

## The Impact of Emotional Intelligence On The Teaching Profession

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Received: 21 Dec 2024 Accepted & Reviewed: 25 Dec 2024, Published : 31 Dec 2024

### Abstract

Emotional intelligence (EI) has emerged as a crucial competency in the field of education. It encompasses the ability to perceive, understand, manage and regulate emotions both one's own and others, In the teaching profession it plays a critical role in interpersonal relationships, classroom dynamics and emotional labor are daily realities. This article explores how emotional intelligence influences teaching effectiveness, teachers student relationship, classroom management and teacher well being.

**Keywords-** Emotional intelligence, Teaching profession

### Introduction

Teaching is one of the most socially demanding professions, requiring not only subject knowledge and pedagogical skills but also the ability to build meaningful relationships with students, colleagues, and the wider community. In today's rapidly changing educational environment, where classrooms are marked by cultural diversity, varying learning abilities, and emotional challenges, the role of a teacher extends far beyond the delivery of academic content. Teachers are expected to motivate, mentor, and manage students in ways that promote both intellectual and emotional growth.

In this context, **Emotional Intelligence (EI)** has emerged as a key factor influencing the effectiveness of teachers. Defined by Mayer and Salovey (1997) as the ability to perceive, understand, regulate, and use emotions effectively, EI encompasses skills such as self-awareness, empathy, motivation, and social competence. Daniel Goleman's (1995) framework further emphasizes EI as a crucial component of professional success, often surpassing cognitive intelligence (IQ) in determining outcomes in interpersonal settings.

For teachers, EI is not simply an abstract psychological trait; it is a practical skill that directly impacts classroom management, communication, conflict resolution, and student engagement. A teacher with high EI can recognize students' emotional cues, respond with empathy, maintain composure in stressful situations, and create a positive learning environment that fosters trust and motivation. Conversely, a lack of EI may lead to frustration, miscommunication, burnout, and strained teacher-student relationships.

Given the increasing recognition of social and emotional learning (SEL) in educational policy and practice, it becomes imperative to explore how EI shapes the teaching profession. This paper seeks to analyze the impact of Emotional Intelligence on teachers' professional effectiveness, their well-being, and students' academic and social development, while also highlighting the need for EI training in teacher education programs.

Teaching is not only a process of knowledge transmission; It is a deeply emotional practice involving human interaction, empathy and patience. In modern era classrooms are increasingly diverse, dynamic and demanding. In today's dynamic classroom environment, a teacher's success is not only determined by content knowledge or pedagogical skills but also by their ability to understand and manage emotions both their own and those of their students for managing and understanding the emotions. So teacher should has a good knowledge of emotional intelligence.

Emotional intelligence (EI) is the ability to manage both your own emotions and understand the emotions of people around you. According to Daniel Goleman, emotional Intelligence (EI) is the ability to understand and manage one's own emotions, as well as recognize and influence the emotions of others. Goleman identifies five key components of emotional intelligence.

1. **Self awareness** recognizing one's own emotions, strengths, weaknesses and how they impact others.
2. **Self regulations** managing one's emotions impulses and reactions in healthy way.
3. **Motivation** being driven by a desire to achieve goals and maintain a positive outlook or we can say in short using emotions to stay focused on goals.
4. **Empathy** understanding and sharing the feelings of others.
5. **Social skills** Effectively interacting with others, building relationships and navigating social situations, in short we can say social skills means managing relationships and building networks.

Previous studies (eg. Mayer & Salovey, 1997; Goleman, 1995) have emphasized the role of Emotional Intelligence in professional performance, especially in teaching. Teachers with high, EI are reported to have better relationship with students and are more effective in managing classroom stress (Jennings & Greenberg, 2009)

Teachers they high in Emotional Intelligence can create a supportive and emotionally safe learning environment. They are better equipped to handle classroom conflicts peacefully and fairly. Respond constructively to students behaviours, They can use methodology of teaching according to student's emotional and academic needs and inspire and motivate their students through empathy and encouragement.

Emotional Intelligence significantly impacts the teaching profession, enhancing both teacher effectiveness and student outcomes. We can understand both on the basis of some points given below.

### **Impact on teacher**

**Improved classroom management-** Emotionally Intelligent teachers can easily understand and address the emotional need of students. EI enables teachers manage stress, remain calm under pressure and use emotional cues to guide classroom decisions. This leads to a more organized disciplined and cooperative learning environment. They are also better at de-escalating potentially disruptive situation. Thus maintaining the flow of teaching and learning.

**Stronger teacher student relationship -** A teacher's ability to empathize and connect with student can foster trust and mutual respect. Emotional Intelligence helps in understanding student behavior, identifying signs of emotional distress and responding with appropriate support, positive teacher students relationship are strongly linked with increased student engagement and academic achievement.

**Reduced burnout & increased job satisfaction -** Emotionally intelligent teachers are better equipped to manage stress and maintain a healthy work life balance, leading to increased job satisfaction and reduced burnout.

**Increased professional growth-** Emotional Intelligence also promote a positive professional identity and resilience in the face of challenges. Teachers with higher EI tend to show stronger leadership abilities and collaborative skills

**Enhance communication skills-** EI helps teachers communicate clearly, listen actively and respond empathetically to students fostering better understanding and engagement.

**More effective collaboration-** EI enables teachers to collaborate more effectively with colleagues, parents and other stakeholders creating a supportive network. On the part of students Emotional Intelligence increased motivation and engagement in learning, improved academic performance of students reduced stress and

anxiety level, development of Emotional resilience of students. Students also learn better social and emotional skills for better life.

**Conclusion-** The teaching profession is inherently emotional, requiring not only intellectual ability but also the capacity to connect, inspire, and respond to the diverse needs of learners. This study establishes that Emotional Intelligence (EI) plays a vital role in shaping teacher effectiveness, classroom climate, and student outcomes. Teachers with high EI demonstrate empathy, resilience, adaptability, and strong interpersonal skills, enabling them to foster positive teacher-student relationships, manage stress, and create inclusive learning environments.

Moreover, EI equips teachers to navigate the challenges of modern education—ranging from behavioral issues to work-related stress—while maintaining professional well-being and motivation. As classrooms grow increasingly diverse and complex, EI emerges as a crucial competency alongside subject expertise and pedagogical skills.

Therefore, integrating EI into teacher training, professional development, and educational policy is essential for enhancing both teaching quality and student success. In conclusion, Emotional Intelligence should not be regarded as an additional skill but as a core professional competency that strengthens the foundation of effective, compassionate, and transformative teaching. Overall Emotional Intelligence is a crucial factor for every one's well being. In the reference of teacher. It is not just a personal but a professional necessity in the teaching profession. So teacher training programs must integrate Emotional Intelligence development to prepare educators for the emotional complexities of their role. Investing in EI is, in essence, investing in the future of education.

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