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## **Reflection on the Concept of Emotional Intelligence in Secondary School Curriculum**

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### **Abstract**

The present paper is discusses the concept of emotional intelligence and its relevance during adolescence period. Various models and constructs of emotional intelligence are used by researchers around the world to develop training programs to enhance the level of emotional intelligence. The National Curriculum Framework emphasizes the need of developing life skills in secondary school students which includes emotional intelligence competencies. To adequately prepare children for future employment, we need to teach a broader range of skills and competencies than is currently addressed in schools. The papers argues that though there is more than one model of emotional intelligence, not much work has been done for testing the effectiveness of any one of them extensively. There is need to uncover the diversity in the emotional intelligence and its training across varied population groups in India to promote training programs in secondary schools.

**Keywords: Emotional Intelligence, Secondary School Curriculum.**

### **INTRODUCTION**

Much proof affirms that individuals who are emotionally skilled – who know and deal with their own sentiments – are at a favourable position in any area of life, regardless of whether sentiment and personal connections or getting the implicit standards that oversee accomplishment

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throughout everyday life (Goleman, 1995). Physical and emotional security is the accuracy for all adapting, directly from the essential to the secondary school years, and even a while later (National Council of Education Research and Training, 2005). The procedure of instruction centers principally around the exchanges among educator and student in different sorts of formal and casual settings. The major guideline of UNESCO (1972) states that, "Instruction ought to add to each individual's finished advancement - brain and body, intelligence, affectability, style, gratefulness and otherworldliness". In this way establishments of training ought to create and actualize programs for both scholastic and social improvement.

Secondary school curriculum manages the youthful understudies. Pre-adulthood is the period starting with the beginning of adolescence and consummation when people accept grown-up jobs and obligations (Baron and Misra, 2014). Youth is a scaffold between the adolescence and adulthood. It is a time of quick changes in practically all formative measurements. It is where the emotional aggravations, modification issue and perplexities with respect to their very own self happen. This is the point at which the understudies need direction. Educators and guardians can assume a useful job in helping young people through this character versus disarray emergency (Mangal, 2008). Juvenile is where the understudies need to concentrate just on scholastics; as these are the essential long periods of their schooling and choice on future vocation choices rely upon it. Understudies encountering change from the primary school to secondary and senior secondary are looked with difficulties of the new condition as they acclimate to center school. These difficulties are scholarly just as relational (Irvin and Richardson, 2002). Time of youthfulness has been set apart by emotional tempest and stress. Their feelings are extraordinary. At the point when one can control and deal with their feelings; at exactly that point they can alter themselves in the general public and can contribute as a capable individual from the general public. These days we can see that the parent network is applying pressure on their youngsters to accomplish greatness without knowing their capacity and offering significance to their advantage. This prompts worry among the understudies. Additionally, the low-test scores and responsibility measures have been the focal point of our training at all levels particularly senior and higher secondary levels.

It is recommended that kids understand things by effectively seeing emotional data. In the event that legitimate endeavors are made for preparing the feelings and creating appropriate

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emotional intelligence potential among the individuals directly from their youth, at that point it will without a doubt help in bringing common emotional getting, compassion, went with right activities and conduct with respect to the people and gatherings, to have a superior existence in harmony and participation (Mangal, 2008).

**EMOTIONAL INTELLIGENCE AND OTHER PERSONALITY PARAMETERS**

"Emotional intelligence" has become a significant subject of enthusiasm for logical circles just as in the overall population since the production of a success by a similar name in 1995 by Daniel Goleman. In spite of this uplifted degree of enthusiasm for this new thought over the previous decade, researchers have been reading this develop for most of the twentieth century; and the recorded underlying foundations of this more extensive region can really be followed back to the nineteenth century (Bar-On, 2005). Charles Darwin was the first to perceive the estimation of feelings. He noticed that the emotional framework empowers conduct expected to remain alive. Feelings can't be halted, they happen instinctually and promptly because of circumstances and individuals. Contemporary scholars like Peter Salovey and John Mayer, who previously authored the expression "Emotional Intelligence"; initially saw emotional intelligence as a piece of social intelligence, which proposes that the two ideas are connected and may, probably, speak to interrelated parts of a similar develop (Bar-On, 2005).

Nelson et al. (2017) inspected in excess of sixty doctoral papers, associate research, and institutional investigations and reasoned that transformative Emotional Intelligence is absent in the curriculum. They were attempting to give a research based learning model of emotional intelligence. Irvin and Richardson (2002) contemplated the significance of emotional intelligence during progress into center school by evaluating and examining different researches on this theme. They reasoned that the understudies who are emotionally skilled will deal with their own sentiments well, perceive and react adequately to the sentiments of others, endure dissatisfaction better, and be not so much hasty but rather more engaged. Schutte et al. (2013) contemplated different researches on emotional intelligence and saw the develop as related with an assortment of intrapersonal and relational factors, for example, psychological well-being, relationship fulfillment, and work execution.

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Johnston (2003) and Garcia-Sancho et al. (2017) examined animosity in young people and found a general antagonistic connection between's emotional intelligence and hostility. The investigation by both Johnston (2003) and Garcia-Sancho et al. (2017) were correlational in nature; yet Garcia-Sancho et al. (2017) investigated the relationship utilizing cross-sectional and longitudinal structure. Gomez-Baya(2017) additionally discovered negative connection between's Emotional Intelligence and burdensome side effects in his two years in length longitudinal investigation on teenagers. The investigation saw that young ladies had lower emotional intelligence levels and higher burdensome indications.

In an investigation on the youths, a positive relationship was found between Emotional Intelligence and Life modification by Chen, Lin and Tu (2006) and between Emotional Intelligence& mental prosperity by Ballureka et al. (2016). Antonanzas (2017) thought about the connection among psychopathology and emotional intelligence in youths and grown-ups. He presumed that grown-ups appear to all the more likely control their feelings when contrasted with adolescents. Ingles et al. (2017) featured the impact of Emotional Intelligence on Learning Strategies utilized by understudies and Maguire et al. (2017) underlined the positive effect of Emotional Intelligence on understudy commitment. Zee, Thijs and Schakel (2002) contemplated emotional intelligence in connection to scholastic intelligence and Big five in grown-ups (18-32 years). They found that Emotional Intelligence had the option to foresee both scholastic and social achievement.

Engaging research methodology was regularly utilized in all the above looked into researches. The research devices that were utilized in the assessed investigations were likewise unique and depended on the various models of emotional intelligence. Jeffrey M. Conte (2005) inspected the different emotional Intelligence measures and found that these measures shift generally in both their substance and in their technique for evaluation. Specifically, emotional intelligence estimates will in general utilize a self-report character based methodology, a source approach, or a capacity based appraisal system.

**RESEARCHES ON DEVELOPMENT OF EMOTIONAL INTELLIGENCE**

Emotional Intelligence is part nature and part nurture. There is a component that is genetically determined and there is a component that is learned. Mayer & Salovey, with their focus on how the brain processes emotions and emotional information, focus attention to what is probably mostly genetically determined and we refer to this as ‘nature’. The mixed model as given by Goleman and Bar-On are models of mostly learned skills. These skills answer the question of how we use our capacity for emotional intelligence that we possess as a result of our genetic make-up. A large and growing body of research demonstrates that emotional intelligence is correlated with positive outcomes in children beginning as early as preschool, as well as in adults, including business managers and leaders. Teaching emotional to children and adults also has proven to be effective. The approach developed at the Yale Center for Emotional Intelligence (called RULER) has demonstrated that children of all ages can be taught these skills - and that when they are, there are real benefits, such as more effective leadership skills, stronger friendships and connections to teachers, better conflict management skills, and greater academic achievement than children who do not receive the training (Brackett, Dinecha & Stern, 2015).

Emotional intelligence consists of skills and competencies that can be easily and purposefully infused, embedded, taught, and learned in any classroom and learning format (Nelson et al. 2017). Emotional intelligence can be improved among young adults (Nelis et al. 2009, Viguer et al. 2017); adolescents (Motamedi et al. 2017); and teachers (Doleva and Leshema, 2017). Many of the elements outlined in any of the intervention program are important concepts in an emotional intelligence framework. Bar-On (2002) lists interpersonal skills as one of the main tenants of emotional intelligence, while Goleman (2001) stresses the importance of vigilance in one’s achievement drive and initiative competencies. The ability to read and interpret body language is a central tenant of emotional intelligence, reflected in the social awareness branch of Goleman’s (2001) model, in the interpersonal component of Bar-On’s model, and in the emotional understanding branch of the Mayer and Salovey model of emotional intelligence.

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Schutte et al. (2013) conducted a review of the literature focused on experimental studies with random assignment. They concluded that there is preliminary evidence to suggest that emotional intelligence training can be effective in increasing the competencies comprising emotional intelligence. Further, the results of several studies indicate that emotional intelligence training may have the potential to improve functioning in realms such as work, academic functioning, life satisfaction, mental health, physical health and personal relationships. Goleman (1998) has established an optimal process for developing emotional intelligence in organizations. This process consists of four phases: preparation for change, training, transfer and maintenance skills, and evaluation. Each phase has corresponding guidelines for achieving success.

The researchers tried to establish the effectiveness of the intervention programs to develop the emotional intelligence. These intervention programs were based on either ability model or mixed model. Other techniques and approaches like Enneagram was used to develop a three month program by Romould (2006) for B. Ed student–teachers and a 15 session Emotional Intelligence program based on self-science curriculum was conducted for juvenile adolescents by Marar (2015) in his study. The structure of these intervention programs (irrespective of the model or approach it was based on) included the established methods such as storytelling, drama, theatre, and relaxation. Other complementary techniques used were film forum or group sculpture, group discussion, case studies, brainstorming, and music therapy. The duration of these intervention program was found to range between 10 days (short term) to two years (long term).

Goleman (1998) argued that proper programs can help individuals change from, say, pessimists to optimists within weeks. Research has found that personality traits are strongly influenced by genes and persist from childhood to adulthood, remaining static over time. Although traits are pervasive and enduring, they do follow a developmental trajectory: between late adolescence and thirty years of age.

**EMOTIONAL INTELLIGENCE AND SECONDARY SCHOOL CURRICULUM**

National Curriculum Framework (2000) emphasizes that not only the IQ (Intelligence Quotient) but also the EQ (Emotional Quotient) and SQ (Spiritual Quotient) of the students ought to be assessed. Education must facilitate learners' personal growth and psychologically equip them to

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cope with the rapid changes taking place in all the spheres of life. Thus, the focus of education is moving away from providing mere cognitive skills (the traditional 3Rs) to fostering interpersonal and intra-personal development. There is a greater awareness among educators that besides academic deficiencies there is a different and more alarming deficiency: Emotional Illiteracy. 'Emotional Literacy' programs directly alter the level of success, self-esteem and well-being of a person. They help reverse a tide of educational decline and thus strengthen schools. Nurturance of Emotional Intelligence, therefore, becomes a prime concern for schools and curriculum makers. The components of emotional intelligence or literacy include emotional and social skills, which relate to the education of moral and spiritual development and also have implications for the management and prevention of anger, aggression, truancy, alcohol or drug dependency, sexual abuse, and for resolving interpersonal conflicts.

It is suggested by National Curriculum Framework (2000) that inter and intra intelligence of the students need to be developed. Intra-personal intelligence enables us to make sense of the things we do, the thoughts we have, the feelings we get - and the relationship between all these things. Interpersonal intelligence enables us to tune into other people, to empathize with them, to communicate clearly with them, to inspire and motivate them, and also to understand the relationships between the individuals. National Curriculum Framework (2000) recommends broad based general education to all learners up to the end of the secondary stage to help them become life-long learners and acquire basic life skills and high standards of Intelligence Quotient (IQ), Emotional Quotient (EQ), and Spiritual Quotient (SQ). Paradigm shifts are therefore necessary to support a curriculum that values the interaction of the process and the content. Besides, the development of intrinsic values and the emotional intelligence of learners are also crucial.

National Curriculum Framework (2000) believes that that curriculum designers could hardly afford to overlook the emotional dimensions of the child's life during the school period and the importance of emotional maturity in the life of a person. It is only gradually, through growth, that the child achieves emotional stability and emotional independence. There are occasions, particularly toward the end of upper primary and during the secondary education, when the learner has to face intense stress and strain which may result in emotional crisis. Curriculum

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should provide for appropriate activities and experiences, of scholastic and co-scholastic nature, and counseling and guidance in this regard.

Thus, it is seen that the guidelines and the framework underline the importance of the development of the student's emotional intelligence. But the reality is quite different! Knowledge is seen as a bundle of information and a finished product to be 'transferred' to the child's mind immediately. Textbooks become packages of knowledge specially designed to be transferred in specified time periods, one after the other. In absence of any higher order principles, the increased flow of information becomes daunting, as all that has to find place in the child's mind in a limited time. Together with a perfect recipe for mental confusion, attempts to capture all that information becomes a source of burden, and causes scope for developing arguments as to pushing up new fancy subjects on the one hand and rigid adherence to the old disciplines on the other (National Council of Educational Research and Training, 2006).

Schools are much more than settings for producing specific learning outcomes. A healthy school climate is much more than an environment conducive for teaching academic content. It is also a learning environment for teaching personal and social development, successful career strategies, and healthy emotional development. Emotional intelligence skills and competencies are the important determinants to creating and maintaining a healthy and productive school climate. In recent years, low-test scores and accountability standards have been the focus of education reform and criticism directed to public education at all levels. The broader mission of education becomes clouded when effectiveness is defined solely on the basis of performance on standardized assessment models. Test scores reflect the narrow emphasis of schooling rather than the broader mission of education. A healthy school climate focusing on academic, career, and leadership development requires an emphasis on affective or emotional learning as much as on academic or cognitive learning (Malekar, S.S., 2009).

The National Curriculum Framework (2005) has emphasized on constructive learning experiences, and on the development of an inquiry-based approach, work-related knowledge and broader life skills. Central Board of Secondary Education (CBSE), in 2005, introduced life skills education as an integral part of the curricula through Continuous and Comprehensive Evaluation (CCE) for classes 6 to 10 and has developed life skills manuals for teachers teaching classes 6, 7

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and 8. These manuals provide teachers broad guidelines for each of the ten core life-skills identified by WHO. These life skills include some of the emotional intelligence competencies like decision making, problem-solving, creative thinking, critical thinking, communication, interpersonal skills, self-awareness, empathy, coping with emotions and coping with stress.

While there have been dispersed efforts around life skills, focus on curriculum integration and teacher development remains poor. Most of these efforts take a general approach to 'life skills information delivery' (sometimes more as moral/values education) without a particular context. There are certain difficulties in successfully integrating life skills in Indian school education without systemic reform (Singh, B.D. & Menon, R., 2015). They are:

- Moving life skills from the margins (i.e. extracurricular or as passive 'values education') to the centre of schooling and creating multiple learning opportunities or reinforcement within schools
- Introducing a learner-centric pedagogy, not solely reliant on rote learning or exam-based assessment
- Building a school culture toward life-skills based education
- Improving the capacity and motivation of teachers to develop and integrate such life skills into their classroom practice

The secondary and senior secondary stages are considered as the foundation for the future career options for the students. Hence all the extra-curricular and co-curricular activities in the educational institutions are replaced by the academics only. Thus, despite the recommendations of National Curriculum Framework (2000 & 2005), not much importance is given to the emotional development of the secondary students. Emotional Intelligence training in schools clearly needs to take place in the context of broader education system reforms. To be effective, it ultimately needs to be age-aligned, and inculcated in schools that are inclusive, with trained and motivated teachers who can employ participatory and experiential teaching practices.

**CONCLUSION**

Goleman (1995) reasoned that building up understudies' emotional intelligence would bring about a "minding network", a spot where understudies feel regarded, thought about and clung to

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schoolmates. Numerous teachers and therapists accept that understudies who get an only scholarly condition might be sick prepared for future difficulties, both as people just as individuals from the general public. Certain examples come in our everyday life wherein the most splendid understudies in a class didn't succeed later in their lives as people having balanced characters when contrasted with their less learned partners. These models are especially obvious in different fields like legislative issues, business and organization (Singh, 2003).

Irvin and Richardson(2002) explained upon the difficulties looked by youths during their change into center school. Salovey and Grewal (2005) featured that emotional intelligence predicts accomplishment in close to home and work connections. Emotional intelligence was found to have solid positive association with the segments of Big Factors, scholastic and social achievement (Zee et al., 2002); life change (Chen Lin and Tu, 2006); understudies' prosperity (Balluerkaet al., 2016); and utilizing learning methodologies (Ingles et al., 2017). Emotional intelligence was adversely associated with hostility (Johnston, 2003); and gloom indications (Gomez-Baya et al., 2017). Emotional intelligence was additionally seen as a noteworthy indicator of both scholastic and social achievement (Zee et al., 2002); physical animosity (Garcia-Sancho et al., 2017); psychopathological patterns (Antonanzas, 2017); and both psychological and full of feeling commitment (Maguireet al., 2017).

Teacher Sidharth Krishna of Motilal Nehru Medical College, Allahabad, Uttar Pradesh worried on the need to concentrate on standards of conduct of kids, the difficulties and issues they face. Youngsters experience tempestuous occasions as they feel a wide range of weights — from guardians, school and friend and as a result of over-desires from all quarters; they start to question their own capacities. The educationist felt, such kids were without the much-wanted social and emotional security and not finding any channels of correspondence open to them, they wind up falling back on activities that lead them into inconvenience (Pathak, 2017).

Emotional intelligence can be sustained in youthful teenagers by showing them the adapting aptitudes, how to secure and utilize data, how to work with others, and how to oversee self-improvement (Irvin and Richardson, 2002). National Curriculum Framework (2005)

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appropriately indicated that learning and ability to unlearn and relearn are significant as methods for reacting to new circumstances in an adaptable and inventive way. Emotional ineptitude is frequently because of profoundly imbued propensities adapted right off the bat throughout everyday life. These programmed propensities are set up as an ordinary piece of living, as experience shapes the cerebrum. It is as a rule progressively perceived the world over that with successful preparing, emotional learning can be aided (Singh, 2003).

National Curriculum Framework (2005) stresses that youthfulness is a basic period for the improvement of self-character. The way toward procuring a feeling of self is connected to physiological changes, and furthermore figuring out how to arrange the social and mental requests of being youthful grown-ups. Mindful treatment of issues like autonomy, closeness, and companion bunch reliance are worries that should be perceived, and suitable help be given to adapt to them. These physiological changes have consequences in the mental and social parts of an immature's life.

To enough plan kids for future work, we have to show a more extensive scope of aptitudes and abilities than is at present tended to in schools. Schools are pushing toward a protection way to deal with advance understudy social and emotional improvement. Researchers appear to concur that the best approach is far reaching in order to build up an expansive scope of social and emotional aptitudes that can be summed up to numerous settings and to incorporate projects into the curriculum, not as an instructional unit yet as a minding learning setting that is a thorough, multiyear program. To put it plainly, learning and applying emotional intelligence abilities add to scholastic and profession achievement (Malekar, S.S., 2009).

In spite of the fact that there is more than one model of emotional intelligence, very little work has been accomplished for testing the adequacy of any of them broadly. Simultaneously, there are expressive examinations on the connects of emotional intelligence, however less number of finishing up thinks about managing the advancement of emotional intelligence particularly in teenagers. Likewise, the investigations that managed the advancement of emotional intelligence are for the most part identified with western nations and utilized fluctuated models of emotional intelligence. There is have to reveal the assorted variety in the emotional intelligence and its preparation crosswise over fluctuated populace bunches in India.

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