choose and exercise healthy self control and self

1.15 Need and Importance of the Study:

The destiny of the country is being shaped in her classrooms. The teacher has an important role to play for national development and social change. The first and foremost responsibility of the teacher is towards the welfare of the society and his students in particular. The teacher has to treat each individual student as an end in himself and to give him the opportunity to develop his skills and abilities and potentialities to the full. The present study is concerned with the emotional intelligence skills of the teachers. The major significant points of the present study are as follows:

1. The information gathered by the study will help Educational institutions, Teachers, and Researchers better understand the interplay of emotional intelligence skills and teacher performance in schools.

2. As a result of this study, there may be major impacts on students’ assessment, recruitment, retention and development in Institutions.

3. Information obtained from the study may contribute to the development of emotional Intelligence skills as influencing factors in personal, academic and career success.
4. The present study may bring awareness among the teachers with respect to emotional intelligence skills, which play a vital role in their career.

1.16 Scope of the Study:

Emotional Intelligence (EI) has the ability to analyze emotions at work and the ability to use them appropriately. Emotional Intelligence can provide better work-place relationships. Many experts involved in research in this area of human psychology, are of the opinion that those individuals with a high level of Emotional Intelligence are likely to be more positive, understanding, co-operative, and friendly. They are able to adjust themselves to different situations and cope with stress better. High Emotional Intelligence paves way for better work approach that is goal directed and achievement oriented.

The Present Study deals with Emotional Intelligence Skills under four main heads. They are:

I. Interpersonal communication Under Stress : Assertion, Aggression, Deference

II. Personal Leadership : Comfort, Empathy, Decision-making, Leadership

III. Self Management in Life and Career : Drive Strength, Time Management, Commitment Ethic, Change Orientation

IV. Intra-personal Development: Self Esteem, Stress Management.
Of these, three are identified as Potential problem areas. They are Aggression, Deference and Change Orientation. The study suggests the improvement of positive skills and dissuasion of problem areas. The study also shows the positive or negative impact of demographic factors on Emotional Intelligence skills of teachers.

1.17 Organisation of the Thesis:

The study consists of five chapters. The introduction to the study and the overview of problem were presented in Chapter I. A review of the literature supporting the study was provided in Chapter II. Chapter III describes the methodology, procedures and instrumentation required for the collection of data. An analysis and the results of the data collected for the study were presented in Chapter IV. Chapter V presented the summary, conclusions drawn and recommendations that were a result of the role of Emotional Intelligence in school teachers.