

# Role of Emotional Intelligence in Educational Management

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## Abstract

*The success of any organisation in the long run depends very much on the quality of its human resources. The significance of human resource lies in its dynamic nature. The key objective in the management of any organisation should be to provide various kinds of learning experiences to its people with the objective of developing human beings for their advantage and harnessing their physical, mental, emotional and intellectual endowments and abilities for the growth of the organisation. For this, emphasis should also be placed on the emotional aspect of the human resource besides the cognitive aspect. In this regard, emotional intelligence has emerged as the crucial factor in the successful management of organisations. Emotional intelligence can help in creating an enthusiastic work environment, employee satisfaction, efficient administration, useful vision for the future and achieving organisational development. Hence, educational management will also do well to incorporate practices of emotional intelligence, thus leading to emotional quality management in the organisation.*

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**Key words:** Emotional intelligence, Educational Management

The success of any organisation in the long run depends very much on the quality of its human resources. Of all the prime resources of an organisation namely, man, material, money, the human resource is recognised as the most vital and the most valuable because it's ultimately the human being who uses and controls all other resources and

determines the efficient utilisation of these resources. Further, the importance of the human factor also stems from the fact that whereas all other resources depreciate in value with the passage of time and use, the human resource appreciates in value through the acquisition of knowledge and experience. Thus, human resource reflects an

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inherent dynamism and development potential.

Earlier, the emphasis was on product. The approach was task-oriented and focus was on the output or the achievement. But the product approach has given way to the process approach, i.e. the factors involved in the process of the achievement of an organisation. And among these factors, the human factor is the most important one. People orientation is the key thing in the success of an organisation today. The significance of human resource lies in its dynamic nature. Human resource is the aggregate of employee attributes including knowledge, skill, experience and health which are presently and potentially available to an organisation for the achievement of its goal. The key objective in the management of any organisation should be to provide various kinds of learning experiences to its people with the objective of developing human beings for their advantage and harnessing their physical, mental, emotional and intellectual endowments and abilities for the growth of the organisation.

Unfortunately our management policies, be it in the educational set-up or any other organisational set-up emphasises only on the cognitive aspect of the human resource, whereas the emotional or affective aspect of human resource is neglected. Emotional competence is as important, sometimes more important than academic competence in managing the organisation. As a child will not learn if he does not 'want' to learn or feel the 'need' to learn despite having good ability or intelligence; similarly an employee will

not put in his maximum effort unless his emotional needs are taken care of. Human being is not merely a cognitive man, possessing various abilities and skills. He is also an emotional being which determines the effective and efficient utilisation of his cognitive abilities.

People constitute the active resource of any organisation, who really determine the efficiency and utilisation of all other resources. The most unique feature of human resources is that their contribution can enhance considerably through adoption of an effective management policy based on emotional intelligence parameters. The measure of the growth of an organisation depends upon the thrust-drag ratio—the ratio of the force of the thrust that the organisation makes in moving forward and the force of the drag that pulls the organisation backwards. Hence, the human resources with all their skills, capabilities and potentials have a key role in improving the thrust-drag ratio of an organisation.

In view of the importance of the emotional aspect of the human beings in their productivity, the educational or the emotional aspect of the human beings in their productivity, the educational administration and management policies should also reflect this orientation. A sound management practice should take into consideration the factor of emotional intelligence. Such an approach will help in creating an organisational culture which will not only contribute to the professional well-being and motivation of employees and enable them to self-actualise, but also help increase the capability of an

organisation to attract, retain and motivate talented employees.

It was Daniel Goleman (1996) who has pioneered the concept of emotional intelligence. It is increasingly recognised that intelligence (IQ) accounts for only about 20% of a person's success in life. The balance 80% can be attributed to emotional intelligence (EQ). Research and experience clearly demonstrate that while some aspects of our personality are fixed, we may choose the way we want to act these out. In other words, we do not choose our characteristics or many of the events in our life, but we can choose how to react to them. In simple terms, emotional intelligence can be defined as knowing what feels good, what feels bad, and how to get from bad to good. A more formal academic definition refers to emotional awareness and emotional management skill which provide the ability to balance emotion and reason so as to maximise productivity and happiness.

Emotional intelligence includes traits like self-awareness, social deftness, the ability to delay gratification, to be optimistic in the face of adversity, to channel strong emotions and to show empathy towards others. Goleman identifies the five elements as the components of emotional intelligence: Self-awareness, Self-regulation, Motivation, Empathy, and Social Skills.

#### **Self-awareness**

The key to success is knowing oneself. Self-awareness is knowing one's internal states, preferences, resources, intuitions, etc. It indicates the ability to recognise, understand and accept one's own moods, emotions, drives, strengths

and shortcomings as well as to see how these affect other people. According to Goleman, self-awareness includes the following three important steps:

- 1 *Emotional awareness*: It means recognising one's emotions and becoming aware of how their feelings and emotions affect their as well as other's performance.
- 1 *Accurate self-assessment*: It refers to a candid sense of one's personal strengths and weaknesses. One becomes aware of one's blind spots and able to find the roads to improvement. Persons with this ability are clear, reflective, eager to learn from experience, show interest for self-development.
- 1 *Self-confidence*: Knowing about oneself gives one confidence. These people are decisive, assertive and have a strong sense of one's self worth.

Thus, an awareness of one's emotions, assessment of one's strengths and weaknesses and self-confidence help persons to emotionally managing not only themselves but also others in their relationships and dealings.

#### **Self-regulation**

Self-regulation refers to managing and handling impulses, distressing feelings and upsets rather than denying or repressing these feelings. It implies making a choice as to how we express our feelings. Self-regulation helps in staying composed, focussed, calm and helps think clearly even under pressure. Self-regulation has five steps.

- 1 *Self-control*: In Buddha's view self-control is the secret of happiness.

Self-controlled persons can manage their emotions effectively and face defeat and success with equanimity.

- 1 *Trust-worthiness*: Trust-worthiness means displaying honesty and integrity. These are credible, take responsibility for their actions and are principled.
- 1 *Conscientiousness*: It involves commitment. They fulfil their obligations, make attempts to keep their promises.
- 1 *Adaptability*: Adaptability deals with flexibility in handling challenges and changes. They can choose and smoothly handle situations and their responses to the circumstances are so effective.
- 1 *Innovation*: Innovation implies to novel ideas, approaches and new information. Their perspective is very wide which helps them in coming up with original solution to problems.

### **Motivation**

Motivation helps in the achievement of goals. It is an ability to pursue goals with energy and persistence. It provides the drive and zeal to shape our thoughts and actions. Three important motivational competencies are as follows:

- 1 *Achievement drive*: It refers to striving to improve or meet a standard of excellence. They are result-oriented. They take calculated risks and readily face any type of challenges.
- 1 *Commitment*: it refers to aligning oneself, identifying oneself with the goals of a group or organisation.

They don't yield to any pressure or threat.

- 1 *Initiative and Optimism*: People with emotional balance take a lot of initiatives and they are generally optimistic. They have the ability to seize opportunities, mobilise others to get things done, pursue goals in the face of obstacles, be flexible to get the jobs done, see the positive side of things. The mere physical presence of persons with high motivation makes a lot of difference in the atmosphere. Their optimistic view encourages others.

### **Empathy**

It refers to the ability to put oneself into another's shoes and look at things or think from his point of view. It can be called the foundation skill for all the social competencies. Emotionally balanced people are generally empathetic and not sympathetic. Empathy includes the following.

- 1 *Understanding others*: The person tries to understand others by trying to know his feelings and showing interest in his welfare. They are very sensitive.
- 1 *Service orientation*: Service-orientation means reorienting the service aspects by anticipating, recognising and meeting the consumers' needs. An emotional bond is created between the buyer and seller. Products are matched with customers' needs, trying to increase customer satisfaction and loyalty.
- 1 *Leveraging diversity*: It means being sensitive to group differences and

relate to people according to their background. They see diversity as opportunity and create an environment in which diverse people can survive.

- 1 *Developing others:* They recognise other's strengths and accomplishments and help them in developing their personality. They provide useful feedback, give timely coaching, offer challenging assignments.
- 1 *Political awareness:* It means reading a group's emotional currents and power relationships. It is being aware of the social and political currents of the situation, to accurately read key power relationships, to detect crucial social networks, to understand forces that shape views and actions of clients and competitors.

### **Social Skills**

Social skill is an ability to build rapport with various sections of society and create network of people. It includes the following competencies:

- 1 *Influence:* Influence is the effective tactic for persuasion. These people are skilled at winning people over and build consensus and support.
- 1 *Conflict management:* It refers to negotiating and resolving disagreements. Conflict management helps to handle difficult people and tense situations with tact and encourage debate and open discussion.
- 1 *Leadership:* Leadership is inspiring and guiding individuals and group. Emotionally balanced leader is person-oriented, inspires members for a shared vision mission.

- 1 *Change catalyst:* Change catalyst is initiating and managing change. They recognise the need for change, challenge the *status quo* and champion the change.

- 1 *Communication:* Communication has a significant place in emotional intelligence. It means listening openly, sharing of information, receptive to other's views.

Emotional intelligence is what determines our potential for learning practical skills which are based on these five elements of knowing one's emotions, managing one's emotions, taking initiative, empathy and adeptness in relationships.

Our emotional competence shows how much of this potential is translated into on-the-job capabilities, e.g. providing good customer service is an emotional competence based on empathy. Similarly, trustworthiness is a competence based on self-regulation. Emotional competence is a learned capacity based on emotional intelligence that leads to outstanding performance at work. It refers to the harmonious combination of head and heart. The five essential components of emotional intelligence and the competencies based on these abilities are crucial for success in personal, social and work life, e.g. if someone is deficient in social skills, he will be inept at persuading or inspiring others or leading teams or catalysing change. If his self-awareness is low, he will be oblivious of his own weaknesses and may lack the self-confidence which comes from knowing their strengths.

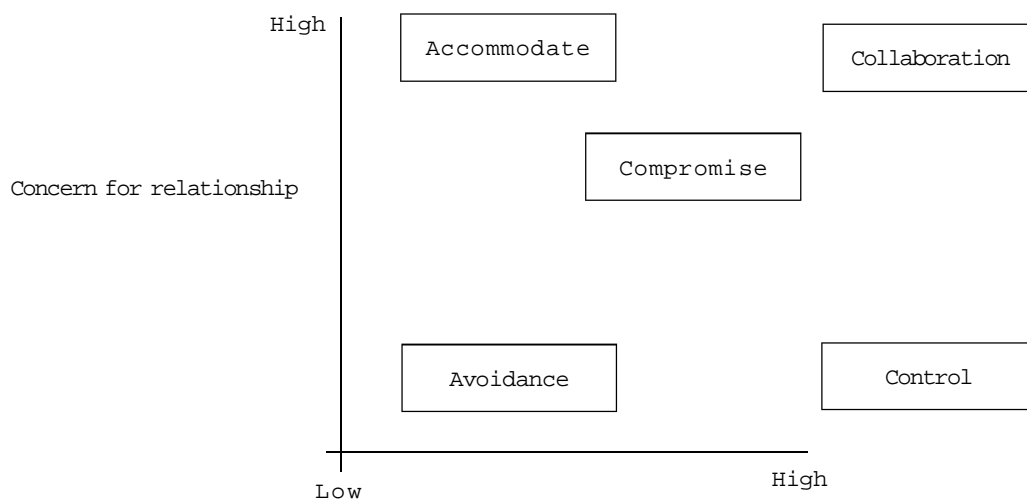
Emotional intelligence and emotional competence have several benefits. At the work place it is not enough to have the

knowledge of work or subject/content mastery. The person has to work along with others. So he should be adept in handling relationships with others. Often we come across such statements like, she is jealous of her colleagues, the boss shows favouritism, the boss/head is too sensitive, the clerk is always in a hostile mood; the authorities are insensitive to the employee's needs and demands, etc. Emotional intelligence can help in dealing with these by creating a culture which is more caring, giving, supportive and enriching where each is regarded as an individual and feelings are respected.

Thus, in educational management, emotional intelligence can help a lot. As an administrator, one's ability to impact and influence others is closely related to connect and use one's emotions. People are rarely influenced by logic alone. Feelings and emotions are equally important. In the changing competitive

environment one needs more than just brains to achieve organisational development. Emotional intelligence can help in creating an enthusiastic work environment and efficient administration. It also helps the management to create useful vision for the future of the organisation. They can proceed from the current circumstance to the vision of preferred future with ease. Compared to persons who simply go on describing their dissatisfaction over the current state of affairs, emotional intelligent leaders/managers focus on taking actions which increases the likelihood of success.

Emotional intelligent leaders understand the range of choices they have in establishing relationship with others. And they choose the appropriate one depending on the situation. One of the clearest ways to represent the possible choices in a relationship is through the relationship-task grid.



**Fig. 1:** Relationship-Task Grid

The high-high or collaborative position is the most productive in the long run. It is characterized by collaborative problem-solving, shared vision of goals and mission and by win-win situations that focus on meeting the underlying interest of all. This 'grace under pressure' is a good indicator of emotional competence of the person. However, each of the possibilities in the relationship-task grid can be justified depending on the times and circumstances. And emotional intelligent managers and administrators understand this.

Data (Goleman, 1998) indicate a very strong positive correlation between emotional intelligence of leaders and the performance of organisations. The more the leader exhibits emotional competencies like initiative, nurturing others, team leadership, self-confidence, drive to achieve and empathy, the more effective is the performance. They are able to integrate and utilize the principles of applied emotional intelligence in the work place to achieve various objectives like removing obstacles, resolving conflicts, etc. Hein (1996) points out that management of emotional intelligence in an organisation will help the organisation achieve its

goals, at the same time enhancing its employees' satisfaction.

The Consortium for Research on Emotional Intelligence in Organisations (1999) provides guidelines for development of emotional intelligence in organisations. Effective emotional intelligence training programme can occur in five phases: preparation for change, training, transfer and maintenance, and evaluation. Here it can be noted that emotional learning is different from cognitive and technical learning, and that emotional learning is different from cognitive and technical learning, and that it requires a different approach to training and development. For example, it is not enough to know that one needs to relate to and consult other people; but one should also learn how to do it. The ability to do these things calls for emotional competence, which includes both emotional learning as well as cognitive learning. To conclude, it can be said that emotional intelligence can play a crucial role in the successful management of educational organisation. Adoption of emotionally intelligent practices by the management will improve the emotional quality of the organisation leading to Emotional Quality Management.

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