

Emotional Intelligence in Education

Hershey WIER

Summary

This paper sets out to show the benefits of emotional intelligence (EI) in developing successful students and world citizens. Researchers Mayer and Salovey, who developed the ability model of EI, describe EI in part as the ability to perceive and regulate emotions, as well as to enlist them to facilitate emotional and intellectual growth (Mayer, Salovey, & Caruso, 2004).

Though historically, education systems have emphasized IQ (intelligence quotient), there are a number of advantages to adding EI programs to school curricula in order to boost EQ (emotional quotient) levels. These advantages include: creating a positive educational environment where students, staff, and teachers feel that they are valued, and feel safe emotionally and physically; a positive correlation between EQ and academic achievement in students; amelioration of student attrition rates; amelioration of teacher burnout symptoms; and, improved perceived performance in educational administrators.

In university EFL classrooms in Japan, utilizing EI techniques during discussion activities gives students a chance to think about how classmates make them feel and vice versa. In an environment where it is common for class-

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mates to ignore each other in class, and to loathe social interaction, teaching EI techniques helps to develop social skills that will be needed when these students go out into the world of work.

Implementing a comprehensive EI program in schools is a large undertaking, one which means a fundamental change in the way all players in an educational institution interact with each other. To implement change effectively, it must begin at the top, with educational administrators first being trained in EI techniques, in order to learn how to implement such change in a way that does not alienate staff, which respects the concerns of staff, and in a way in which staff will appreciate the benefits of EI for themselves and their students. All players involved must also be aware of certain caveats to be considered when utilizing EI techniques, due to cultural and personality differences amongst individuals.

This paper suggests that a comprehensive approach to implementing EI in education would potentially have a positive effect on the promotion of a peaceful world. The current world situation is such that we see problems being solved by violence and war, rather than through intellectual discussion and negotiation. An EI program that begins in kindergarten and extends through university can be one way in which to develop a population that understands the importance of implementing peaceful means to solve problems. Imagine a world in which students spend upwards of 12 years of their lives in school EI programs, learning how to get along with each other, and how to accept, value and negotiate differences. They can learn to revile the thought of harming another human being as a means to an end, and to despise the thought of warfare. Theoretically, this is possible. A more peaceful world could be possible when EI is implemented on a comprehensive basis.

1. Introduction

Large swaths of the world are embroiled in humanitarian crises. We see in the Middle East currently, for example, that human beings are being killed in large numbers, their homes, livelihoods, and countries are being destroyed. That governments oversee the vast proportion of education, and yet at the same time persuade their citizens to participate in the killing of fellow human beings through their militaries, reveals a lack of peaceful emotional intelligence skills on a large-scale. On a macro level, if our educational institutions would advocate for non-violent solutions, this world would conceivably become a more peaceful place. However, as things currently stand, government entities promote and engage in the use of violence in order to conquer differences. This violence is committed by once children who likely never had the opportunity to learn how to use peaceful activities such as negotiation, to solve problems large and small. To negotiate for a peaceful win-win outcome in complex situations takes extensive emotional intelligence (EI/EQ) skills, which largely go untaught in schools. People who understand how to sense and work with the emotions of others are less involved in aggressive interactions (Freedman & Jensen, 2007). It is becoming increasingly imperative for educational systems to develop children into adults who are trained in using such emotional knowledge, so that they are less apt to resort to aggression to solve problems. We must develop human beings who stand up to authorities who order them to fight in senseless wars and to resort to violence as a solution; and, who understand how to create peace within our homes, schools, workplaces, society and world. Teaching students to work out solutions using non-violent means can be done in part through EI techniques. Developing EI must

start in childhood, and continue to be taught through university, so that as students become adults, they will have learned how to solve differences using peaceful means, and shun barbaric acts of violence and war.

On a micro-level, in the English as a Foreign Language (EFL) classroom, utilizing EI techniques is beneficial in part by helping students assess how others around them are feeling. EI techniques assist students in more effectively conversing with each other, starting with the simple act of acknowledging one another's presence. In the university EFL classrooms in Japan where I work, it is rather common for students, largely Japanese university freshmen, to enter the classroom, sit in their seats and stay silent, without making eye contact, nor conversation with nearby students. They often occupy themselves by sleeping, daydreaming, or looking at their smartphones. Further, upon beginning small group activities, regardless of the number of times students have worked together, it is common for them to behave in a detached manner. They may stare at the floor and remain silent. They then require prompting from the teacher in order to begin speaking with each other. Even then, conversations are stilted and short in duration. When they have completed the activity at hand, they go back into silent mode, and once again do not acknowledge each other. Students lack social skills and the ability to get along naturally, without teacher guidance. Incorporating EI techniques in the Japanese EFL classroom assists students in becoming friendlier and more conversational. Such attributes are unquestionably an asset in school, the workplace, and society. On a macro level, when students feel disconnected from each other, there is less likely to be the kind of human connection that is necessary in creating citizens of society and the world who will reject the notion of engaging in violence as a solution, even when ordered to do so. EI techniques aim to tap into

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one another's humanity. To recognize that all people basically need the same things: to be heard, to be accepted, to be respected, to be loved, and to be treated in a humane manner. For students to learn this in their schools and universities is important in the effort of creating peaceful, emotionally mature world citizens.

The benefits of EI affect more than just students. Teachers and administrators also benefit because the same emphasis on understanding the emotions of others is key. In order for teachers to effectively implement EI, educational administrators must be competent in utilizing EI methods in introducing such programs to teachers. Introducing organizational change is not easy. This is especially true when dealing with overworked teachers. It is common for teachers in educational organizations to suffer from overwork and stress due to issues such as decreasing pay, job cuts, and increasing workload. Further, teaching is people-intensive in nature. Teachers must continuously be mentally on guard while on the job, and their workdays can be long. They are constantly monitoring, guiding, responding to questions and solving problems. They must deal with discipline issues on a regular basis. They must deal with students who present with cognitive and/or social adjustment issues. They must deal with heavy workloads that follow them during evenings and weekends. Teachers are engaged in work activities on a continual basis. Such working conditions contribute to stress and burnout. When implementing EI programs in schools, teacher opinions, both positive and negative, will naturally be voiced. When administrators show effectiveness in using EI techniques to listen and to provide thoughtful impetus in providing solutions to workplace issues, the outcome is win-win. Teacher concerns are heard, and ideally, dealt with by administration in a respectful, thoughtful, and effective

manner, in part thanks to EI training in leadership that administrators will have received.

This paper explores the benefits of implementing emotional intelligence principles in educational environments, while at the same time, examining some of the challenges.

Keywords: Emotional intelligence, education.

2. Definition and Scientific Background

2.1 Defining Emotional Intelligence

Mayer and Salovey define 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” (as cited in Cobb & Mayer, 2000, p. 5). Emotional intelligence offers a way to blend thinking and feeling in order to make optimal decisions (Freedman & Jensen, 2007). In most areas of society, people are interconnected, and work gets done through people cooperating to varying degrees. In such cases, a high IQ is not the only crucial factor in success because ideas need to be effectively communicated, accepted, and collaborated on. To achieve acceptance in a group requires social, emotional, and communicative skills, in short, EI. Therefore, in order to succeed, it is important to have not just a high IQ level, but a high EQ level, as well.

2.2 The Science Behind Naming Feelings

Naming one’s feelings is a core practice in EI. According to O’Connor (n.d.), a study conducted by UCLA professor of psychology, Matthew D.

Lieberman, naming our feelings makes sadness, anger and pain less intense. When we feel angry, Lieberman states, we have increased activity in the amygdala, which sets off biological responses to protect from danger. When an emotion such as anger is labeled, Lieberman noted a decreased response in the amygdala and increased activity in the right prefrontal cortex, which helps to inhibit behavior and process emotions. Lieberman states that labeling emotions is akin to hitting the brakes on emotional responses, thereby resulting in less anger or sadness. Lieberman believes that when emotions are labeled, we can be less reactionary and more responsive (O'Connor, n.d.).

3. Problem Statement

With regard to findings in this report on the positive effects of utilizing EI principles in school settings, this paper has turned much to the work of Joshua Freedman and Anabel Jensen. Freedman developed an EI-focused curriculum; and, Jensen developed a variation of an EI curriculum called Self-Science (Jensen capitalizes it as such), which in part, utilizes specific activities to help people overcome negative feelings in order to develop respectful behaviors.

Both curricula were included in Daniel Goleman's 1995 landmark book, *Emotional Intelligence: Why It Can Matter More Than IQ*, a work which helped bring the concept of EI into the mainstream.

Regarding schools of thought, this paper refers largely to the ability model of EI, developed by Peter Salovey and John Mayer. It focuses on the individual's ability to process emotional information and apply it to the social environment.

In spite of the fact that humans need both academic and interpersonal skills in order to succeed in the world, education traditionally has focused primarily

on the former. Given the world conditions previously described, interpersonal skills and emotional intelligence are in dire need of being taught widely in schools, so that the general population understands how to arrive at solutions peacefully at all levels of society. Such skills can be developed through learning and applying principles in EI.

Applying EI principles can also help mitigate the effects of stress and incidences of teacher burnout. There is an ongoing decline in the quality of working conditions in the education field, particularly for non-tenured university instructors. For example, in Japan, issues such as declining pay; outsourcing of teachers to temporary agencies at a fraction of the salary that direct-hire university lecturers enjoy; large class sizes; lack of autonomy regarding the number and type of classes meted out to teachers; diminishing respect and courtesy from administrative and office staff; as well as lower prestige, due to the transitory and lowly paid nature that has been made of many teaching positions, contribute greatly to stress in the profession. Additional issues include a lack of decision-making power regarding important issues that affect teachers' futures; lack of sick leave and job security; low academic proficiency levels of students; and, lack of common courtesy, and disciplinary issues in some students.

This paper endeavors to explain how EI can help create students who succeed both in school and society; how learning peaceful conflict resolution strategies can contribute to a more peaceful world; to help teachers to be better prepared to handle the many stressors in their profession; and, to help administrators who are prepared to make change in their schools using EI in ways that do not alienate staff and teachers. Though the research discussed in this paper is not specifically focused on students in Japan, the results of such

research are applicable to many situations in Japan.

4. Merits of EI

4.1 Assists in Creating Positive School Environments

Education is a field in which human interaction is key. And, human interaction is necessary to succeed in life. Thus, a good education ought to give students tools which help them to successfully interact with people. One set of tools is interpersonal skills, and they can be taught through principles of EI. Gibbs declared that emotional IQ may be the best predictor of success in life, and redefines what it means to be smart (as cited in Cobb & Mayer, 2000). Even so, schools have traditionally focused on academic achievement over interpersonal skills. According to Freedman and Jensen (2007), EQ is “strongly linked to staying in school, avoiding risk behaviors, and improving health, happiness, and life success” (p. 2).

School environments should also have organizational cultures that are uplifting and positive. Freedman and Jensen (2007) assert that “it is possible to ascertain the emotional context, or climate, of a school or organization,” (p. 8); and, that if emotional intelligence principles are being implemented, that “perceptions of the climate will be generally more positive” (p. 8).

Positive, uplifting school environments are important because bullying and sometimes even violence in academic environments are not new problems. Bullying and, at very least, dysfunctional, hostile interactions take place amongst players in educational environments between and amongst teachers, staff, administration, students and parents. All players in a school environment would do well to be trained in emotional literacy. According to Freedman and Jensen (2007), emotional literacy is developed through appraising emotions,

and is an important component of emotional intelligence because it reduces the emotional reaction in the amygdala, which is responsible for fight-flight-freeze reactions. The researchers contend that when emotional intelligence is being exercised, thoughts and feelings are working together. People are then able to self-regulate feelings and reduce behaviors that could potentially escalate in volatility (Freedman & Jensen, 2007). Further, Shriver and Weissberg (2005) assert that students who learn social and emotional principles “have significantly better attendance records; their classroom behavior is more constructive and less often disruptive; they like school more; and they have better grade point averages” (as cited in Freedman & Jensen, 2007, p. 9). This is encouraging news for the many Japanese university students that I work with who are of remedial to low intermediate English language proficiency, with a large percentage of students in low to moderate ranges of motivation. With the assistance of EI techniques, attitudes, performance, as well as attrition rates are set to improve.

4.2 Positive Correlation Between EQ and Academic Performance

It is common to note that IQ and academic achievement are strongly correlated. However, EQ and academic achievement are still thought to be fairly unrelated realms. Thus, the concept of EI principles being incorporated into school programs is still in its nascency. However, according to Parker et al. (2004), as depicted in Figure 1, students with the highest grades have the highest EQ, showing a strong positive correlation between EQ and academic achievement (as cited in Freedman & Jensen, 2007).

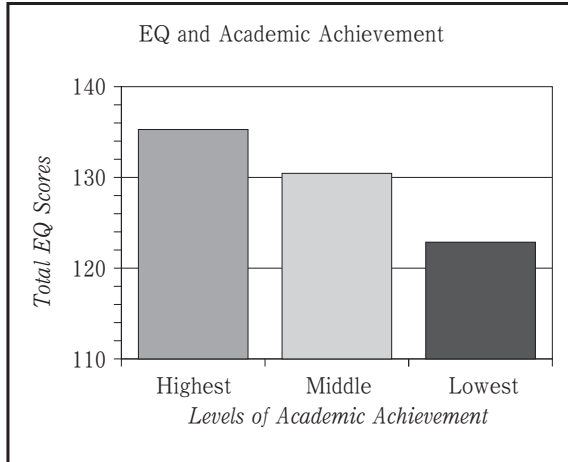


Figure 1. Bar graph showing the positive correlation between EQ and academic achievement. From “Academic achievement in high school, does emotional intelligence matter?” by J. Parker et al., 2004, *Personality and Individual Differences*, (37), pp.1321-1330 (as cited in Freedman & Jensen, 2007, www.6seconds.org/pdf/case_for_EQ_school.pdf, p. 9).

4.3 Amelioration of Student Attrition

Through my observations of university classes in Japan, student stressors include making friends, passing courses, and, with increasing frequency, financial pressures. Freedman and Jensen found that levels of stress can be so high as to derail students from their projected academic trajectory; and, that utilizing emotional intelligence skills seems to help students to more effectively cope with such stress (2007). Students with limited emotional skills are more likely to experience stress and emotional difficulties, and will benefit from emotional skills that allow them to cope with these difficulties (Fernández-Berrocal & Ruiz 2008).

Petrides, Frederickson, and Furnham suggest that “emotional intelligence

may be especially important for students at risk” (as cited in Freedman & Jensen, p. 11). Freedman and Jensen (2007) found that “students with higher emotional intelligence are less likely to drop out of school than their peers” (p. 13). According to a study, and as shown in Figure 2, students who were high academic achievers also showed more interpersonal competency, adaptability, and stress management than lower achieving students (Freedman and Jensen, 2007). An emotionally intelligent school environment has a major effect on performance: When students feel a sense of belonging in a respectful environment, they are more able to focus their energy on academic work (Freedman and Jensen, 2007). Students performing well academically are less likely to withdraw from school.

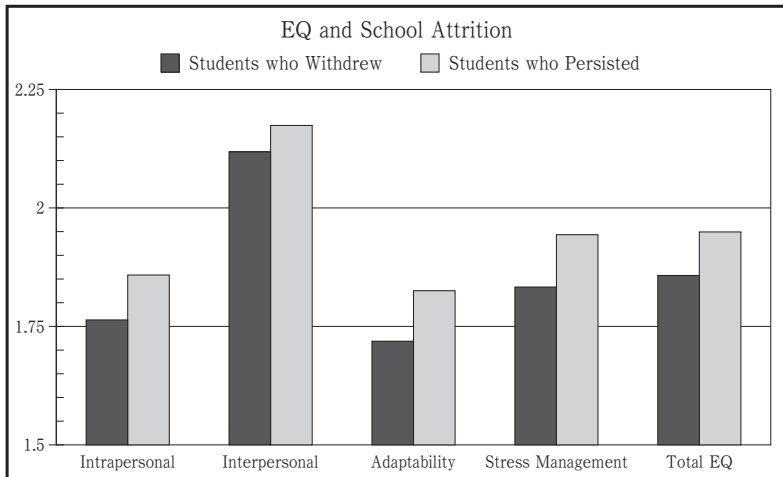


Figure 2. Bar graph showing the negative correlation between university attrition and EQ. From “A case for emotional intelligence in our schools,” by J. Freedman and A. Jensen, 2007, www.6seconds.org/pdf/case_for_EQ_school.pdf, p. 14.

4.4 Amelioration of Teacher Burnout

Research corroborates claims of stressors in the teaching profession. In addition to stressors previously mentioned in this discussion, Johnson, et al. assert that “many teachers report high levels of stress - or the absence of positive emotions in school” (as cited in Castillo, Fernández-Berrocal, & Brackett, 2013, p. 264). Elvira, Cabrera and Hargreaves add that “Stressors include non-useful policies, time-consuming bureaucratic tasks, and challenging students, all of which make the teaching profession one of the most demanding occupations (as cited in Castillo, Fernández-Berrocal, & Brackett, 2013, p. 264). It is this researcher’s observation that additional stressors stem from lack of autonomy of particularly adjunct instructors to: freely choose classes that have fewer behavioral problems, higher maturity, higher academic proficiency; control class size; and, arrange teaching schedules. Further, the emotional impact of teaching is great. Brotheridge and Grandey state that teachers experience “intense, emotion-laden interactions on a daily basis, and have a great number of emotional demands compared to most other professionals” (as cited in Iqbal & Abbasi, 2013, p. 224). Johnson, Travers, and Cooper add that “many educators report poor physical and psychological health due to high levels of stress and job dissatisfaction” (as cited in Castillo, Fernández-Berrocal, & Brackett, p. 264). Kyriacou and Pratt state that in reaction to such stressors, some teachers develop psychological symptoms such as frustration, anxiety, irritability, emotional exhaustion, and psychosomatic and depressive issues (as cited in Vaezi & Fallah, 2011).

That such stress leads to negative consequences in education is a logical outcome. Regarding lower performance on the part of teachers, Borg, Riding, and Falson state that stressed and dissatisfied educators tend to have negative

self-views about their teaching, less professional commitment, and are absent more often; and, Wubbels and Brekelmans add that such teachers have students who then perform lower academically (as cited in Castillo, Fernández-Berrocal, & Brackett, p. 264).

One possible solution to ameliorating the effect of stressors, which would then assist in decreasing teacher burnout, building healthy relationships, and enhancing student performance, is to develop teachers' social and emotional skills in order to build resiliency. These skills have been shown to help teachers deal with conflict, manage unpleasant emotions, and improve classroom climate (Brackett, Palomera, Mojsa-Kaja, Reyes, & Salovey, 2010; Carson, Plemmons, Templin, & Weiss, 2011; Sutton, 2004, as cited in Castillo, Fernández-Berrocal, & Brackett, 2013). Mendez found that “those who score high on emotional intelligence skills are more likely to cope effectively with environmental demands and pressures connected to occupational stress and health outcomes” (as cited in Iqbal & Abbasi, 2013, p. 223). Naturally, eliminating the stressors themselves would be the optimal choice. However, even in the best of circumstances, the teaching profession, being highly people interactive, has an endemic propensity for stress. Applying EI strategies to help deflect stress is beneficial both to teachers and their students.

4.5 Enhance Performance of Educational Administrators

Though teachers can independently do what they can to apply EI principles in their classrooms, a school's leadership dictates the school's organizational climate. If teachers, staff and/or students are not treated by the administration in emotionally intelligent ways, there will naturally be negative effects on performance, as well as a negative impression of the administration. Moore

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asserts that emotional intelligence provides administrators the awareness necessary to lead staff in developing a common school vision, maintaining high student achievement, and creating school cultures of trust and respect (2009).

Administrators who choose to implement emotional intelligence programs in their schools will likely face a number of emotional reactions from teachers. Such an implementation is; large-scale change, and such change does not come easily. To implement change effectively, Moore (2007) found that administrators benefited from receiving training in emotional intelligence skills themselves (as cited in Moore, 2009). Williams discovered that competencies gained through emotional intelligence training such as self-confidence, organizational awareness, and conflict management significantly differentiated outstanding principals from typical principals (as cited in Moore, 2009). In one study, as shown in Figure 3, Freedman and Jensen discovered that school administrators with high EQ were more often rated as above average in job performance by supervisors and staff; and, that EQ was a significant predictor of administrative success (2007). Clearly, in order for teachers to buy into and facilitate an emotional intelligence program requires administrators who respect and embody the concept themselves.

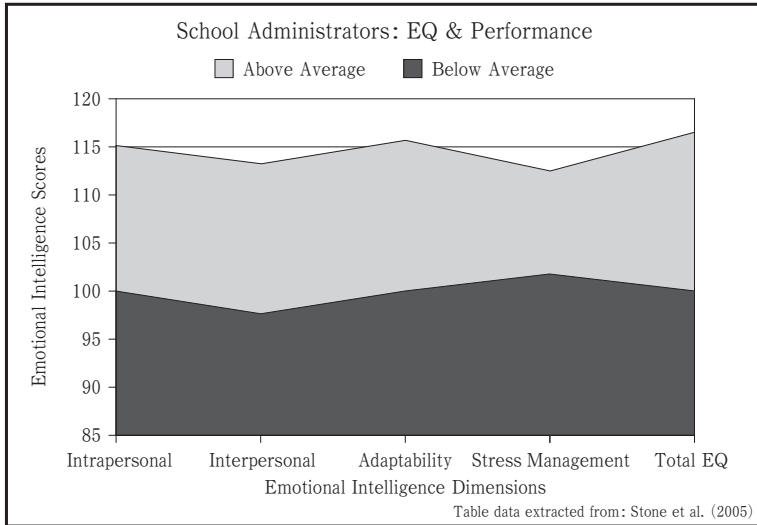


Figure 3. Graph showing the positive correlation between educational administrator job performance and EQ. From “A case for emotional intelligence in our schools,” by J. Freedman and A. Jensen, 2007, www.6seconds.org/pdf/case_for_EQ_school.pdf, p. 21.

In addition, hope for EI programs to be implemented in schools lies at the administrative level. When administrators buy into the EI concept, EI can be more successfully be implemented at all levels. In this way, students, teachers, staff and administrators are more likely, with the help of applied EI strategies backed by the administration, work positively, cooperatively and effectively together.

4.6 Teaching Tolerance and Acceptance of Others

In O'Connor (n.d.), Lieberman found that when we listen to each other without judging, with empathy and compassion - while naming an emotion or emotions - we uncover the emotions that are fueling our behavioral choices.

Our self-awareness, Lieberman found, increases, as well as our ability to connect with and understand ourselves, and to express ourselves more clearly (O'Connor, n.d.). From an educational standpoint, this increased tendency to communicate in an emotionally intelligent manner is a positive aspect in terms of helping students to feel accepted and affirmed in the school environment, as well as, conceivably, to ameliorate attrition rates. This would also apply to the language learning classroom. Students who ordinarily feel uncomfortable speaking with other students will feel more included, accepted and affirmed during discussion activities. That students, and particularly Japanese students feel insecure and anxious in English group discussions, is well known. EI principles are designed to help alleviate such anxieties through allowing the acknowledgment of feelings, and providing channels for those feelings to be honestly discussed together.

4.7 Relatively Quick Results

Freedman and Jensen found that significant improvement in EQ occurs after a relatively short period of training of six weeks (2007). As shown in Figure 4, student EQ scores increased by almost five points, Freedman and Jensen found, on an assessment called EQi-YV, about which the creator, Reuven Bar-On, wrote that the students were better able to express themselves and to relate to others; as well as, to manage and control their emotions, and to adapt to their immediate school environment (Freedman & Jensen, 2007, p. 19).

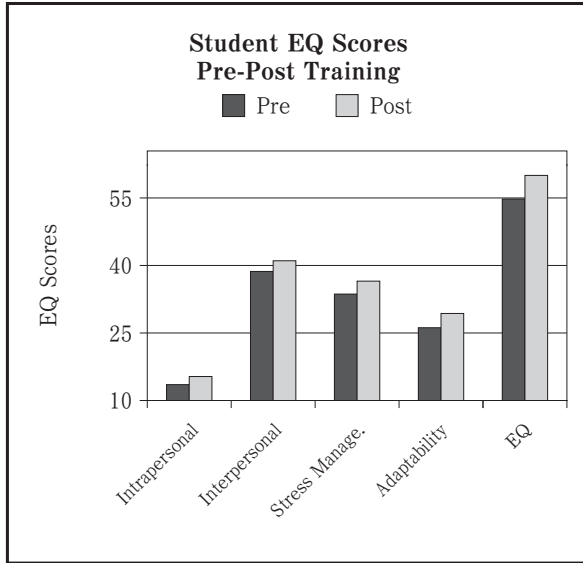


Figure 4. Graph showing student scores before and after EQ training. From “A case for emotional intelligence in our schools,” by J. Freedman and A. Jensen, 2007, www.6seconds.org/pdf/case_for_EQ_school.pdf, p. 19.

We see in this finding that EQ improvements are relatively quickly achieved, and the return on investment - behavioral, academic, and life success benefits - are great. A relatively quick return on investment is good news for teachers who may feel that they are too busy to incorporate EI principles in their classrooms.

5. EI in the Classroom

5.1 Improving interpersonal skills

Group communication can be a trying ordeal for the many students I work with who suffer from low self-confidence or issues that cause them to be very uncomfortable, sometimes nonparticipative in group discussions and activities.

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The same group dynamics play out in each class session, with often little being done to correct the root cause. This scenario is troubling both to students and teachers.

Students can be guided to use EI in the classroom by teaching them how to express how they feel during their group activities. Such an activity is conducive to many EFL classes in which group discussions are a part of the lesson plan. Williams promotes the following EI technique entitled, “Are We Progressing?” On a scale of 1 to 10, students respond on paper to statements that determine what was felt during each group activity. In this process, Williams includes statements such as: I feel valued; my opinions count; and, I feel safe sharing my ideas, as shown in Appendix A. In addition, Williams also gives students the opportunity to state what worked in the group, and what could be improved. Further, in Williams’ activity, teachers average the scores after each session, and post them so that the class can see their progress (2007). This activity gives students an opportunity to talk about issues such as how they felt they were treated in their group; and, to discuss issues that would otherwise go without closure. In the EFL classroom, students have not only the usual concerns such as self-consciousness about their appearance and what others are thinking of them, but also about L2 comprehension and production. It is understandable that much behavior, some of it which is antagonistic, such as power plays, interruptions, and insults, transpires quickly and cannot be fully absorbed nor reacted to cognitively, analyzed, nor verbalized on the spot. The case is also true when students are speaking casually in L1. The treatment that students receive during casual L1 conversations before, during and after class, is often transferred to group learning activities carried out in L2. Therefore, expressing feelings about L2 group activities can positively af-

fect L1 conversations, conceivably improving a student's overall classroom experience.

5.2 Assessing Quality Communication

What is a quality interaction with regard to implementation of EI techniques? Pugh (2008) set about assembling a set of observation points with which the quality of verbal interactions is rated, as shown in Appendix B. Though the list is extensive and could possibly be looked upon as a burden for teachers to implement, the aspects of the evaluation itself are worth noting. First, included in the group of attributes are factors such as eye contact, facial expressions, gestures, voice intonation, voice volume, and confirming that students fully understood what the speaker was saying (Pugh 2008). Such attributes are transferable to common exercises, for example group discussions and speeches in language learning classrooms. Paralinguistic attributes such as feelings, facial expressions and gestures; and, sounds depicting emotion such as disgust or joy, are rightfully acknowledged as components of communication. It is important for students to understand that communication is more than lexical utterances. Indeed, paralinguistic forms of communication are absorbed by and can make a strong impact on the receiver. Therefore, it is important to understand the power that such communication has, especially as it relates to the practice of communicating in an emotionally intelligent manner. To accommodate teaching sessions that are already jam-packed with activities and goals, the attributes in the form in Appendix B can be reduced and/or modified to suit class needs.

6. Some Caveats and Solutions in Utilizing EI

6.1 Resistance to Implementing EI Programs

Though treating people with respect, acceptance and understanding are common concepts, implementing a new program such as EI is understandably met with concern given the myriad challenges that teachers already face. Thus, when introducing EI, it is imperative that its benefits are clearly and thoroughly explained; and, that those who are in charge of introducing and implementing change do so while demonstrating competency in EI principles. Applying EI principles during the change process would help to ensure that respect and care are practiced during the transition. Moore states that restructuring and reorganizing a school requires a leader skilled in emotional intelligence (2009). Fullan remarks that in the change process “emotions frequently run high”; and, that leaders must possess emotional intelligence and be able to create successful relationships (as cited in Moore, 2009, p. 21).

6.2 EI vs. Unbridled Positive Thinking

Positive thinking is a cliché that has taken society by storm. However, simply thinking positive thoughts does not necessarily solve problems. Cobb and Mayer (2000) state that “a social and emotional approach that emphasizes positive behavior and attitudes can be a turn-off for a negative thinker - often the very student that the teacher is trying to reach” (p. 17). Further, Forgas (1995) states: “Positive messages appear less believable and less sensible to unhappy people than sad messages do” (as cited in Cobb & Mayer, 2000). Thus, according to Cobb and Mayer (2000), troubled students may actually be alienated by insistent positivity.

In a similar vein, using EI to insist that students must always be considerate can bring unwanted results. Cobb and Mayer state that when too much emphasis is put on students getting along with one another, this could stifle creativity, healthy skepticism, and spontaneity. And, that teaching people to always be tactful or compassionate then rules out allowing students to discern occasions where one may actually need to be blunt or even cold. The researchers believe that it may be better to let students learn how to make these decisions on their own in their own contexts. (Cobb & Mayer, 2000)

6.3 EI in Multicultural Environments

EFL teaching is done in a work environment that is often multicultural and multilingual. Too often, it is the teacher's perspective and worldview that take precedent over those of students. However, working in multicultural and international arenas must take into consideration a variety of cultural sensitivities to avoid imposing one's personal or culturally based viewpoints onto students. When a teacher is aloof or otherwise unaware, unresponsive or unconcerned about dynamics in the classroom such as culture, gender, and learning style, it makes for an unsatisfactory learning experience because student feelings and cultural viewpoints are being ignored. Jennings and Greenberg believe that emotionally competent teachers recognize the emotions of others and regulate their own; build strong relationships; effectively discuss solutions to conflict; are culturally sensitive; and, respect multiple world views (2008).

Appropriateness of behaviors is influenced by culture. Cooper, Doucet, and Pratt assert that "appropriateness is strongly dictated by cultural values and scripts" (as cited in Shao, Doucet, & Caruso, 2014, p. 6). Mesquita and Albert

state that “Happiness is a highly desired outcome of emotion regulation activities in American culture, but not in others” (as cited in Shao & Doucet, 2014, p. 7). One example of this is that Japanese culture values group harmony over individual happiness and satisfaction. Based on teaching experience in the U.S. and Japan, it is conceivable that American teachers working with Japanese students may find them reluctant to voice their opinions. There is concern regarding offending others with a possible difference in opinion. Yet, an American teacher might welcome some discord in order to bring about a debate, and to allow individuals to display their expertise. In an American classroom, this display of expertise may result in pride and happiness for the individual student, and admiration by classmates. However, in a Japanese classroom, such individualistic behavior may create disharmony amongst classmates due to the lack of concern for group consensus before voicing an opinion. It is thought that individualistic behavior is not conducive to creating stable social order. Shao, Doucet, & Caruso (2014) found that “Cultures that are highly concerned about maintaining social order are more likely to have rules that emotions should generally be suppressed so that they do not threaten the social order” (p. 7).

6.4 Need for Teacher Training in EI

Though teachers are responsible for creating positive classroom environments for their students, with heavy workloads, student discipline and motivation problems, and more and more teachers in Japan facing working conditions that force them to worry about financial survival, it can be challenging for teachers to create positive learning environments. Hamre and Pianta note that “less positive classrooms tend to have lower levels of achievement and greater

conflict” (as cited in Castillo, Fernández-Berrocal, & Brackett (2013), p. 264). It can be argued, then, that when attempts to create positive environments are made, benefits such as less conflict in the classroom can flow back to the teacher, making the job of teaching somewhat less stressful.

Wubbels and Brekelmans state that teachers who create positive and communicative learning environments have students who perform better academically (as cited in Castillo, Fernández-Berrocal, & Brackett, 2013). Cornelius-White, Van Uden, Ritzen, Pieters, Wubbels, and Brekelmans assert that promoting positive interactions influences student outcomes such as cognitive, emotional and social functioning (as cited in Castillo, Fernández-Berrocal, & Brackett, 2013). With such positive outcomes, implementing EI principles in the classroom can be a win-win situation, even for tired teachers.

However, before an EI program can be applied in the classroom, teachers themselves need to show that they are willing and competent to teach such principles. Weare and Grey noted that “it is not possible to teach a competency which one has not acquired, just as it is not possible to have quality teaching in the absence of the teacher’s own well-being” (as cited in Ramana, 2013, p. 20). In addition, Hwang found that “only those faculty members who had superior EI competencies like comfort, empathy, leadership, and self-esteem, tended to perform better in overall teaching effectiveness” (as cited in Ramana 2013, p. 20). EI trainers, however, must be aware of negative workplace environmental factors which threaten the possibility of teachers reacting positively to what might initially be viewed as yet more unremunerated work. The positive effects of EI on students, the learning environment, and effectively teachers, must be clearly laid out for teachers to understand.

Conclusion

At the crux of it all is the emotionally competent teacher. A teacher who models positive ways of interacting with students, so that students learn how to peacefully and respectfully interact amongst themselves and with society. This is especially true when dealing with disciplinary issues and conflict. I can still recall as an elementary school student, my tall, strong, male teacher chasing a naughty boy down the hallway, grabbing him, and slamming him against a locker. Such behaviors induce fear in students, and fear reduces the ability to learn. It sends a message of an authority figure condoning the use of violence. And, students lose an opportunity to see how conflict can be resolved peacefully. This is exactly the type of conflict resolution situation that students need to see dealt with in an emotionally intelligent manner over and over again throughout their student lives, so that dealing with such situations positively comes easily and naturally.

This paper has cited several benefits of applying principles of EI in education. The biggest benefit is when students have respectful, peaceful conflict resolution behaviors modeled for them by their teachers and via their school environments throughout their entire student lives, the effect will likely be a student who will grow into an adult who is better able to recognize the feelings of others and self, and to work with those feelings in win-win ways. This win-win concept, extended to society and the world, and with regard to international conflicts, can conceivably effect a significant portion of the population in creating peaceful solutions, rather than rallying around calls for violence and war. The resulting peace for the human species is the greatest benefit of all.

Appendix A

Handout: Are We Progressing?

DIRECTIONS: Place an X on each continuum to represent your opinion. One represents the lowest score and ten represents the highest score.

I feel heard:

1	2	3	4	5	6	7	8	9	10
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I feel valued:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

My opinions count:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

My contributions are appreciated:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

I feel safe sharing my ideas:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

I feel like I belong on the team:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Describe one thing the team does right:

Describe one thing the team could improve:

Emotional Intelligence in Education

Appendix B

Emotional intelligence lesson observation form

This feedback should be read alongside any feedback using the QTS standard criteria Student Teacher—XXXXXX Class—Y2 (26 pupils) Subject—Science Date—XXXX					
Use of non-verbal communication—maintained throughout lesson.					
Eye contact Good on 1 to 1; develop shifting eye contact amongst pupils	Gesture Some use to aid explanations	Voice intonation Some, within narrow range			
Facial expression Initially hard faced, but softened! Then smile registered relaxation; developed to show range of positive feelings	Humour Quite good; mainly reactive; developed to initiate humour more	Voice volume Quite good; loud enough without being dominating or intimidating			
What responses were shown to the mood of the class? Certainly recognised mood in anticipating that pupils were sluggish about 'work'. However, you acknowledged this to them, without acting positively to change the mood.					
Example of student giving pupils a chance to voice their feelings as well as thoughts? Unfortunate message, three times, that you 'didn't want anyone bothering you'. Unintentional, I'm sure ... might have been better phrased to emphasise time needed with investigation group.					
Example of response to the feelings of any pupil. No examples noticed.					
Student response to show that she <i>fully</i> listened and understood what pupils said. Some examples of affirming—nodding, "Ah-huh". Some examples of interrupting before child finished talking; also rhetorical questions that didn't really seek a response ("Isn't that right? - Yes").					
Response to pupils' non-verbal communication (above categories) You noticed XXXX pulling a face; reassured her with a smile and said "don't look so gutted; you'll get a turn" [with investigation].					
What feelings did she show to the pupils? Interest (particularly one-to-one and with guided group), amusement, urgency, tension, impatience.					
Behaviours that indicated anxiety or anger; any example of "emotional hijack"? Just one incident—halting whole class, instructing them all to put hand up to get their attention, then rebuking them while they sat with hands up. Did you think <i>which</i> pupils were off-task, <i>why</i> and what were <i>your choices</i> of response before acting?					
Example of student apparently managing her own feelings. No examples noticed.					
How many pupils had responses acknowledged in a manner that valued them? All pupil names used? Yes.	1-3	4-5	7-10	11-20	20
How often did she refer back later to individual contributions? Likely to develop as placement progresses	0	1-2	3-4	5-6	7

Evidence of any apparent prejudice towards particular pupils? No.
End score: Success in creating positive emotional environment. (10 highest) 5
Students Emotional Intelligence strength(s). Conscientiousness (willingness to work hard, preparation, etc), Service orientation – focused on children’s learning. Some empathy – picking up pupil moods.
Student’s EI area(s) for development. Self-control (when anxious or irritated), being a change catalyst – evaluate, assess and be prepared to change approach & activities). More empathy – listening closely, more upbeat communication (modelling positive feelings towards learning and pupils).

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