

A Study of Emotional Intelligence among Academic and Social Skill of School Teachers and Students

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ABSTRACT

Present study was conducted to the relationship between emotional intelligence, social skills and occupational self-efficacy of school teachers and to study the difference between emotional intelligence, social skills and occupational self-efficacy of male and female school teachers. For this purpose a sample of two hundred school teachers were selected through simple random sampling technique. The result of the study showed significant relationship between emotional intelligence and occupational self-efficacy, social skills and occupational self-efficacy of school teachers. There exist significant interrelationship between emotional intelligence and social skills and occupational self-efficacy of school teachers. Furthermore, findings reported no significant difference between emotional intelligence social skills and occupational self-efficacy of male and female school teachers.

1. Introduction

Along with the development of societies and entrusting the education office with the task of education, decline in school performance has been proposed as one of the most important issues in this area. This phenomenon has drawn the attention of today's world and has engaged the minds of many scholars and experts to itself. Because it's personal, familial, and social consequences are not negligible in terms of material and spiritual costs. A person who has faced a decline in school performance, in addition, to financially damaging the educational system will waste his/her irrecoverable lifetime. Furthermore, the study of social damages has consistently shown that a large percentage of socially deviant people are in a lower educational position. Therefore, conducting research which investigates the future related to academic performance and also specifies the share of each one in its prediction is of particular importance.[1] Academic performance depends on many factors, including individual, social, educational, and psychological factors. Investigating these factors and specifying the share of each one in prediction of academic performance determines ways to identify the factors affecting the performance and academic decline, and this helps course designers to strengthen the positive factors.[2] According to Chukwunyer's opinion, contrary to popular belief, intelligence, and talent are not the only factors that determine the performance of students, even gifted people may not reach the levels that is within their potential.

Factors affecting academic performance is a complex issue because in the meantime multi-dimensional approach is discussed which is subtly concerned with the physical, social, cognitive, and affective growth of students. Many researchers have evaluated the impact of mental and cognitive abilities on academic performance. However, over time, it was found that although mental and cognitive abilities of students have largely predicted academic performance, but they are not the only key to predict academic performance because there have been cases in which an individual had a good level of cognitive intelligence but showed poor academic performance. Social and emotional skills and abilities known as emotional intelligence

(EI) and social competency are among these noncognitive factors which are greatly emphasized and can be used as predictors of academic performance.[5,6] Emotional intelligence was introduced in 1990 as a form of social intelligence and included the ability to control emotions and excitements in themselves and others, accepting other peoples' opinions, and controlling social relations. EI is a set of abilities and noncognitive skills, which increases individual's ability to cope with environmental pressures and requirements.[5] One of the benefits of emotional intelligence (EQ) to general intelligence (IQ) is its acquisitive dimension that is easily learnt, evolved, improved, and modified.[7] Those who have emotional skills are those who are well-acquainted with their feelings and emotions, guide them and also understand others' feeling and deal with them effectively, they are outstanding in every scope of life, whether in emotional relationships or in understanding the untold rules that will lead to progress in the organization's policy. These people are happy and efficient in their lives and have thinking habits that cause them to be productive and efficient.[8] Emotional intelligence is related to the understanding of oneself and others, communication with others, adaptation with the environment that is needed to succeed in meeting social demands and is considered a tactical ability in individual performance. In this regard, EI can predict the performance because it shows how an individual can immediately apply his knowledge in different situations, a person who does not have the emotional skills will face problem in transforming their potential knowledge into observable performance. In other words, EI refers to individuals' differences regarding the perception, processing, regulation, and utilization of information in terms of emotion.

2. Emotional Intelligence

Emotional intelligence (EI), often measured as an emotional intelligence quotient, describes ability, capacity or skill to perceive access and manage the emotions of oneself, of others and of groups. As a relatively new era of psychological research, the definition of EI is constantly changing. The first

attempt toward a definition was made by Salovey and Mayor (1990) who defined Emotional Intelligence as "the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions." Emotional Intelligence as a learned capability based on Emotional Intelligence resulting in outstanding performance at research. He identifies emotional and social competencies in his definition: Self-awareness-knowing what we are feeling and using this understanding to make decisions; self-regulation-controlling over emotion so that they add to our well-being; empathy-understanding how others are feeling and having rapport with diverse people; and social skills-being able to understand social situations and to interact smoothly. Emotionally matured people are mentally healthy, well-adjusted and high on emotional intelligence. Emotional maturity is the acquisition of adoptive behavior that reduces escapes and avoids emotional disturbance of an individual. Therefore an emotionally mature individual is one who sees in clearer perspective and is continually involved in a struggle to gain healthy integration of feeling, thinking and action.

3. Social Skills

Social skills are defined as interpersonal behaviour that helps the individual in society. Social skills are the ability to interact with others that are considered as fundamental to human development. Social skills are essential for every social being. These skills are discrete, observable, and teachable behaviour that initiate and sustain social interaction and that are decently associated to measures of social competence. Social skills help us to connect with others. They streamline our lives and prevent confusion. Gresham & Elliot noted following three general types of social skills" definitions e.g. (i) peer acceptance definition which suggest that social skills are those behaviour of children and adolescents who are accepted by or are popular with their peers, (ii) behavioural definitions which state that social skills are situation specific responses which increase the probability of positive reinforcement and decrease the probability of punishment, and (iii) social validity definitions which indicate that social skills are situation-specific behaviour which predict and/or correlate with important social outcomes. Vaughn and colleagues (1993) found that outgoing and initiating behaviour, which are often needed for peer interaction, were less important to success in school and for interactions with teachers. The study found that cooperating and responding skills were more important in the school environment. There is much overlap in the skills necessary for peer and adult interactions. There is no definite proof, however, as to which skills are necessary for which type of interaction. While there is some agreement among authors as to which skills are considered social skills, there is little agreement as to which of these skills are most useful in producing various types of positive interactions.

4. Occupational Self-Efficacy

A person with a strong feeling of efficacy strongly influences a person's achievement. Self-efficacy is the measure of one's own abilities to complete tasks and reach goals. It is the persons believes about his and her ability and capacity to accomplish a task or to deal with challenges the concept of self-efficacy lies at the center of psychologist Albert Bandura. According to Albert Bandura, self-efficacy is the belief

in one's capabilities to organize and execute the courses of action required to manage prospective situations. In other words, Self efficacy is a person's belief in his or her ability to succeed in a particular situation. Bandura (1994) described these beliefs as determinants of how people think, behave and feel. Occupational self-efficacy is specific in affecting the belief systems of different areas of occupation to a different extent. As we know, teacher holds the most crucial position in the education system. A teacher is responsible for the destiny of our children. He should possess certain qualities, capacities, competencies, capabilities in order to modify and shape the behaviour of the students in a certain specific direction. He should also have beliefs in his capabilities. This will enhance his efficacy in the classroom situations. In fact, teacher efficacy is the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context.

5. Emotional intelligence and social skills

Mayor and Salovey see that the origin of the emotional intelligence goes back to the 18th century when psychologists divided the mind into three parts: Cognition, Affect, and Motivation. Cognition includes mental processes responsible for the acquisition, storing, and retrieving of information and this comprises memory, deduction, thought, problem solving and decision making. Cognition is related to intelligence while affection refers to reactions, attitude and the rest of feelings such as happiness, sadness, joy, anger, fear and worry. The researchers see that not all that connect cognition with emotion is emotional intelligence.

According to Salovey's theory (Goleman, 2000, pp. 68-69), Emotional Intelligence is based on the following principles:

- **Self-awareness:** Self-awareness and the recognition of the feeling at the time of its occurrence is the corner stone in the emotional intelligence, and that possession of the capacity to monitor the feelings from one instance to another is considered a crucial factor in understanding the self; and that the inability to understand the true feelings, results in putting the individual at their mercy. The individuals who possess this capacity are confident in themselves and the decisions they make.
- **Emotion Handling:** This is based on self-awareness and dealing with the feelings to be appropriate with the current situations through the capacity of self-calming, getting rid of rampant anxiety, and fast arousal. And that that lacks this capacity stays with continual struggle with the feeling of depression, whereas that that possesses this capacity rises of the pitfalls and vitality of life much more quickly.
- **Self-motivation:** Directing the emotions to serve a certain goal. This is an important thing to alert the self and motivate it to excellence and creativity. Since controlling emotions and postponing saturation are important starting points for each achievement, and that who possesses this emotional skill has efficiency in whatever tasks assigned to him/her.
- **Knowing the Emotions of the Others or 'Empathy':** It is a capacity based on awareness of emotions, where empathy motivates the human being, where empathy results in the individual giving preference and care to

the well-being of the other rather than to him/herself. Those who possess this capacity are more capable of detecting the signals that indicate there is somebody who is in need for them.

- **Social Skills:** This refers to directing human relations or social skills by managing and adapting the others' emotions and the capacity for effective leadership and influence on the others through their feelings.

The researchers, Mayor and Salovey introduced a model in emotional intelligence, known as "Ability Model", which defines the emotional intelligence as a set of mental capacities that contribute to logical thinking, and that emotions support thinking, and they concluded that there are four dimensions for emotional intelligence:

- **Perceiving Emotions:** This indicates the capacity to identify the emotions in the thoughts, language, voices and behaviour of other individuals; and it includes the capacity of differentiation between accuracy and inaccuracy, and dishonesty in expressing emotions.
- **Using Emotions:** This refers to the way in which the thought of the individual, as well as, the other intellectual activities, form through the individual's emotional experiences. It includes activating thinking by directing the attention to the important information. It is the capacity to find and use the emotions necessary to communicate the feelings or employ them in other intellectual operations.
- **Understanding and Analyzing Emotions:** This includes the capacity to classify emotions into compound emotions such as the individual's feeling of love and hatred toward the same person at the same time; and successive and consequential emotions such as the individual learning that emotions tend to happen in a certain series or order. For example, anger grows to fury. This dimension includes the capacity to understand the implications that these emotions express.
- **Managing Emotions:** This includes the capacity to manage the personal feelings and the others' feelings and controlling emotions and negative feelings, and increasing the pleasant feelings without inhibition or extravagance. This includes the capacity of openness on the feelings, observing and organizing them wholly to encourage emotional and intellectual growth. However, reviewed the literature of psychology related to personality characteristics which may explain why some people are more successful than others, and he presented an intelligence model, known as the (Mixed Model), in which emotional intelligence consists of 15 skills and capacities spread over five components in the personal, social and emotional aspects related to success of the individuals. These components are:
 - a. **Intrapersonal Components:** They explain the relation with the self. This component contains 5 capacities: emotional self-awareness, self-assurance, self-regard, self-actualization, and independence.
 - b. **Interpersonal Components:** They explain the relation with the others. This component contains

3 capacities: personal relations, social responsibility, and empathy.

- c. **Adaptability Components:** This component contains 3 capacities: problem solving skills, flexibility, and reality testing.
- d. **Stress Management Components:** This component contains 2 capacities: stress tolerance, and impulse resistance.
- e. **General Mood Components:** This component contains 2 capacities: optimism—the capacity to see the bright side in life—and happiness—the feeling of satisfaction in life and enjoying it.

Emotional intelligence plays a big role in helping the individuals acquiring the social skills which, in turn, enable them to deal with the social situations. This kind of competence includes the capacity to appropriately respond to all emergency social situations. Goleman (2000) pointed out that emotional intelligence is more important to the individual's success in life in comparison with intellectual intelligence, since it plays an important role in success at work, at study, and in social life. He also sees that the students with emotional intelligence are more popular and well-liked by their friends, and they have high social skills, they are less aggressive, and they are more alert in learning situations. At the home level they are more effective in their life. And at the work level they enhance the team work by helping the others to learn because those students have the capacity of seeing things from the others' points of view and they encourage cooperation during carrying out the educational tasks.

Finally, it can be said that weakness in emotional intelligence skills impedes, partially or completely, the performance of the mind such as the incapability to understand and control emotions like fear, worry, and anger; while holding the reins of power, understanding and controlling self-emotions, positive communication, self-control, capacity of problem solving, and optimism regardless of constraints are all things that facilitate the mind's performance and allow it to work with its maximum creative power. And, since religion is a noble basic human instinct, and it is the cornerstone in refining the person's personality and building his social values and criteria, it is one of the basic criteria in enhancing the social intelligence in individuals. And those who deeply inspect our true religion—Islam will find that it emphasizes how important it is for the person to be social, influences people, gets influenced by them, socializes with them and tolerates their wrong doings; where the old do well to the young and the young show respect toward the old. It is amazing how many of the teachings—Hadieth and Ayat of Quran—that encourage this and which focus on the social skills, social intelligence and the Others' clairvoyance. Since religiosity enhances social intelligence through commitment to the compulsory religious and ethical values in his/her mutual dealings and relations with the others such as trustfulness, truthfulness, honesty, modesty, suppleness, empathy, and considering their feelings: also he/she recognizes their rights, sacrifice for them, be a good neighbor, and avoid what hurts them in compliance with the directions of Islam and adhere to the Sunna of the Prophet since Islam makes these ethics and behaviours duties and the provisions of legitimacy that must be adhered to.

6. Educational Implications

The educational implications of the present study were not difficult to discern. The subject of the study was of much importance in the present context as school teachers' emotional intelligence and occupational self-efficacy is very important for their management of teaching and learning as well as dealing with student in an effective and efficient ways. The findings of the present study point out the importance of emotional intelligence and social skills. Integration of emotional intelligence and social skills in the classroom which would result in the better teacher. The importance of these skills, which contribute to success in life and occupational self-efficacy. Emotional intelligence can be thought of as a set of skills that help teachers to be successful in school, at work and in relationships. The present study point out that emotional intelligence was positively correlated with occupational self-efficacy of school teachers. Thus, school teachers' occupational self-efficacy was affected by emotional intelligence in educational settings.

7. Conclusion

Due to the low contribution of EI and social competence variables in the prediction of academic performance, we suggest to simultaneously use all variables associated with academic performance according to theoretical principles and with methods such as structural equation model and path analysis in order to predict academic performance. By

identifying factors associated with academic performance, curriculum designers should design curriculums to develop this skill in students because the main objective of the curriculum is effective learning and academic performance with a comprehensive look at academic performance and identification of all the factors that are relevant and effective. Experts should make teachers and school officials aware of the importance of EI and social skills and present necessary knowledge to them about how they can teach these skills to students. Emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings and thus ensures that an individual be able to attain heights in his personal as well as professional life. Social skills are the skills that are used by human beings to interact and communicate with others to assist status in the social structure and other motivations. Social skills are defined as interpersonal behaviours that help the individual in society. The present study point out that self-efficacy is the measure of one's own abilities to complete tasks and reach goals and self-efficacy plays an important role in the occupation. Because it is related to the person's attitudes, abilities, and cognitive skills comprise what is known as self-system and in the occupation of teaching, a teacher is responsible for the destiny of our children. Teacher efficacy is the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context.

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