THE IMPACT OF EMOTIONAL INTELLIGENCE IN
TEACHING AND LEARNING

by:

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In the past years, there has been an emergent recognition of the importance of emotional intelligence to students' learning and academic achievement. Conversely, there has been a desertion of emotions in the field of teaching, and little is known about the importance of training intended for developing teachers' emotional intelligence.

According to Psychology Today (2017), emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills such as emotional awareness including the ability to identify your own emotions and those of others; the ability to harness emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, including the ability to regulate your own emotions, and the ability to cheer up or calm down another person.

Goleman (1995) explained that emotional intelligence can be learned and improved upon. Teachers, regardless of their level of emotional intelligence, can learn to be more emotionally intelligent which may, upon further study, provide insight into student learning.

According to Cherwin (2011) as a teacher, it is important to discover your emotional intelligence, and if possible, improve upon it. The more emotionally intelligent you are, the better equipped you will be as a teacher to encourage your students to use their own emotional intelligence in learning. If you are able to encourage your students to become more self-aware,
they will be able to manage their educational responsibilities better - whether it is working in a group, overcoming exam anxiety, overcoming the stress of talking with teacher or just the ability to make friends inside or outside the classroom. But, most importantly, increasing your emotional intelligence can lead to a better learning environment for everyone.

In the study of Hwang (2006), he found out that the teachers who had greater competencies, well-being, empathy, leadership and self-esteem, have an inclination to perform better in overall teaching effectiveness. He also found that the teachers who performed superior in overall emotional intelligence skills tended to achieve higher teaching effectiveness.

Whitfield and Klug (2004) promote the idea of teachers as healers in the classroom and note that schools must hire and grow teachers who can promote success for all students, including those who struggle in traditional school settings. These statements emphasize the need for teachers and administrators to recognize that teacher quality and effectiveness does not lie entirely in core subject training and years of experience but also in the application of the affective domain to reach the emotional dispositions of children to better connect and motivate their achievement.

Hargreaves (2000) claims that educators must look seriously at students’ emotions, conditions and expectations, and learn to ‘read’ students over time. This reading of students may help to inform teachers’ decisions with instruction, classroom management and assessment. Those teachers who are capable to understand their own and students’ needs may be better suited to initiate those actions, which promote student success.

There are several studies that correlate the emotional intelligence with the organizational commitment of teachers. It is found out that the higher the emotional intelligence of teachers the

These are the evidences of the important role of emotional intelligence on teachers’ organizational commitment and performance, therefore, it can be suggested to school managers or administrators to plan some educational programs for teachers to increase their morale and emotional factors which can be resulted in the effectiveness of teaching and organizations (Alavi et al., 2013). Moreover, continuous training given to teachers can help them to deliver high standard services and for them to feel that they are being valued by the organization (Singh, 2016).

References:


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