

An Overview of Connecting Teacher's EI Skills with Teaching Effectiveness in Art Design Subject

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Abstract: *This study is an exploration into understanding the thoughts of students and teachers in Art Design subject on teaching emotional intelligence skills at my institute and to provide information related to the role of emotional intelligence skills in teaching effectiveness and career excellence for professionals.*

Keywords: *Emotional intelligence skills; Teaching effectiveness*

1. Introduction

EI is defined as a set of capacities for understanding and managing emotions and there is increasing focus on the need for EI leadership in education [1-2].

As for a professional teacher, I consider that there might be a possibility that teaching effectiveness is related to teachers' EI skills too besides the professional knowledge level.

2. Leadership styles related to EI

(1) Leadership styles associated with emotional intelligence break down into six categories, as shown by Thibodeaux [3], coercive style leaders give clear directions, expecting compliance; the authoritative style involves leaders who show others the overall purpose and goals of a group. They don't tell people how to reach those goals, but give a clear point toward which people may strive; affiliative leaders create connections between people; with the democratic style, leaders listen to both sides, asserting the value of both arguments; the pace-setting style involves leaders who identify poor performers and, if necessary, step in to finish work themselves. Leaders using this style expect people to know what to do and therefore don't offer much guidance; coaching leaders find out people's strengths and weaknesses, showing them how their abilities, interests and personal goals may meet organizational objectives.

Correspondingly, there are underlying emotional intelligence competencies with these six leadership styles respectively. Coercive style with competencies 'drive to achieve, initiative and self-control'; Authoritative style with 'self-confidence, empathy and change catalyst'; Affiliative style with 'empathy, building relationships and communication'; Democratic style with 'collaboration, team leadership and communication'; Pacesetting style with 'conscientiousness, drive to achieve and initiative'; Coaching style with 'developing others, empathy and self-awareness' [1]. Here initiative refers to a speediness to seize opportunities, change catalyst indicates being good at creating new ideas and leading people in new direction, conscientiousness means the ability to manage yourself and your responsibilities [1].

(2) I used to raise three working values in my previous study module: creativity, inspiration and harmoniousness.

I want to reflect on my work values from different leadership styles that derive from different emotional intelligence competencies. Through this process that help me to find which leadership style that may be the most effective for this task and if it is possible to develop some aspects of EI that underlie the leadership styles [1]. There is increasing focus on the need for EI leadership in education[2].

According to Thibodeaux [3], I think the authoritative style and the coaching style leadership are suitable for my first working value---creativity.

Particularly, coaching leaders help the people to know about his or her strengths and weaknesses, linking them to their personal and working interests. This is related to my creative idea in teaching that 'studies in psychological type connects teaching and learning in art and design' [4] by analyzing the

students' unique psychological types in advance as a background.

Maybe the coaching style takes time, however, after this section, the coming stage will be easier and run more smoothly. Similarly, if I try to connect the teaching in art and design subject with the students' personality or psychology and spending time to know about the students' individual condition prior, maybe it will be easier for me to search an appropriate teaching strategy including suitable EI skills as well as EI competencies.

Here I will pay attention on competencies as self-confidence, empathy and change catalyst which underlying authoritative leadership style.

In terms of my second work value---'inspiration', I think it is useful to adopt the democratic leadership style. As we know, there is a status quo that requires teachers to arouse students' interest in course study.

As Goleman[1] stated, there should be a space and spending time to allow the people to send considerations and ideas to the democratic leader who constructs trust, respect and feedback. And the leader drives up flexibility and responsibility through letting the people mostly decided by themselves about what the goals are and how to do the work. By this process, it is tend to be very realistic about which level can be finished due to the voice in setting the goals and the criterions of assessment. When there are able subordinates, even if the leader has a strong vision, the democratic leadership style works well to create fresh thoughts and ideas to support the vision.

Finally, the third work value of 'harmoniousness'. The affiliative leadership style is linked to it and this value is vital because it is a foundation to create a good relation with the students. Goleman[1] said that this leadership style pay more attention on individuals and their emotions rather than the goals and tasks, the leader says, 'people come first.' The leader is good at building harmonious atmosphere and solid emotional bonds to make people feel happy and eventually gains loyalty. Furthermore, this type is useful for constructing communication, because of the relationships between the members and the leader are not so strict, people are likely to talk more, share more and feel freedom to do work from their perspectives. In addition, people could always gain positive feedback from the leader who motivates them to go ahead. Last but not least, as Goleman[1]said, 'affiliative leaders are masters at building a sense of belonging.' The leader is a natural relationship builder, for example, he or she will cook for you personally or bring a gift to celebrate your success.

As for this style with its EI competencies [1], in the working, it should enhance the ability to sense how people are feeling in the moment, to cultivate a bond, to form new relationships and to communicate appropriately.

3. Three approaches in improving teaching effectiveness involved EI skills

For a long time, China's art design education has always been in line with the traditional mode of education that over-emphasizes the uniformity of the set of curriculum and neglects the differences of the students' creative ability. For example, teachers give lessons by just reading their teaching plans which perhaps have not been updated for several years, students obey the teachers' authority and are lack of critical thinking, and teachers who neglects the professional practical experiences can hardly teach practical course like art design well [5].

In my institute, the above-mentioned concepts of teaching and learning have deeply affected the teaching and learning of this subject for quite a few years.

Through literature review, I found some approaches to improve teaching in the Art and Design subject, and I consider they should be implemented by related emotional intelligence skills.

3.1. I think it is urgent to adopt some creative teaching methods in my department

From my point of view, most of the students studying art design have particular personality. So there is a possibility that they don't like some traditional styles of teaching.

There is a new approach of studying in psychology concerned with teaching and learning in art and design. Specifically, for student-centred learning, this method aims to match the delivery style of educational modular materials to the preferred learning style of the individual student through computer mediated teaching based on a model of personality[4].

So what is vital to this approach is to know what hypermedia is —a technique which adopts non-linear net shape structure to organize and manage modular multi-media messages, like text, image, video, etc.[4], and how to use machines like computers to give precise tutoring and to build adaptive interfaces on the computer. Also, the study on cognitive style instrument, like MBTI, is very important because that can define personality types. Furthermore, we should have a concept of modularity.

However, this creative teaching method is a bit complicated because it involves hypermedia. So it needs technological support to a large extent. But even without computer mediated teaching, the idea of connecting psychological type of the students' with their teaching and learning is always meaningful because this method conveys an information that the students' particularity is taken into account in teaching process and this might be related to some EI competencies like 'empathy' or 'change catalyst'[1].

3.2. We should arouse the students' interest in course study

I will use a method to inspire the students' learning interest and motivation by exploring the values of the curriculum in terms of spiritual aspect, moral aspect, social aspect, and cultural aspects, in other words, sharing the stories behind the art and design. Cunliffe [6]states that art educators would achieve better results by educating their students to connect art with their life and advocate the idea of art-for-life's sake.

(1) The spiritual aspects include emotion, personality, and personal commitment being closely related to the modes of expression in art. For example, because there are close links between art and religion, we can teach students arts and design by letting them understand the spirit of religion firstly. When visiting a cathedral or church, the students should be given enough time, space and guidance to feel and understand those masterpieces and the stories behind them.

(2) Bigger & Brown suggests that there are many moral issues visualized in paintings and drawings which will ignite some discussions or considerations on what is right and wrong. For example, issues such as the use and misuse of earth's resources, human exploitation and inequality can all be seen from the advertisement posters.

(3) Bigger & Brown presents that 'Wealth and poverty, medicine and care, children's welfare and the influence of the past on the development of society today can be seen through the art of the times'. A case in point is that the students could make posters or paintings to condemn drug abuse, to appeal for care for the homeless, or they could design tactile pictures for the blind, a play area for handicapped children or safety posters for school.

(4) What actually is culture? One definition given by Williams is 'a whole way of life, material, intellectual and spiritual'. We are living in an environment full of images of our culture and we surely stay with them. Duncum demonstrates a very interesting point that the functions or motivations for making art are closely linked to the kinds of cultures in our society. If we want to represent the world around us, we can use or make visual images, like pictures, portraits to help us remember the experience. For narration, the cartoon strip is a unique culture form to express the 'narration' function. To embellish, we use decoration, ornamentation, patterns and styles. For commitment or persuasion, we could be persuaded by the art form conveyed through media like television in the form of advertisement. All these forms constitute part of our culture.

Have the students ever thought of the subject of art and design is so practical? We can use the subject to understand cultural deeply and we can use it to realize what we want to do. Eventually, these aspects to be explored in the classes of art and design will inspire the students' motivation in learning the subject well.

Consequently, meanwhile, it could be realized that this method might be connected with EI factors such as 'building bonds' [1] which refers to 'proficiency at cultivating and maintaining a web of relationships', here 'learning art' is associated with 'spiritual, moral, social, and cultural aspects' of the curriculums. Also, it could be considered as applying 'change catalyst' and 'developing others' which means 'the proficiency to bolster the abilities of others through feedback and guidance'.

(3) Thirdly, as a teacher, it is vital to create a good relationship with students as that is the foundation of effective teaching [7].

This aspect will connect to 'communication', 'building bonds' and 'teamwork and collaboration' EI competencies according to Goleman [1].

(4) According to a dissertation defense by Fei-Fei Hwang[8] which carried out in a Taiwan university

and based on a EASP tool (Emotional Skills Assessment Process), there were significant relationships between related EI skills and overall teaching effectiveness.

The four dimensions of emotional intelligence described by Goleman [1] as 'Self-Awareness', 'Self-Management', 'Social Awareness' and 'Social Skill' are developed into ESAP-C© and ELS© (Emotional Learning System) as a systematic process for exploring, learning and enhancing the intra-personal skills as well as the interpersonal skills. When approached honestly, the system will give you an assessment and personal profile report for developing higher levels of achievement and ongoing self-renewal on emotional learning.

According to the structured measurement tool--- ESAP-C©, among the elements listed on Figure 1, 'Comfort', 'Empathy', 'Leadership' and 'Self Esteem' are certified to be significantly associated with teaching effectiveness. In addition, the 10 elements demonstrate the four dimensions of EI of 'Self-Awareness', 'Self-Management', 'Social Awareness' and 'Social Skill' respectively.

How the 10 EI Skills & 3 Problem Areas fit into the 4 Quadrant Model

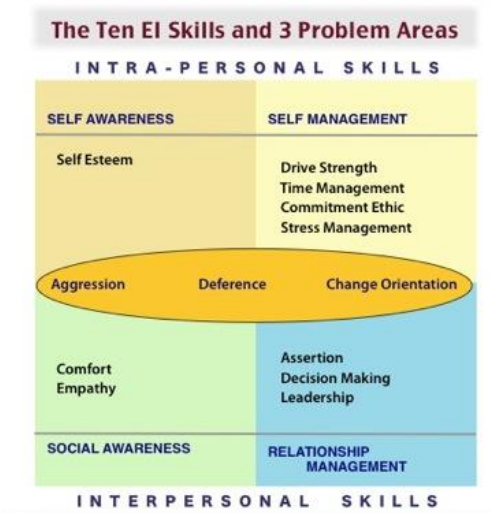


Figure 1: Essential factor

Mortiboys [9] claims that 'Conventionally, a teacher brings two things to the classroom that are of value to the learners. One is expertise in the subject, the other is knowledge of learning and teaching methods-a teacher's pedagogy, I suggest emotional intelligence is the unrecognized third component of what a teacher has to offer to learner. I believe, as teachers, we should develop and employ emotional intelligence to complement the subject expertise and pedagogical skills that we have already offer to learners.' In fact, many teachers including myself are not sure about that they do exit there, and it seems hard to define when compared with expertise or pedagogy in teaching process. Here Mortiboys supports us to go ahead as this research might be really worthy to do.

4. Conclusion

The aim of this case study is to explore the thoughts of teachers and students on EI skills associated with teaching effectiveness. I am deeply feeling that a large number of affairs are handled with emotional intelligences when I served as a college counselor, then I was considering that there might be some relations between EI and teaching, and the journey of my research developed from this critical thinking.

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