

## **Emotional Intelligence as a Predictor to Enhance Teacher Effectiveness in Inclusive Education**

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**Abstract:** Teachers have the main responsibility for successful implementation of inclusion policy in educational field. Many studies have reported that teacher effectiveness is the foundational pillar for the success of inclusive practice. The successful educators are skilled proprietor and maintain a positive and learner friendly classroom environment with adopting diversified learning styles ensuring to provide quality education to all students including the special students. Several authors have found that teachers are experiencing many challenges to address the educational need of every child in inclusive classroom. Many psychologists advocate that due to several barriers in the inclusion process like societal barriers, medical barriers, psychological barriers, inflexible curriculum and rigid policy, inadequate resources and lack of updated training programs, the teachers have shown in high stress, anxiety, frustration and demotivated which directly affects the academic success of students. Subsequently, to reduce work-related stress and to increase the teacher effectiveness, the emotional intelligence skills are essential to be developed among teachers in order to reach the standards of the educational setting. Emotionally sound teachers can navigate the hindrances of the learning process by maintaining a good rapport with education personnels and fostering a harmonious environment to reach the optimum potentialities of students. The author explains various dimensions of emotional intelligence and reflects their implication to develop the teacher effectiveness that support the teachers (both Pre and in-service) to practice inclusive education.

**Key Words:** Inclusive Education, Teacher Effectiveness, Emotional Intelligence

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### **1.1 Introduction**

The inclusion of special needs children into mainstream classrooms has been a main concern in recent times which raises many challenges and interest for educators, policy makers and researchers. In an inclusive classroom, children with special needs students are given the opportunities to pursue their education along with the normal children. The teachers are considered as the key aspect for promoting equity educational opportunity as well as providing quality education to all students. The teachers with diverse attitude deal with various barriers arises in inclusive classroom aims to better meet the educational needs of all learners. The teacher needs to doctrine with the traits of efficacy, efficiency, self-confidence, self-esteem, belongingness and equality, with some basic emotional skills to cope with pressures creates in various educational circumstances. (Chabra,2022) . In this 21<sup>st</sup> century, teachers should have knowledge about emotions and strategies to be adopted to regulate the negative emotion in their profession to lead a successful life as well as enhance the academic achievement of students. Emotion is one of the most important factors in guiding and directing human behaviour. In teacher effectiveness, emotional intelligence plays a significant role to maintain the qualities of integrity, adaptability, patience, collaboration, self confidence and good rapport in educational practices. Emotionally sound teachers can navigate the hindrance of learners and foster a harmonious environment for learning. Highly emotional intelligent teachers can maintain a good rapport with colleagues, administrators and parents to contribute a positive atmosphere. Emotion plays a significant role in providing a direction to our normal way behaviours. The author explains various dimensions of emotional intelligence and reflects their implication to develop the teacher effectiveness that support the teachers (both pre- and in-service) to practice inclusive education.

### **1.2 Inclusive Education**

Inclusive education is a philosophy and practice that seeks to ensure that every student, regardless of their disabilities or differences, has right to get equal educational opportunities in the same educational setting. Inclusive education as a system of education where all students including disabled students learn together and the suitable teaching-learning process to be adapted to meet the educational needs of students (RPWD Act, 2019). Inclusive classroom focuses on creating a learning environment by removing all the barriers to address the educational needs of diverse learners to achieve their full potentialities. It promotes academic success as well as enhances social acceptance among students based on the principle of social justice and equity. Inclusive education advocates that every learner irrespective of their disabilities, socio cultural status, race and religion is welcomed to provide free and quality education.

### **1.3 Teacher Effectiveness**

Effective teaching is key to successful educational system as it directly affects the learning outcome of the learners. Teacher effectiveness is the ability of the teachers to create a positive and impactful environment for the active and joyful involvement of students to develop their holistic aspects. According to Medley, Teacher effectiveness is the possession of knowledge and skills and their effective use in classroom which fall under the heading of teacher competence and teacher performance. Teacher effectiveness is a dynamic and multi-faceted concept. Effective teachers are strong communicator with positive attitude among students. They convey their ideas very clearly, positively and always try to understand various situations of the learners in different context. Effective teachers who possess some specific skills, traits, attitudes and behaviours always go beyond their perimeters to motivate and engage students for their academic success.

### **1.4 Teacher Effective in Inclusive Classroom**

Teachers have the main responsibility for the successful implementation of inclusion policy in the educational field. Many studies reported that teacher effectiveness is the foundational pillar for the success of inclusive practice. The successful educators are skilled proprietor and maintain a positive and learner friendly classroom environment with adapting diversified learning styles ensuring to provide quality education to all students including the special students. In inclusive classroom every student is unique as per his/her ability, social, cultural and religious context, an effective teacher inspires and motivates all the students to reach their optimum potential and injects the subject matter with sheer enthusiasm in a collaborative manner.

Several authors found that teachers are experiencing many challenges in order to address the educational need of every child in inclusive classrooms. The learners come from various socio cultural backgrounds who have different medium of instruction which may cause the communication breakdown between teachers and learners. Medical barrier is one of the challenges where many types of disabled students like sensory disabled, neurological disabled, physical disabled and cognitive disabled have got opportunities in mainstream education but the fact is if the teachers have lacked of specific pedagogical knowledge, skills and training programme, they lose their self confidence to teach effectively to diversified classroom. The teachers are not enough prepared by their short-term professional training to deal with and overcome the inequalities in their classrooms. There are some other barriers like an inflexible curriculum and rigid assessment policy to assess the holistic development, inadequate resources support, lack of active parental involvement, overcrowded classrooms and other societal barriers in educational involvement. Many psychologists advocated due to barriers in the teaching profession, the teachers have shown in high stress, anxiety, frustration and demotivated which in a straight way affect the academic success of students. Subsequently, to reduce work-related stress and increase the teacher effectiveness, the emotional intelligence skills among teachers are essential to be developed in order to reach the standards of educational setting. The successful educators are skilled proprietor and maintain a positive and learner friendly classroom environment with adapting diversified learning styles ensuring to provide quality education to all students including the special students. In inclusive classroom every student is unique as per his/her ability, social, cultural and religious context, an effective teacher inspires and motivates all the students to reach their optimum potential and injects the subject matter with sheer enthusiasm in a collaborative manner. Therefore, only content knowledge is not enough for teachers, they must have adopted various strategies to regulate own emotion as well as emotions of students.

### **1.5 Emotional Intelligence as a Predictor to Enhance Teacher Effectiveness in Inclusive Classroom**

The concept “emotional intelligence” is a prominent topic in every discipline. In latest research studies, proposed that emotional intelligence (EQ) is more significant than academic intelligence (Intelligent Quotients). Daniel Goleman stated that Emotional intelligence predicts 80% of success to be adjusted, motivated and adopted in varied circumstances in life whereas traditional intelligence predicts only 20% success in challenges of life in society. Reuven Bar-On (2002) defines Emotional Intelligence as non-cognitive abilities, competencies and skills of an individual to identify and regulate own emotion, to understand others’ feelings as well as an ability to magnificently cope with every environmental situation. The psychologist Daniel Goleman (1996) highlights five dimensions of emotional intelligence as self-awareness (to gain understanding about own emotions), self-management (to manage own emotions), self- motivation (to motivate yourselves), empathy (to understand feelings of others) and social skills (to manage the emotions of others). EI is an ability to recognize own emotion and able to understand its causes as well as regulate own emotion as well as others and effectively use emotion as a source of information to solve the problems, being creative and dealing with social situations (Walia, 2014).

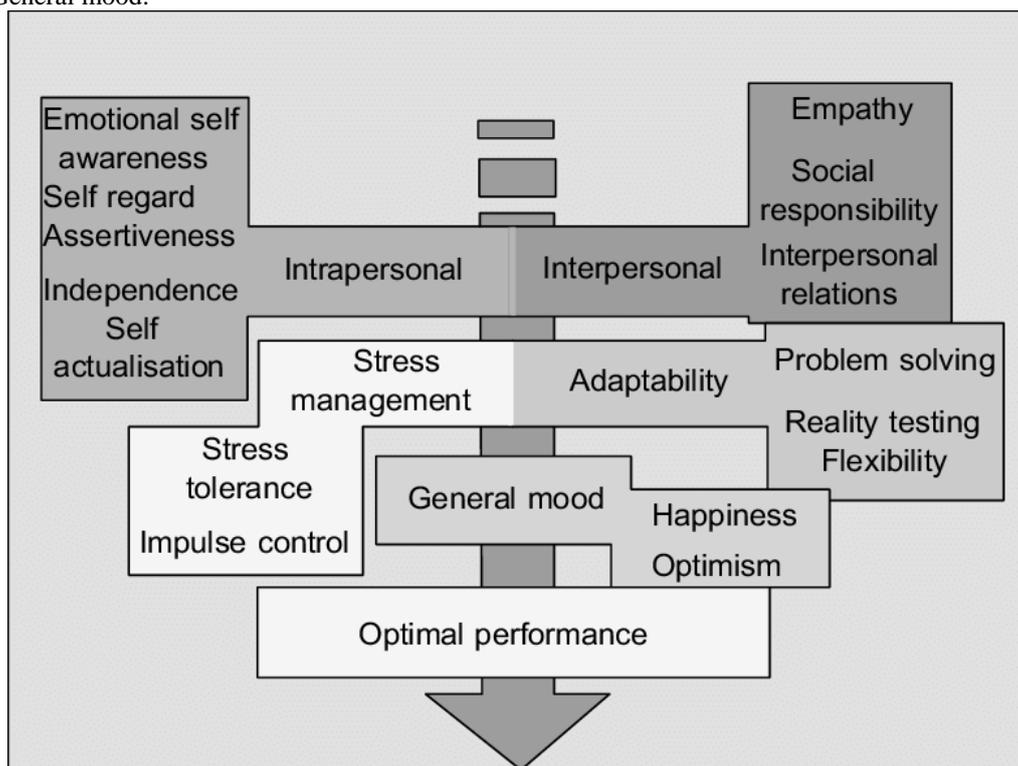
### 1.6 Dimensions of Emotional Intelligence to Enhance Teacher Effectiveness

The researcher has studied about the variable Emotional Intelligence which consists of various models including ability, trait and mixed model of emotional intelligence that attempt to explain about conceptualization of emotional intelligence and the importance to identifying and regulating the emotions as well as need to implementation of various strategies to improve personal and professional lives.

Mayer, Salovey and Caruso(2004) explains ability model of EI and postulates emotional intelligence as an ability to perceive and understand the emotions and emotional meanings as well as to access and generate emotional knowledge to contemplatively regulate the emotions in the ways that enhance intellectual and emotional growth. The trait model of EI focuses on particular personality trait means to self perception of individuals about their own ability to deal with emotions. Among these models of emotional intelligence, the mixed models are widely accepted and generally comprised the thought of Bar-On's Model and Goleman's Performance Model in which both abilities/skills and personality traits are taken into consideration for explaining and measuring emotional intelligence.

The researcher after reviewing all the models of Emotional Intelligence, he adapted the model of Emotional Intelligence specified by Reuven Bar-On in 2006. He emphasises EI defined as non-cognitive abilities, competencies and skills which is needed for individuals to function well and to cope with environmental situations and pressures by adapting in a certain way in their environment. The five main factors in this model are

1. Intrapersonal skills
2. Interpersonal skill
3. Adaptability
4. Stress management
5. General mood.



(Source from Measuring EQ: A construct comparison between the BAR ON EQi and OPQ 32i Report by Sanet Van der Westhuizen)

#### 1.6.1 Intrapersonal Skills

It is an ability to be self - aware about own strength and weakness which is desirable to regulate own emotion and cope with diversified situations. This skill helps the teachers to develop self-discipline, self-confidence, persistency, acceptance ability and time management skill which support them to face the challenges in educational field. This area in this model comprises sub self-regard, emotional self-awareness, independence and self-actualization and assertiveness. (Bar-On, 2006).

#### **1.6.1.1 Self regard**

Self-regard as an ability to accept and give respect to oneself as a whole means to accept both strengths and positive qualities as well as weaknesses and negative qualities that a person has. When teachers have high regards for themselves, they become high achievers in academically as well as satisfied with their work. (Sekreter, 2019). Individual who is accepting oneself contains more ideas about himself/herself. (Rajendran, 2020). Robert (2008) states the teachers with high self-esteem are more confident, flexible, relaxed, motivated, and affectionate towards students. They seem to be prepared with various pedagogical approaches and skills in teaching. They not only follow varieties of systematic activities but also establish caring relationship with students for their academic success.

#### **1.6.1.2 Emotional Self Awareness**

This meta factor is defined as the ability of an individual to aware, understand and regulate the own emotions. (Bar-On, 2013). The teachers with emotional self-awareness can gain insight into their strength, weaknesses and challenges which fosters a sense of positive feelings and self-confidence leads to become more self-determined to their work. The teachers who are aware about own feelings and behaviour having more accurate understanding of emotions of students with emotional and behavioural disorders (Richardson, 2003). Teachers with this skill able to aware about their emotions and various strategies are adapted to regulate negative emotions which hamper their professional carrier (Sekreter, 2009). Sabrina and Sansrisna (2017) observed that teachers need to possess both the characteristics of self-reflection and self-awareness to deal with diversified classroom.

#### **1.6.1.3 Independence**

Independence provides autonomy to teachers to take informed decisions about their students in classroom situations. Ma (2021) highlights teacher autonomy is central for augmenting appropriate outcomes in teaching learning process. It is considered as a strong predictor to influence the learner's engagement to achieve academic goal. The teachers are only finest person who have enough ideas about their student's potentialities, interest and learning needs on the basis of their expertise and experience. Sometimes the lack of autonomy of teachers develops the negative emotions towards their profession and it may prevent them to deliver the instruction as per the need and interest of students. Teachers' autonomy support significantly and make a positive impact on academic achievement of students (Lee et al. 2023). Sometimes, implementation of uniform rules and regulations may fail to get expected outcome in inclusive educational setting. So, in order to meet the students' cultural, social and political need the teacher should be in a self-reliant position to prepare educational plans as well as implementing these plans and ideas in inclusive classroom.

#### **1.6.1.4 Assertiveness**

Assertiveness means an ability of individuals to stand up for the own rights as well as for other peoples in a positive way without being aggressive in expressing own point of view. This competency required by all the teachers in making a positive and attractive classroom for the students. The teachers with this competency have courage to express both affirmative and negative

thoughts, expressions and feelings (Pfafman, 2017). Assertive teachers able to analyse, comprehend and interpret various situations and convey their ideas, belief and thought in a non-defensive and healthy way (Nithya, 2022). The students always give interest to maintain an effective relationship with these teachers as they able to share their own personal problems due to impartial nature of taking decision by teachers.

#### **1.6.1.5 Self-actualization**

Abraham Maslow had put forward the theory of hierarchy of needs, in which self-actualization is one of the highest level of needs where an individual achieved full potential. Arvind and Prasad (2021) stated that the self-actualized people accept their life with all flaws. They are not disturbed with thinking about small and narrow things. They show the characteristics of humble, Purposeful, realism, goal directedness, creativity, independence, justice in sense and solitude. Varghese (2014) explained self-actualized teachers ensure more effectiveness in their profession which is essential factor in inclusive classroom. The teachers with self-actualization raise the level awareness and consciousness among the learners towards effective outcomes and also develop the self-confident, motivation level, self-interest among learners to uplift the society. The teachers who hold this skill always motivate the learners to enrich their learning experience as well as to accept the more challenging and meaningful task. (Tvaltchrelidze, 2019).

## **1.6.2 Interpersonal Skills**

Interpersonal means to ability of a person to maintain a mutual, cooperative, purposeful and respectful relationship with others as well as to understand the feelings, emotion and need of others. This meta-factor of emotional intelligence covers empathy, social responsibility and interpersonal relationship.

### **1.6.2.1 Empathy**

Empathy is an ability to be aware and understand thought, emotions and feelings of others. Bar On-Cohen and Wheelwright (2004) stated empathy is about spontaneous and natural response of a person to understand other person's thoughts and feelings. Teachers with empathetic nature always be ready to understand student's personal and professional situation and concern to their behaviours (Meyers,2019). Every teacher must have the capability to recognize and address the emotional needs of students and accordingly a positive emotional environment needs to be created to respond sensitively to students. Teacher empathy is a significant factor for maintaining the quality relationship between teachers and students (Sun, 2023). Empathetic teachers may feel the negative emotions of students like boredom, anxiety, fear by simply looking into the facial expression. The student may feel pleasure, free, interactive, involved when they will see the empathetic behaviour of teachers which leads to enhance their learning experiences. It creates a good classroom learning environment for students. This means when the teachers show more empathy means to, they are contributing more being success in their professional roles. (Rajendran, 2020). Empathy is an important disposition for teachers to provide good interactive classroom.

### **1.6.2.2 Social Responsibility**

It is defined as an ability of a person to act as active member in social groups, community and at work as well as discharge his/her duty in a contributing and constructive manner. The main role of the teachers is to gain knowledge about societal issues and make students aware about these societal issues to develop sense of responsibility among students. The teachers should provide equitable chances to all students irrespective of their class, race, caste, colour, creed, ability. The teacher should not promote his/her own belief in relation to religion and politics. Panticand Florian (2015) advocated the teachers act as vital agents to change the society towards successful inclusion, equity and social justice. Every teacher needs to develop their potentialities for working with other social members to remove the social and cultural barriers in educational institutions. Teachers who play the central role to prepare good citizenship, influences the students what they should think and behave. The teachers should give chances to students to think independently and to take their decision correctly. (Sihem, 2013). The teachers should be democratic in nature and always imparting the knowledge of values and ethics, environmental awareness, community participation, moral education, peace education, and appreciate the cultural diversity. Teachers need be committed towards principle of equity, equality and educational for all to promote inclusive education. (Rajendran, 2020).

### **1.6.2.3 Interpersonal Relationship**

Bar-On (2013) highlights inter personal relationship as a sub factor which means to a person's ability to establish and maintain effective and satisfying relationship with others. Every teacher needs to know about effective interpersonal communication skill to establish a mutual relationship with students as well as others. Many negative emotions of students arise in a learning situation which can be eradicated with the good cooperation with teachers. Some set of behaviour of teachers like motivating the students, supportiveness, positive attitude, and valuing others point of view in form of appreciation may enhance the learning process (Puspa, 2014). In a social relationship both verbal and nonverbal expression as well as active listening skill play as a prominent role. Good listening skill helps to negotiating with students and solving any issues that may prevail in classroom (Kumari, 2020). Fan (2010) found there is a significant relationship between interpersonal relationship between the teacher- students and academic achievements of students. Teachers for successful inclusion should maintain a respectful relationship with their fellows, para professional, higher authorities, parents etc.

## **1.6.3 Stress Management**

Stress management is concerned with the adoption of various practical tips and techniques for managing own stress level. Every person needs to have knowledge on brain-body connection and the way to reduce stress and improving overall well-being. This meta factor concerned with two sub factors, these are stress Tolerance and Impulse Control.

### **1.6.3.1 Stress Tolerance**

It is the ability of an individual to manage stress effectively. It involves the capacity to cope up with various challenges, pressures, complexities and demands arises in day-to-day life. In inclusive classroom, the teachers have faced many barriers to address the need of diversified students. Sometimes the teachers may develop negative emotion towards their profession. This stress tolerance is an ability to handle these pressures with sheer elegance and adaptability for successful inclusion practice. (Malla, 2015). The teachers need to be stay calm and focused without losing control in difficult situation. The teachers who have stress tolerance ability optimistically distinguish when, what and how to achieve the educational outcome (Sekreter, 2019) . Studies have shown that greater adaptability is associated with lower level of stress and distress symptoms at professional work place (Daniel, 2021).

### **1.6.3.2 Impulse Control**

The concept of impulse is featured by being specific and strong incentive values, being immediate and to perform a certain behaviour. It is a cognitive skill that involves the ability to resist immediate temptations and reactions in favor of more social response. It is an essential part of self- regulation and executive function contributing to effective decision-making behaviour. Teachers with high self-control are better to inhibit undesired behaviour and adapting the new situation very well. (Hofmann et al., 2009). The teachers with this competence always try to be calm, be patience, be control and focused with intellectual behaviour. This skill is very much essential for the teachers to bring success in inclusion.

### **1.6.4 Adaptability**

Adaptability means adjusting to any the situation. Teachers who are adaptable can effectively respond to various adverse educational situations. This meta factor comprises the 3 sub factors.

#### **1.6.4.1 Reality Testing**

The teachers need to be dynamic, adaptable and responsive as per the evolved needs of their students. In inclusive classroom, teachers involve in the process of assessing and adjusting their perceptions, expectations and instructional strategies to ensure the align with diversified needs of all students. Teachers pay interest to master various tools and techniques to create such an atmosphere where diversified students can master the content.

#### **1.6.4.2 Flexibility**

Flexibility refers to an individual's ability to adapt and adjust their emotions, thoughts, actions and behaviour in changing scenario. It fosters a supportive learning environment that creates adaptabilities and incorporating with problem solving and critical thinking skills. Flexible teachers can contribute to the development of individuals who are better prepared for changing worlds. It involves excessive control of thoughts and emotions to avoid unpleasant experience. Flexible teachers can contribute an adaptable context to the school. (Daniel et al., 2021). Teachers who act as flexibly are open minded, ready to accept the ideas and also prepared to rectify their own mistakes if they have done. The teachers with this competence comprise pragmatic approach and able to maintain a cordial relationship among the students, colleagues, higher authority and parents as well as able to welcome their thoughts with whole heartedly.

#### **1.6.4.3 Problem Solving**

In inclusive classroom, the teachers are facing with many barriers to foster a supportive inclusive environment for all students. The teacher with problem solving skill can find numerous ways to deal with every difficulties and pressure arises in classroom. The teachers always try to adapt new updated pedagogical skills, collaborates with support services, and creates a supportive inclusive environment that benefits all students for joyful learning environment. (Belland, 2009)

### **1.6.5 General Mood**

General mood is an internal state of feeling of an individual towards a particular situation. This meta factor comprises the sub factor optimism and happiness.

#### **1.6.5.1 Optimism**

Optimism is defined as an ability of the individuals to develop a positive and confident attitude in place of negative ones to deal with life difficulties with courage. It is based on intrinsic human characteristics and involves positive expectations for the future and the belief in experiencing good outcomes in life. Optimism influences instructional practices, relationships and the overall culture of the classroom towards a positive and

inclusive educational experience. Academic optimism impact teacher self- efficacy and success, also correlates with organizational commitment, life satisfaction and goal achievement (Sezgin, 2015). Optimism is a fundamental quality that empowers teachers to approach challenges with a positive mindset, fostering an environment where all students can learn, grow and succeed in academy (Song, 2022). Sometimes various challenges may impact their well-being leading to anxiety, dissatisfaction and disturbed mental health. The teachers with optimistic attitude ready to face obstacles with positive mindset and always setback for success in end rather than fear of failure (Asgari, 2014).

### **1.6.5.2 Happiness**

Happiness is subjective and varies in meaning for different individuals, cultures, standard of living and material wealth. Happiness is focusing on self- enhancement and self-motivation of the individuals. It is usually shaped by righteousness, desires, and liberation, accepted as integral part of normal life. It is crucial in education, enhancing learning experiences and talents, and teachers play the vital role in cultivating happy educational environment. When teachers experience joy in their work, it positively influences their performance leads to motivating the students towards their harmonious development. (Aziz, 2018). Many authors discussed that happiness as an essential feature of inclusive classroom pedagogy which brings good learning experience among students. Happiness and life satisfaction are significant predictors to work qualitatively to manage the diversified learning environment in multidimensional perspectives. (Verma, 2023)

### **Conclusion**

The teachers consider as the key aspect for promoting equity educational opportunity as well as providing quality education to all students. The teachers with diverse attitude deal with various barriers arises in inclusive classroom aims to better meet the diverse needs of all learners to achieve academic success Every teacher needs to doctrine with the traits of efficacy, efficiency self-confidence, self-esteem, belongingness and equality to become the effective teachers. With this the teachers not only require to be possess sufficient knowledge about pedagogical skill but also have some basic emotional skill to address the educational need of all students. As an affective teacher needs to understand the emotional state of students and causes of their unexpected in order to encourages them for constructive social interaction, active involvement and strong motivation to learn. Reuven Bar-On (2002) suggested EI defined as non-cognitive abilities, competencies and skills which is needed for individuals to function well and to cope with environmental situations and pressures by adapting in a certain way in their environment. The five main areas in this model are intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood facilitates teacher effectiveness, so these meta factors need to control to manage the impact of emotions on professional practices.

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