Emotional and social intelligence competence: Implications for instruction

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Abstract: *Students' knowledge and skills enhancement is impacted by many factors. Among those is instructor's emotional and social intelligence competence (ESIC). However, few studies focus on this crucial instructor competence. In this paper, I reviewed and summarized the literature on the factors that support or promote emotional and social intelligence competencies. Subsequently, I applied the identified literature to discuss the strategies or techniques that teachers or corporate trainers may use to effectively develop competency or talent in educational and corporate settings. The findings suggest emotional intelligence and social intelligence competence has many facets, numerous factors play a role in instruction, students feel connected with instructors if they receive support and encouragement from instructors, and instructors' ESIC contributes toward effective instruction. Finally, I discuss strategies, based on instructors' ESIC, which instructors can be used to enhance instruction delivery and learning outcomes.*

Keywords: emotional intelligence, emotional and social intelligence competence, instructor competence, literature review, effective instruction

Emotional and social intelligence competence (ESIC) is defined and understood by researchers and educators in many different ways. Demonstration of a caring and nurturing attitude (McAllister & Irvine, 2002), forming emotional connection (Greenberg, Elliott, Watson, & Bohart, 2001), concern for students' progress (Cornelius-White, 2007), and ability to accurately communicate feelings and understanding of students' perspectives (Fagley, Coleman, & Simon, 2010; Nerdrum & Ronnestad, 2003) contribute to defining social and emotional competence (EC) of the instructors. However, Cherniss (2010) defined ESIC as an ability to be mindful of the time and manner in expressing our emotions as well as exercising restraint.

Researchers studied the role of emotional intelligence (EI) in different contexts and disciplines. For example, management (Krishnamurthi & Ganesan, 2008; Law, Wong, & Song, 2004), leadership (George, 2000; Palmer, Walls, Burgess, & Stough, 2001), workplace (Akintayo, 2010; Cherniss, 2000), education (Graczyk et al., 2000; Meyers, 2009; Topping, Holmes, & Bremner, 2000), medicine (Matthews & Zeidner, 2000; Parker, 2000), neurology (Bechara, Tranel, & Damasio, 2000; Lane, 2000), and psychology (McCallum & Piper, 2000; Pishghadam & Sadat Tabataba'ian, 2011). The researchers in above fields have only explored how emotions impact a single or few aspects such as providing EI training to management students, role of EI in leadership, how EI influences work–family conflict and subsequently performance in workplace, school-based social and emotional learning programs, role of EI on health, intersection between EI and decision making, and EI and other psychological factors. Nevertheless, there is a paucity of research specifically exploring instructors' ESIC and effective instruction. Consequently, this paper presents a discussion on EI implications in instruction particularly, what constitutes an instructor's ESIC and how instructor's ESIC impact instruction. In the next section, I elaborate the goals of this paper.

Purpose

The purpose of this paper is twofold: (1) To review and summarize the literature on the factors that support or promote emotional and social intelligence (ESI) competencies; and (2) To apply the identified literature to discuss the strategies that instructors may use to effectively develop competency in educational and corporate settings. The main research question guiding this process is: how does an instructor's ESIC affect instruction delivery and the learning outcomes? The sub questions were:
1. What constitutes ESIC?
2. How can instructors utilize the understanding about ESIC to improve instruction?

My ultimate goal for this paper is to extend the conceptualization of instructor's ESIC and its impact on instructional effectiveness for instructors and researchers. The next section describes the conceptual framework grounding this literature review.

Conceptual framework

The conceptual framework for this study is based on how various facets of emotions impact an individual's ability and performance. I am extending the discussion further by defining each component related to an individual's emotional ability.

Emotional intelligence, social intelligence, emotional competence, and social competence

Salovey and Mayer (1990) coined the term EI and explained it as one's capacity to observe one's own and other's feelings and emotions, differentiate them, and use the above knowledge to formulate one's own reaction. Similar to EI, the term social intelligence (SI) was proposed as early as 1937 by Thorndike & Stein followed by other researchers who enriched the concept by defining it in multiple ways (Cherniss, 2010). SI similar to social competence (SC) which is defined as skill to decipher other's emotions and act in acceptable manner with respect to others (Hedlund & Sternberg, 2000). An individual needs both SC and SI to succeed in social interactions. Goleman (1995) popularized the ESI concept and included personality traits such as passion, self-restraint, perseverance, and overall persona in the defining ESI.

The concept of EI is further extended in a definition of EC which is termed as 'the demonstration of self-efficacy in emotion-eliciting social transactions' (Saarni, 2000, p. 68). Understanding self-efficacy (SE) is important in comprehending EC. SE is defined by Bosscher and Smit (1998) as 'the belief of a person in his or her ability to organize and execute certain behaviors that are necessary in order to produce given attainments' (p. 339). Individuals' beliefs in their own abilities to successfully accomplish a task positively impact their lives thereby improving their SC and EC.

Social competence which is a concept related to EI is also widely discussed in psychology literature. SC is the 'possession and use of the ability

to integrate thinking, feeling and behavior to achieve social tasks and outcomes valued in the host context and culture' (Topping et al., 2000, p. 32). The above definition highlights some essential virtues of a socially competent person. SC includes the ability to be mindful of the time, space, context, and occasion and act appropriately. A socially competent person is sociable, interacts effectively and adjusts well in a variety of situations (Topping et al., 2000).

There is a wide variation in understanding of EI. The subtle conceptual differences in EI definition are visible in the variety of measurement instruments available for measuring EI by calculating an individual's emotional quotient (EQ). Some measures use scales for example, Bar-On's EQ-I (Bar-On, 1997), EC inventory which comprise items from Boyatzis (1994), and EQ map (Orioli, Jones, & Trocki, 1999) and the scale developed by Schutte et al. (1998). Other instruments such as Seligman Attributional Style Questionnaire (SASQ) (Schulman, 1995) measure abilities. Thus there is no single agreed upon definition and model which explains EI. However, given the limitations and for the purposes of this paper, I will use the following definition by Salovey and Mayer (1990). EI is 'the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions' (p. 189). Mostly, researchers and psychologists utilize the above explanation of EI to theorize, argue, and research the ESI topic. The above view is similar to the concept by Edmond-Kiger, Tucker, and Yost (2006) who theorized EI as the capacity to use emotions for one's own benefit and that of others. The above discussion is summarized using Table 1 and Figure 1.

Figure 1 presents various facets of intelligences. As indicated in the above diagram, intelligence forms the hub of the wagon wheel: (1) Hot intelligences which include: personal, practical, and SI; (2) cognitive intelligence, which encompasses analytical and verbal ability; and (3) EI together form the outer hub of the wagon wheel. Each of the above intelligences is further divided into subcomponents forming the outermost circle. Perceptual-organizational intelligence and spatial intelligence are at the periphery of the outer hub

TABLE 1: INTELLIGENCES AND COMPETENCIES

Intelligence	Emotional intelligence (EI)	Ability to interpret and analyze one's own and other's feelings and emotions and act accordingly (Salovey & Mayer, 1990)
	Social intelligence	Understand other's emotions and act in desirable manner in social situations following rules, values, and norms of the community/ society (Hedlund & Sternberg, 2000)
	Emotional social intelligence	Skill and ability exercised by an individual in exhibiting passion, self-restraint, perseverance, which define overall personality of an individual (Goleman, 1995)
Competence	Emotional competence	Ability to effectively demonstrate self-efficacy in emotional social interactions (Saarni, 2000)
	Social competence	Ability to be cognizant of time, space, context, and occasion and act appropriately (Topping et al., 2000). Especially concerns with cultural competence
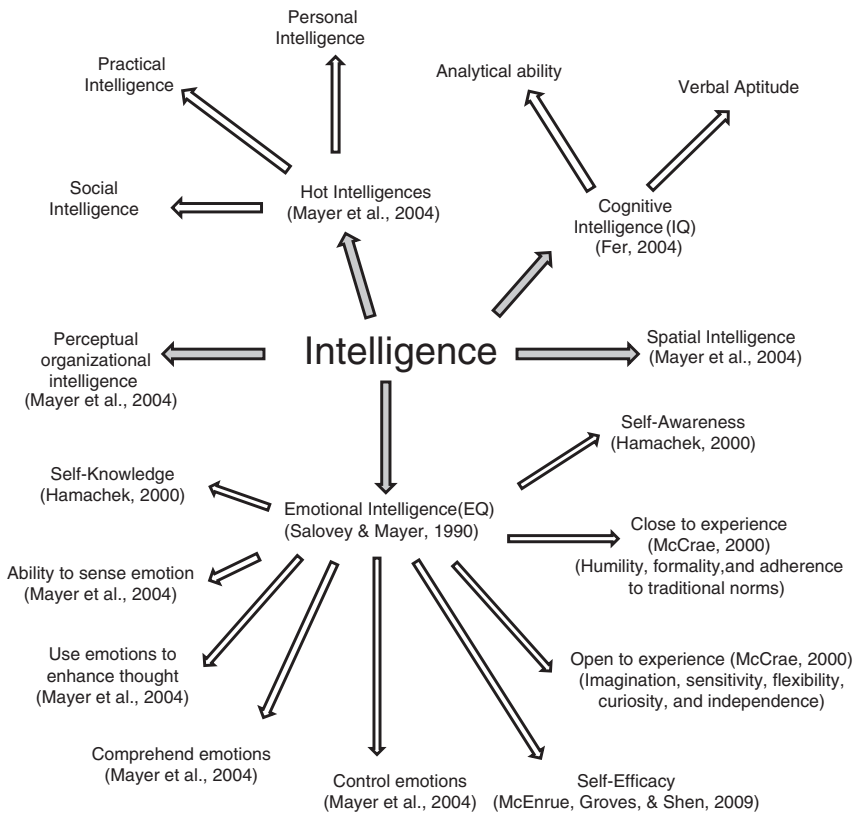
FIGURE 1: FACETS OF INTELLIGENCE

and the outermost circle of intelligences. Figure 1 depicts the scope in the research into intelligences. Nevertheless, all researchers believe that capacity to effectively utilize emotions determines an individual's EI. The next section describes my literature review methods.

METHODS FOR LITERATURE REVIEW

I conducted a broad review of the literature using a multidisciplinary approach in the fields of business, education, human resource development, management, and organizational and personal psychology in which the study topic is situated. In selecting the central and foundational works, I used the following criteria: (1) relevance of the articles to the theoretical framework; and (2) relevance to the descriptors encompassed in this literature review (i.e., caring, compassion, interpersonal relationship between instructors and students, ESIC, and student learning outcomes). Mostly, literature published between 1996 and 2012 were included in the review. However, I included other important works before 1996 that were central to understanding the concepts, and used the following key search terms for finding the articles: *EI, caring, connecting, instructor EC, learning outcome, instruction, emotions in teaching, and teaching EC.* I utilized various combinations and usages of each keyword focusing my review on empirical findings established through sound research embedded within an established conceptual or theoretical framework. Other sources for finding pertinent articles included studies cited in the articles and books found through a keyword search.

The articles were searched using University library search engine. I used ABI/Inform Complete, Education Resources Information Center (ERIC), JSTOR, Proquest, PsycINFO, SCOPUS, Wilson Web, and all four Academy of Human Resource Development Journals (e.g., Advances in Human Resource Development, Human Resource Development Review, Human Resource Development International, and Human Resource Development Quarterly). I also referred to Google Scholar for scholarly articles and books. In all, I identified approximately 60 articles, book chapters, books, and other relevant resources. While I exclusively focused on the articles from peer-reviewed journals, I also included pertinent studies mentioned in books. The search was conducted between February 1 and February 5, 2012 and focused mainly on studies published in English language peer-reviewed journals and academic books. Based on the literature search, following themes emerged: Defining EI, intelligence and EI, emotions and learning, variations in EI, EC, EI and SE, role of EI in teaching/training, need for EI training, and ways to improve EI. The next section elaborates on major findings from the literature review.

MAJOR FINDINGS
Defining emotional intelligence

Researchers appeared to define and explain EI based on the application and context. For example, Mayer, Salovey, and Caruso (2004) divided EI into four branches namely: ability to sense emotion, use emotion to enhance thought, comprehend emotions, and control emotions. Other researchers stress that openness and closed attitude toward experience also indicates an individual's EI (McCrae, 2000). An individual open to experience exhibits traits of imagination, sensitivity, flexibility, curiosity, and independence while a person closed to experience displays humility, formality, and adherence to traditional norms (McCrae, 2000). Similarly, Mayer, Salovey, and Caruso (2008) acknowledged wide gaps in learning and describing EI such as it is still not clear which studies discuss EI accurately and in sufficient details and which research studies merely touch the EI concept on periphery. Psychological traits such as need for achievement, self-control, happiness should be defined, measured, and interpreted separately rather than mixing them up and including them under the umbrella term of EI (Mayer et al., 2008). The above description further clarifies and emphasizes wide and varied implications of EI. Nevertheless, EI needs to be simplified and refocused as it still lacks a clear universal definition and is interpreted differently by researchers.

Probably, EI's popularity is because of its correlation with success or ability to predict future performances. The above point is supported by researchers who attribute EI for leadership skills and job performances (Watkin, 2000). Another model of EI expanded the EI definition to include traits such as: Dependability, flexibility, eloquence, team competencies (Mayer et al., 2008). Edmond-Kiger et al.'s (2006) study found individual differences in EI. Whereby, seniors in accounting majors scored higher compared to sophomores/juniors. EI also varied across majors, students majoring in accounting scored lower than their business counterparts.

However, in the same study by Edmond-Kiger et al. (2006), gender accounted little for differences between EI. Individuals differ in EI which is one of the prime reasons why people from similar educational backgrounds attain varying degrees of success in their personal and professional lives.

Cherniss (2000) cited an example to demonstrate how EI plays a role in job performance. Cherniss elucidated that although science doctorate colleagues may not differ much on their Intelligence Quotient (IQ) scores they differ in their EQ which is a measure of EI. The above difference in EQ, according to Cherniss (2000), plays a vital role in determining how an individual will persist in the face of difficulties. An individual must be able to utilize EI in the assigned tasks to generate favorable outcomes. The subsequent section which talks about intelligence and EI focuses more on the role of EI in individual performances.

Intelligence and emotional intelligence

Intelligence traits such as verbal ability, memory, and processing ability, are correspondingly equivalent to the EI traits of ability to control emotions and utilizing emotions to advance intelligence (Mayer et al., 2008). EI plays a pivotal role in an individual's behavior, performance, and ability to cope with contingencies. EI also impacts an individual's ability to effectively and accurately communicate feelings and emotions. Lack of EI often results in undesired behavioral and social outcomes.

Emotional intelligence comprises 'hot intelligences' and is a category of intelligence which encompasses 'social, practical, and personal intelligences' (Mayer et al., 2004, p. 197). Intelligences are defined variably depending on the activities such as 'verbal-prepositional' which help to use words, 'perceptual-organizational intelligence'. Which informs the ability to see patterns, and 'spatial intelligence' (Mayer et al., 2004, p. 198). Clarifying the differences between intelligence and its use, Fer (2004) elucidated although 'IQ tests may assess analytical and verbal aptitude well, they are not an accurate test of creativity, of practical knowledge, and other skills involved in problem solving' (p. 565). Thus merely having intelligence does not guarantee success in the assigned tasks. Besides intelligence, the ability to

apply the skills is equally important. Thus EI is the summation of emotional abilities and the skill to utilize the abilities.

Research suggests although IQ is relatively fixed, EQ, a measure of EI can be acquired, learned, and improved (Cooper, 1997). Hamachek (2000) emphasized on self-knowledge and awareness as integral components of EI. In agreement with Hamchek, Lindebaum (2009) stressed that individuals gain greater self-awareness as their EI improves. High EI individuals are therefore able to suitably modify their behaviors for achieving the desired outcomes. The next section extends the above discussion by elaborating on the role of emotions in learning.

Emotions and learning

Emotions are a source of energy. Favorable emotions charge us positively whereas unfavorable emotions sap our energy (Bagshaw, 2000). Therefore properly managing emotions is important in everyone's lives (Kotsou, Nelis, Grégoire, & Mikolajczak, 2011). Because EI functions on knowledge about emotions, Mayer et al. (2004) stress that understanding and developing emotional knowledge is critical. Based on the above discussion, emotion and EI's pivotal role in education and learning cannot be ignored, especially as emotions impact upon 'teachers, teaching, and students' (Sutton & Wheatley, 2003, p. 336). Teacher's structuring of instruction, categorization of concepts, and analytical thinking will therefore be largely impacted by emotions (Sutton & Wheatley, 2003).

Emotional intelligence impacts students' abilities to learn, be confident, be hopeful, display imagination, solve problems, handle stress, exhibit poise, and control emotions (Fer, 2004). Students who are better able to channelize their emotions constructively will reap greater benefits, enjoy school life, earn better grades, involve deeply in the assigned tasks, and face contingencies with determined face and dogged resilience (Betz & Luzzo, 1996). Effective use of emotion eventually plays an important role in enhancing students' attention and engagement in classrooms (Hill, 2001). Students will be better able to think critically and innovatively devise solutions to the problems if they are able to handle their emotions well

(Dirkx, 2001). In fact Hill (2001) suggested emotions are the medium through which learning can be achieved. Emotions promote learning and also make learning concrete. When we relate to a concept, by forming an emotional bond, the concept stays in our memory for a long time. Similarly, if we are not confident that a concept is worth exploring, no matter what we do or how much we are forced in learning the concept, our learning will not be enhanced. Thus there is a connection between emotions and learning. The next section further elaborates this concept by discussing EC.

Emotional competence

There is a distinct advantage in having high EI because EI indicates a caliber to enhance skill in learning to respond emotionally. EC on the other hand, is acquired or practiced ability dependent on EI which contribute toward exceptional work performances (Zeidner, Matthews, & Roberts, 2004). Thus EC is the application of EI which also distinguishes between people who all possess IQ and EI but some use the competence better than others. Mayer et al. (2008) mentioned, among lower level EC include ability to recognize emotions whereas the higher level skills include ability to control emotions. In line with the above discussion, Zeidner et al. (2004) emphasized, 'Whereas EI may determine a person's potential for learning practical job-related emotional and social skills, the level of emotional competencies (as a crystallised ability) manifested by that person shows how much of that potential she or he has actually realized' (p. 377). The above view is also supported by Boyatzis, Stubbs, and Taylor (2002), 'Beyond knowledge and competencies, the additional ingredient necessary to outstanding performance appears to be the desire to use one's talent' (p. 150). Having knowledge, skills, and other attributes (KSAOs) is only one aspect, unless individuals apply the KSAOs for organizational and their own benefit, the KSAOs are of no use. Thus having requisite talents are important. Unless an individual is willing to apply the skills, all the talent and expertise will be worthless. Therefore researchers agree on having EC which is the ability to apply EI.

Emotional competence is vital in utilizing EI for improved task performance. EC tend to impact both mental and physical well-being (Kotsou et al., 2011). EC also transform social interactions and impact work competence. Kotsou et al. (2011) highlighted several benefits of EC for organizations and the employes ranging from lesser work related strains, behavioral problems, attitudes, ability to lead, team spirit, job satisfaction, and greater sense of ownership, commitment and loyalty with the organization. In fact, recognizing social and EC is helpful in predicting job performance (Cherniss, 2010). EI is also related to SE which is discussed in the next section.

Emotional intelligence and self-efficacy

Trainees' performance may improve if trainees accurately assess their ability to learn and consequently believe that they can contribute positively to training outcomes (McEnrue, Groves, & Shen, 2009). Similarly, 'Participants who believe that they are fully capable of enhancing their EI are more likely to demonstrate an EI training gain than those who don't have a high level of self-efficacy (SE)' (McEnrue et al., 2009, p. 155). Actual ability to succeed in a task increases the likelihood of an individual to pursue the task again. People derive encouragement and guidance from their beliefs in their own abilities (Bandura, 1997). Bandura (2000) highlighted the importance of having strong expectations levels in individuals. 'Weak expectations are easily extinguishable by disconfirming experiences, whereas individuals who possess strong expectations of mastery will persevere in their coping efforts despite disconfirming experiences' (p. 194). Individuals' beliefs in their own abilities affect their future roles and performances in many ways. SE and EI thus go hand in hand because an individual with greater belief in one's own ability display higher EI. High EI further improves an instructor's ability to effectively deliver instruction. The next section emphasizes on the role of EI in teaching and training.

Role of emotional intelligence in teaching/training

Emotions affect teaching (Palomera, Fernandez-Berrocal, & Brackett, 2008). Thus it is essential to interpret teachers' emotions for 'understanding teachers and teaching' (Sutton & Wheatley,

2003, p. 332). However, emotions and their effect on intelligence have been omitted, in discussions, by educational researchers and scholars (Hawkey, 2006). Research suggests that studying emotions is helpful because 'Emotions may affect teachers' intrinsic motivation, attributions, efficacy beliefs, and goals' (Sutton & Wheatley, 2003, p. 338). Emotions may impact teaching in many ways including the selection of targets set by teacher for the students, striving to achieve favorable outcomes in teaching, and flexibility to change in pursuit of ultimate goals (Sutton & Wheatley, 2003). Moreover, students can read teachers' display of unfavorable emotions which impact student learning (Sutton & Wheatley, 2003). On the contrary, if teachers exhibit optimistic demeanor by caring about students and trying to connect with students, student learning is positively influenced (Sutton & Wheatley, 2003).

Teachers' strong interpersonal skills which include: EI, EC, and KSAOs and ability to create a classroom environment that promotes learning for teaching effectively are important (Minor, Onwuegbuzie, Witcher, & James, 2002). Fer (2004) and Tucker, Sojka, Barone, and McCarthy (2000) stressed that if teachers understand students better and maintain a healthy relationship with the students, students tend to perform better. Further teachers' and students' EI can impact teacher–student relationship besides creating a supportive class milieu.

Research suggests that while teachers prefer to utilize activities that promote greater understanding of individual students' emotional structure, teachers are also open to incorporate the EI skills in their curriculum to promote student understanding (Fer, 2004). The above information is applicable in incorporating activities, which promote EI development, in classroom teaching. Teachers can also profit from the use of activities which enhance understanding of students' emotional nature (Fer, 2004).

Bagshaw (2000) mentioned that EQ which is the measure of an individual's EI and EC can be learned. Further, EI training enhances compassion and knowledge about emotions (Bagshaw, 2000). Moreover, researchers support training teachers' to improve their EI through use of multiple means

(Fer, 2004). Lindebaum (2009) offers a valid reason for conducting EI training, 'Organizational rules and norms exert a powerful influence on the behavior individuals enact. As a result, workplace learning or training may be yet another euphemism to mold the expression and display emotions according to these rules and norms' (p. 234). This idea is well supported by Weis, Hanson, and Arnesen (2009), organizations can tremendously benefit by improving their work culture. However, the work environment can only be shaped impressively if employes exhibit qualities of integrity, commitment, loyalty, pro-activeness, openness to new ideas, flexibility in accommodating changes, and being authentic in their communication. Obviously, EI training is not only important but inevitable if organizations want to build their employes' potential and manage talents.

Studies have shown a marked improvement in EC of the individuals who are subjected to EI training (Sardo, 2004). Some benefits include enhanced ability to regulate emotions, be more social and psychological competence, reduced stress and problem behaviors, and overall betterment in social interactions (Kotsou et al., 2011). Studies also demonstrated an enhanced EI among management students (Krishnamurthi & Ganesan, 2008) and project managers (Nicholas, 2010). Continuing the above discussion, the next section highlights the ways to improve EI.

Ways to improve emotional intelligence

As mentioned above, EI can be improved however, EI training differs from regular training because processing of SI is different from cognitive intelligence (Fer, 2004). Weis and Arnesen (2007) also supported the above view 'We are told that lectures, readings, and traditional homework assignments are not effective in improving EI' (p. 117). Further, improving EI is challenging and requires time and effort because it is about molding behaviors shaped profoundly through prior exposures (Weis & Arnesen, 2007). Therefore hands on approaches which encourage students to self-evaluate and critically judge their own behaviors are more suitable (Weis & Arnesen, 2007).

Providing the information and conducting suitable activities must also be aptly matched

with a supportive congenial learning atmosphere. An encouraging environment will motivate students to participate and involve in learning (Weis & Arnesen, 2007). T-groups are sociotechnical interventions in organizational development field. T-groups help individuals to work in small teams and focus on group dynamics, team building, and interpersonal competence. Researchers support use of T-groups, which promote self-understanding and knowledge about other group members, for providing EI training. T-groups also foster repercussions of our actions on ourselves as well as on others (Weis et al., 2009, p. 89).

To summarize, training in EI is a step toward developing individual's self-understanding and awareness about their traits and competencies and capitalizing on the discovery of these virtues. It is also a process of building a healthy relationship with organizational peers, colleagues, family members, and community members and helping individual reveal and maintain their true identities (Weis et al., 2009). The ensuing section presents implications for teacher education and teaching practice of the major findings of the literature review presented in this paper.

DISCUSSION

Instructors should gain better knowledge about learners' current learning state and requirements. Instructors with improved ESIC can better understand student needs. If instructors connect with students and care about their progress they will earn students' loyalty and faith. The warmth in interaction between instructor and students will also build a strong relationship which can engage students better. As suggested in the literature discussed in this paper, engaging learners emotionally is vital to improve their learning. Further learner engagement is difficult, if an instructor does not invest emotionally in learners' progress.

The empathetic and caring disposition of instructors toward students plays a decisive role in defining instructor–student interrelationship. Supportive affiliation between instructor and students also foster students' learning outcomes, besides creating an environment which breeds mutual trust, harmony, and intellectual growth of both instructors and students. It is important for

instructors to understand students' perspectives of content understanding and care for students' development and progress, to create a more congenial learning environment.

If instructors genuinely care about students' progress and possess the EI to detect student mood, feelings, and reach accordingly, students will respond more positively to the instruction, which will be demonstrated through students' eagerness to participate and willingness to contribute. The studies, discussed in this paper, indicate that better student learning outcomes are attributed to a congenial learning environment. Instructors can make the class milieu encouraging and supportive for improved learning. As instructors can learn to be empathetic instructors' empathetic disposition will improve student engagement. This will consequently enhance instructional effectiveness. Instructors' ESIC build better instructor–student relationships and engage students better, ultimately improving student participation. An empathetic instructor may also be regarded as a better instructor, perceived to be more approachable, and has an opportunity to understand students' perspectives better. The importance of instructors' ESIC is further highlighted in the next section.

RECOMMENDATIONS FOR HRD RESEARCH AND PRACTICE

Specific recommendations for research and practice are highlighted in subsequent sections. Further studies by both HRD practitioners and researchers can elaborate the role of developing instructors' ESIC.

RESEARCH RECOMMENDATIONS

Instructors' ESIC which is an evolving concept, is borrowed from psychology and organizational behavior. Although ESIC has occupied center stage in different studies, the concept deems exploration in instruction. Therefore I recommend additional research to explore how instructor's ESIC affects students' attitudes and learning outcomes. Finally, continued empirical research on the students' understanding and perceptions about instructors' ESIC is needed. Some areas to explore for future researchers are: How students define a caring instructor, how teachers demonstrate empathy in

class, what emotional attributes do students value in their teachers, and how students' own emotional state influence their engagement with the content.

As described above, this literature review gives researchers a breeding basis for germinating new thoughts on the use of emotions in instruction. Given what has been presented in the literature, it can be concluded that emotions are an inseparable part of instruction. Since, emotions are perceived differently by different individuals, a study about how students perceive instructors' ESIC may be useful in understanding the role of emotions in instruction. What constitutes an instructor's ESIC is also not well known. There is a need to understand how instructors can develop their skills to project ESIC so that students positively perceive because it has been already demonstrated to improve learning and teaching. Based on the discussions in this article, researchers may come up with a research design to discover the instructors' traits that constitute strategies to enhance emotional bonding. This information may be valuable in connecting with students and conducting effective training programs. The next section explores the use of this literature review for the instructors.

PRACTICE RECOMMENDATIONS

Based on the discussion in this paper, the instructors should be aware of their own emotional and mental abilities. This self-awareness can help instructors in many ways. Ability to control emotions and effectively utilize emotional energy will help instructors in improving their instruction. Adult classes are also prone to subjective disagreement and conflicts. In handling such sensitive situations instructors' EC will play a major role – more than instructors' subject knowledge. If instructors learn to utilize their emotions effectively, they can encourage learners to participate in learning by effectively engaging the learners. As stressed earlier emotions form a backbone of the learning, instructors can therefore use this invaluable knowledge about ESIC to make learning not only effective but also memorable for their learners.

CONCLUSIONS

Instructors constantly strive to enhance student learning. One of the ways to augment learning is to improve the instructor and student interaction. As emotions form the basis of interaction, it is important to consider the impact of emotions in students learning outcomes. Instructors' ESIC which affects the relationship between an instructor and a student cannot be ignored. Despite being a universal phenomenon, use of emotions is subjective. Because of subjectivity, everyone is unique in their expression of emotions. Consequently, the impact of expressing emotions also varies among individuals. Regardless of this variability, instructors' ESIC can be improved to make them more compassionate toward students.

Learning about role of ESIC instruction is also useful in improving instruction delivery and building strong instructor–student relationship. Based on the literature, I also recommend that instructors should be trained to form emotional connection and develop bonding toward students. If instructors become more sensitive to the needs of the students it will result in increased participation, improved student performance, and reduced instructor–student conflict.

Research indicates that an encouraging and non-threatening learning environment should be designed to challenge the learners to promote learning (Koka & Hein, 2003). An emotionally and socially intelligent instructor is therefore more competent in maintaining an optimal learning environment in classrooms and can also understand diverse opinions and needs of diverse learners thereby improving student learning.

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