Volume : 1 | Issue : 4 | Sep 2012 • ISSN No 2277 - 8179

Research Paper

Role Of Emotional Intelligence On Conflict Management- Pre Service Teachers Perspective

Education

KEYWORDS : Emotional intelligence, conflict management, Emotional experience and incompatibility

N.Sasikumar — Research Scholar, Center for Research in Education, Thava Thiru Kundrakudi Adigalar College Campus,Kundrakudi,Tamil Nadu, South India.

Dr M. Parimala Fathima — Faculty, Center for Research in Education, Thava Thiru Kundrakudi Adigalar College Campus,Kundrakudi,Tamil Nadu, South India.

M. Panimalar Roja — Research Scholar, Center for Research in Education, Thava Thiru Kundrakudi Adigalar College Campus,Kundrakudi,Tamil Nadu, South India.

ABSTRACT

Emotional intelligence is a learned ability to identify, understand, experience, and express human emotions in healthy and productive ways. Emotional experience and expression are unique to each teacher and student. Conflict is defined as an incompatibility of goals or values between two or more parties in a relationship, combined with attempts to control each other and antagonistic feelings toward each other. It is also important to help students to know how their emotional intelligence works to help or hinder their conflict. The development of emotional intelligence is an intentional, active, and engaging process. The role and importance of Emotional intelligence gets a vital role in conflict management. To achieve the high goals and expectation of education in the 21st century, we should develop Emotional intelligence skills in teacher education programs.

Introduction

Emotional intelligence has emerged one of the crucial components of emotional adjustment, personal well being, success life, and interpersonal relationships in different context of everyday life. Emotional intelligence is the capacity for recognizing our own feeling and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships [1]. Emotional intelligence is a learned ability to identify, understand, experience, and express human emotions in healthy and productive ways. Emotional experience and expression are unique to each teacher and student [2]. Conflict is defined as an incompatibility of goals or values between two or more parties in a relationship, combined with attempts to control each other and antagonistic feelings toward each other [7] . It is also important to help students to know how their emotional intelligence works to help or hinder their conflict. The development of emotional intelligence is an intentional, active, and engaging process. The role and importance of Emotional intelligence gets a vital role in conflict management. To achieve the high goals and expectation of education in the 21st century, we should develop Emotional intelligence skills in teacher education programs.

Discussion

Conflicts are dynamic and change over time, going through many different phases as parties act and react to change external and internal situations. Conflicts allow student-teachers to practice socialization and negotiation skills. It is the teacher educator job to enable children to successfully navigate through conflicts with others. Conflict occurs between people in all kinds of human relationships. Because of the wide range of potential differences among people, the absence of conflict usually signals the absence of meaningful interaction[11]. Conflict by itself is neither good nor bad. However, the manner in which conflict is handled determines whether it is constructive or destructive (Deutsch & Coleman, 2000). Dealing with conflict successfully means to effectively prepare future teachers and administrators who will be responsible for breaking up fights before they happen. Emotional intelligence helps to educate the student teachers about ways to communicate effectively when trying to resolve a conflict. Conflict allows people to learn about a problem from different sides and often the most creative ideas and solutions emerge from conflict[12]. Most teachers are aware of the need to establish rapport with students and to create a positive classroom climate to facilitate learning. A sense of personal connection and rapport with the teacher is especially important, if students think the instructor cares about them, they will be more positively–disposed to the course and the instructor (Feldman, 1989).

Conflict Management

Conflict management requires the management of our own emotions as well as those of the students involved. Although every situation is different, there are strategies and tactics that can enable us to de–escalate the conflict and yield a satisfactory outcome [8]. Dynamic teacher know that conflict is a natural part of working in groups. They learn and practice effective strategies for managing conflict, including ways to Manage their own emotions, Address their own conflicts, Address students' conflicts, Practice assertiveness, Aid negotiation and Promote mediation [9].

Brain and Emotion

Brain is a part of the central nervous system, which functions as the primary receiver, organizer and distributor of information of the body. It regulates all the major activities of the body such as perception, cognition, attention, emotion, memory, and action. Amygdala located just above the hypothalamus gland of the brain . This tiny mass has been associated with a person's mental and emotional state. Amygdala is seen to be linked to the orbital frontal cortex, the striatum and thalamus, which are all structures involved in emotional processing. The main function of amygdala is emotional and social processing. It processes and stores memories of emotional events and is also involved in current emotional responses

Role of Emotional Intelligence

Properly used, the emotions are an essential tool for successful and fulfilling life. But out of control, it result in disaster. In life, they affect our relations with other people, our self-identity, and our ability to complete a task [3]. To be effective, our cognitive processes must be in control of our emotions, so that they work for us rather than against us.

1. Knowing one's emotions: Self-awareness is the keystone of Emotional Quotient. The ability to monitor feelings from moment to moment, cognitively as well as affectively, is crucial to psychological insight and self understanding.
2. Managing emotions: Handling feelings having the capacity to oneself shake off rampant anxiety, gloom or irritability is critical to recovery from life's setbacks and upsets.
3. Motivating Oneself: Marshaling emotions is essential for paying attention, for self-motivation and mastery, and for creativity. People with this skill are more highly productive and effective at whatever they undertake.
4. Recognizing emotions in others Empathy, another ability that builds on emotional self-awareness, is the fundamental people skill. Empathy kindles altruism, which is the basis

for social morality.

5. Handling Relationships: This ability undergrids leadership and personal effectiveness. During the teacher education program, teacher educator will discuss the key role of emotional intelligences.

Appropriate guidance for Conflict management

1. Work with the families for consistency and inclusion. This is so important to explain what the child does well and what the child struggles with and develop a plan with the family about how to reinforce the desired behaviors at both school and home.
2. Warnings: for example, a 5 minute clean-up warning is effective in preparing children for the next part of your day.
3. Planned Silence: sometimes a teachers silence can be a powerful tool to imply the magnitude of a situation. Use this tool to watch before reacting– children may refocus/solve an issue on their own.
4. Doing something over again: If a child is feeling unsuccessful, offer to allow them to try again. If you see a child becoming frustrated while attempting something, step in and talk through the conflict. Focus on what the child can do.
5. Making reparations: Be sure that this is genuine from the child and not teacher induced. This could take many forms: an I'm sorry card, the retrieval of an item , or an apology.
6. Planning: either as a class or with an individual child you can identify situations which are likely to become problematic and create a plan about what to do with that child ahead of time. Then help that child to implement the plan by reminding them during the potential conflict period.
7. Rearrange the daily schedule: if there are problematic time periods. Based on teacher observations at problematic times a simple change can often go a long way.
8. Rearrange the classroom environment: Sometimes constant problems in one learning center means that there is not enough room, materials or work space. Other times there may be too much room (as in a "runway" situation). Use teacher observations to identify the bigger picture.
9. Change your own behavior: Is the child trying to get a certain reaction from you? Is your behavior inadvertently causing the conflict? Be sure to evaluate this periodically.
10. Offer an alternative: If you have a child who struggles with hitting or kicking, introduce a pillow or punching bag as an appropriate outlet. Sensory materials are often a soothing alternative as well.
11. Offer a safe spot in the classroom: Encourage children to use this spot when they need to calm down. Discuss with the class how when someone is in there they should be left alone. Teach respect for personal space.
12. Use positive reinforcement: Be as specific as possible when you see a child doing something that should be encouraged. Be aware that indiscriminate praise is not as effective as genuine and specific praise.
13. Consider why the behavior is occurring: Has the child experienced a loss, change or has a national or local disaster happened lately? Is the child being exposed to violent television or video programs? Be aware of what is happening in the children's lives. If needed, discuss feelings with that child and/or as a class. Help children understand what they are experiencing. Subject related books, puppets and songs can be helpful in this.

Conclusion

Emotional intelligence is more useful and interesting for effective performance at Conflict Management. Important new research outcomes have shown the benefits for pupils and teachers not only from better results and a more positive attitude towards school, but also gain increased assertiveness, communication skills and self-control. Teachers find that their work is more rewarding in an enjoyable classroom climate with healthy interpersonal relations, and claim that this significantly reduces the dropout rate. Furthermore, conflict resolution skills learned at school can also be used in out-of-school situations has a positive impact on societal problems as a whole. Also Emotional intelligence is the ability to identify, use, understand, and manage our emotions in positive and constructive ways. Conflict is an inevitable fact of human existence. If we work to understand and manage it effectively, we can improve both the satisfaction and productivity of our social relationships. Emotional Intelligence plays an important role to make more conflict management among pre service teachers.

REFERENCE

[1]. Goleman, Daniel, (1995) Emotional Intelligence,Bantam Books, New York, | [2]. Ekman, Paul and Richard Davidson, (1994) Eds.,Fundamental Questions About Emotions, Oxford University press, New York. | [3]. Santhosh.A, (2006) Innovations in Educational Practice, Academy of Education, Calicut. | [4]. Dick Culver, (2005), A review of Emotional Intelligence by Daniel Golman, Pittsburg. | [5]. Darwin B. Nelson, (2008), The Emotionally Intelligent Teacher,Kingsville,TX. | [6]. Epstein. S, (1998), Constructive thinking: the key to emotional intelligence. Westport. | [7]. Ron Fisher,(2000) Sources of Conflict and Methods of Conflict Resolution, International Peace and Conflict Resolution. | [8]. Liu Zhimin (2012) study on the conflict resolution mechanisms in higher educational institutions: A case of Kenya's public universities, Educational Research Journals Vol. 2(6), pp. 208-216, June 2012 | [9]. Kelemework Tafere Reda (2011) Conflict and alternative dispute resolution among the Afar pastoralists of Ethiopia, African Journal of History and Culture (AJHC) Vol. 3(3), pp. 38-47, April 2011 | [10]. Meyers, S. A. (2003). Strategies to prevent and reduce conflict in college classrooms. College Teaching, 51, 3, pp. 94–98. | [11]. Guy Burgess (2000) , New National Conflict Resolution Information Initiative Launched, Conflict Research Consortium University of Colorado | [12]. Uzma Mukhtar (2009), Conflicts in higher education and perceived quality of | education: empirical evidence from pakistan, Research in Higher Education Journal |