



## **A STUDY OF EMOTIONAL INTELLIGENCE OF TEACHER EDUCATORS IN RELATION TO CERTAIN DEMOGRAPHICAL VARIABLES**

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Anyone can become angry- that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way- that is not easy.

**-Aristotle, the Nicomachean ethics.**

### **Abstract**

*Sound education is expected to provide ways and means for achieving the development of body, mind and spirit. Emotion is the subjective experience associated with personality, temperament, mood and disposition. We all have different wants and needs, and different ways of showing our emotions. Character development is the foundation of a society wherein, selfishness, violence and out of control emotions tear apart the goodness of daily life of people. An individual who has control over urge of emotions will be able to take another person's perspective, which leads to tolerance and acceptance of differences. Working on the emotions for positive gain, and encouraging emotional growth of children in classroom has become more crucial now than ever before. It is expected that academically successful people had higher levels of emotional competencies. Emotional Intelligence predicts success in all walks of life and hence it has gained paramount importance in all the fields. A heart-based ability (emotional intelligence) allows us a new relationship to our emotions. Teachers need to be trained in emotional intelligence, to manage their own emotions and those of others for helping students. Emotional intelligence is as relevant for teacher educators as it is for the teachers and learners. This research article explores the emotional intelligence level of teacher educators in relation to certain demographical variables. The results show that the group under study possessed average emotional intelligence. The gender and experience of the teacher educators did not make any differential influence on their emotional intelligence. But significant difference was found in emotional intelligence of teacher educators in relation to area and marital status.*

**Keywords:** Education, Teaching, Emotional Intelligence, Teacher educator

## **Introduction:**

Teaching is a creative and adventurous profession where passion cannot be an option. No educational reform can be successful unless the quality of the teacher is improved. Teachers with a passion for teaching are those who are committed, enthusiastic, and intellectually, emotionally and spiritually energetic in their work with children, colleagues and guardians alike. Emotional intelligence (EI) is an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures. It consists of a learned set of competencies that determine how we interact with people. According to Goleman (1995), emotional intelligence is the ability to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification, to regulate one's moods and keep distress from swamping the ability to think; to empathize and hope. There are a number of different definitions of emotional intelligence in the psychological literature, but in general, it is defined as an ability to identify, regulate and manage emotions in the self and in others. People who are masters at managing their emotions don't get angry in stressful situations. Instead, People with emotional intelligence have the ability to look at a problem and calmly find a solution. Teaching is a stressful profession. Educators live in a time of rapid change and increased demands. It is difficult for teachers to remain healthy and effective in demanding work environments unless they learn and apply positive stress management skills daily.

The main aim of education is the all round holistic development of the students. Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. In the pursuit of this goal, teachers play a significant role. In reality the teacher education is the sine qua non of all educational improvements. The main aim of teacher education is to produce effective teachers, in order to improve the quality of education. During the pre-service programme itself, the student-teachers need to be exposed to emotional development programme. So teacher educators are to be emotionally mature enough to deal theoretical and conceptual orientation with the emotional needs of the students. This study is conducted with a view to assess the emotional intelligence of teacher educators through its components- self-awareness, self-control, motivation, empathy and social skill. An attempt is made to see whether gender, locale

(rural/urban residence), marital status and work experience of respondents make any significant difference in their levels of emotional intelligence.

### **Need and Importance of the Study**

The importance of emotional intelligence is firstly highlighted by Thorndike (1920) as a predictor of leadership ability through increasing focus on studying the ability to understand and manage men and women and to act wisely in human relations. According to Bar-On, “Emotional intelligence is an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures.” Emotional intelligence skills are key factors to managing stress and the daily pressures of life and work. Emotional intelligence quotient (EQ) is the ability to identify, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotionally intelligent teachers are active in their orientation to students, work, and life. Teacher in today’s world, just having a bundle of knowledge will be equal to a book that is inactive and senseless. Research indicates that People with high emotional intelligence are usually successful in most things they do. Research studies also show that higher levels of emotional intelligence are associated with a range of positive outcomes, such as better workplace performance, mental and physical health. Carmeli (2003) states that people with high emotional intelligence are constantly in a good mood and that they experience a higher level of job satisfaction and well-being (in comparison with people with lower emotional intelligence). Singh (2003) found that different professionals need different levels of emotional intelligence for success. Vela (2003), Williams (2004), and Nelson and Low (2003, 2004, 2005) provided evidence that student achievement could be improved by learning and developing key emotional intelligence skills.

New research (Goad, 2005; Justice, 2005) has indicated the importance and value of emotional intelligence in teacher preparation programs. Harrod and Scheer (2005) found that emotional intelligence levels were positively related to females, parents’ education and household income. Tucker and Yost (2006) concluded that emotional intelligence is not the opposite of intelligence as measured by GPA. Amirtha and Kadhiravan (2006) found that gender, age and qualification influenced the emotional intelligence of school teachers. Bharwaney (2008) has also identified some of the characteristics of emotional intelligence. The first and foremost one is that EI can be learned and improved at any age in life, if proper training is given. Boyatzis (2008) finds in his study that emotional intelligence

competencies can be developed in students. The result says that teachers play the central role in cultivating character by inculcating self-discipline and empathy. At present, we need emotionally intelligent teacher educators to inculcate values for quality education.

Emotions make up that which we are, shapes our mind as well as the entire personality pattern. Our hearts are the doorways, the connection to everything there, is in life. A heart-based ability (emotional intelligence) allows us a new relationship to our emotions. Suppressed emotions and too much control over them become pathological as in immobilizing depression, overwhelming theoretical and conceptual orientation anxiety and raging agitation. But emotionally intelligent teachers help students with improved motivation, increased performance, effective use of time and resources and improved team work. Most of the educators, especially from the 21st century onwards, lay stress on the social aspects of education in addition to the academic areas. Emotional intelligence predicts success in all walks of life and hence it has gained paramount importance in all the fields. The reality is the circumstances of the lives of students and their teachers, for that matter, contain difficulties. But instead of facing them with key emotional skills, these difficulties become distractions that are felt in classrooms across the nation. Therefore, developing emotional and social skills by the teacher is very important at school/teacher education institution as it can effect academic achievement positively not only during the year they are taught, but during the years that follows as well. So, there is a vast need and importance to do this study for investigating the emotional intelligence of teacher educators.

### **Objectives of the Study**

The present study was designed by the investigator with a view to fulfilling the following objectives.

- (1.) To find out the level of emotional intelligence of teacher educators (pre-service) at secondary Level.
- (2.) To study the differences in the level of Emotional intelligence of teacher educators between the groups regarding gender, locality, marital status and work experience.

### **Hypotheses**

The following hypotheses of the study were constructed by the investigator.

- (1.) There is no significant difference in emotional intelligence of male and female teacher educators.

- (2.) There is no significant difference between the means scores of emotional intelligence of rural and urban teacher educators.
- (3.) There is no significant difference between the means scores of emotional intelligence of married and unmarried teacher educators.
- (4.) There is no significant difference in emotional intelligence of high and low experienced teacher educators.

### **Sample and Delimitation of the Study**

All the teacher educators (35) of eight states were the sample of the study. The study was delimited to all 35 teacher educators attending Refresher Course No. 256 at ASC, Himachal Pradesh University, Shimla. There were 19 male (52%) and 16 female (48%) of the 35 participants. Their ages ranged between 25 and 49 years, the mean age was 36.50 years. 26 out of 35 teacher educators were married. The number of years of teaching experience for participants ranged from 3 to 20 years. In which 14 teacher educators have more than 10 years teaching experience.

### **Method, Tools and Techniques**

The study was conducted through survey method and the tools were constructed by the investigator. In this tool, rating scale and interview schedule were applied. 20 statements were taken keeping in view the positive (16) and negative (4) nature in this scale. It was valid and reliability of this test was found 0.77. Three point rating scale was prepared as 'Always', 'sometimes' and 'never'. Scale of emotional intelligence was administered to the teacher educators after obtaining prior permission from the In-charge of the Refresher course, ASC, HP, Shimla. In statistical techniques mean, standard deviation and t-test were applied to know the emotional intelligence of teacher educators. The data collected were analysed with the help of suitable statistical techniques through SPSS.

### **Major Findings and Discussions**

According to objectives and hypotheses, the following major findings emerged as an outcome of the present study-

- (1.) Most of the teacher educators have near about average emotional intelligence. Normal emotional intelligence level was found according to opinion of 53% teacher educators. Above average emotional intelligence was found 26% respondents and low stress was found 21% respondents.

- (2.) To compare the emotional intelligence in male and female teacher educators has presented according to table No. 01 given ahead-

**Table No. 01**

**Mean difference about emotional intelligence in male and female teacher educators**

EI	Gender	N	Mean	SD	t-value	Significance at .05 level
Teacher Educator	Male	19	40.26	3.50	1.69	Not Significant
	Female	16	38.56	2.13		
	Total	35				

Table value at 0.05 level on df 33 is 2.03

**Interpretation of the Result:**

In viewing the table No. 01, the Mean of the emotional intelligence in male and female teacher educators was found 40.26 and 38.56 respectively. Value of Standard deviation of male and female students also got 3.50 and 2.13 respectively. The obtained t-value for these two groups is 1.69 that is less than table value 2.03. It means that is not significant at 0.05 level with 33 degree of freedom (df). It can be said that there is no significant difference in the emotional intelligence in male and female teacher educators. Therefore, hypothesis (i) "There is no significant difference in the emotional intelligence in male and female teacher educators" has retained.

- (3.) To compare the emotional intelligence in urban and rural teacher educators has presented according to table No. 02 given ahead-

**Table No. 02**

**Mean difference about emotional intelligence in urban and rural teacher educators**

EI	Locality	N	Mean	SD	t-value	Significance at .05 level
Teacher Educator	Urban	22	38.55	2.69	2.57	Significant
	Rural	13	41.07	3.01		
	Total	35				

Table value at 0.05 level on df 33 =2.03

**Interpretation of the Result:**

According to table No. 02, the mean value of the emotional intelligence in urban and rural teacher educators was found 38.55 and 41.07 respectively. Value of Standard deviation of urban and rural teacher educators also got 2.69 and 3.01 respectively. The t-value for these two groups is obtained 2.57, which is significant at 0.05 level with 33 degree of freedom. It can be said that there is significant difference in the emotional intelligence in urban and rural teacher educators. There is a necessity to develop the emotional competencies of the teacher educators, which in turn helps them to develop the same among their student teachers.

Therefore, hypothesis (ii) "There is no significant difference in the emotional intelligence in urban and rural teacher educators" has rejected and new hypothesis formulated that there is significant difference in the emotional intelligence in urban and rural teacher educators.

- (4.) To compare the emotional intelligence in married and unmarried teacher educators has presented according to table No. 03 given below-

**Table No. 03****Mean difference about EI in married and unmarried teacher educators**

EI	Marital	N	Mean	SD	t-value	Significance at .05 level
Teacher Educator	married	26	40.26	2.98	2.85	Significant
	Un-married	9	37.22	1.87		
	Total	35				

Table value at 0.05 level on df 33 =2.03

**Interpretation of the Result:**

In viewing the above table, the mean of the emotional intelligence in married and unmarried teacher educators was got 40.26 and 37.22 respectively. Value of SD of married and unmarried teacher educators found 2.98 and 1.87. The obtained t-value (2.85) for these two groups is less than standard value (2.03), which is significant at 0.05 level with 33 df. It can be said that there is significant difference in the emotional intelligence in married and unmarried teacher educators. Therefore, hypothesis (iii) "There is no significant difference in the emotional intelligence in married and unmarried teacher educators" has rejected and new hypothesis formulated that there is significant difference in the emotional intelligence in married and unmarried educators.

- (5.) To compare the emotional intelligence in high and low work experienced teacher educators has presented according to table No. 04 given ahead-

**Table No. 04****Mean difference about EI in high and low work experienced teacher educators**

EI	Work experience	N	Mean	SD	t-value	Significance at .05 level
Teacher Educator	≥ 10 yrs	14	40.28	3.10	1.28	Not Significant
	Below 10 yrs	21	38.96	2.93		
	Total	35				

Table value at 0.05 level on df 33 =2.03

**Interpretation of the Result:**

Keeping in viewing the table No. 04, the mean value of the emotional intelligence in high ( $\geq 10$  yrs) and low ( $< 10$  yrs) work experienced teacher educators was found 40.28 and 38.96 respectively. Value of SD of high and low work experienced also got 3.10 and 2.93 respectively. The obtained t-value (1.28) of these two groups is less than table value 2.03, which is not significant at 0.05 level with 33 df. It can be said that there is no significant difference in the emotional intelligence in high and low work experienced teacher educators. Goleman (1995) indicates that EI increases with age and maturity. Therefore, hypothesis (iv) "There is no significant difference in the emotional intelligence in high and low work experienced teacher educators" has retained.

**Conclusion**

Based upon analysis and interpretation of data, the following conclusions emerged as an outcome of the study.

- (1.) It is concluded from the findings that the emotional intelligence of teacher educators at secondary level is about average.
- (2.) Normal emotional intelligence level was found according to opinion of 53% teacher educators. Above average emotional intelligence was found 26% respondents and low stress was found 21% respondents.
- (3.) No significant difference was found in emotional intelligence of male and female teacher educators.



- (4.) The significant difference was found between the means scores of emotional intelligence of rural and urban teacher educators.
- (5.) The significant difference was found between the means scores of emotional intelligence of married and unmarried teacher educators.
- (6.) No significant difference was found in emotional intelligence of high and low experienced teacher educators.

### **Suggestions for Further Research Studies**

The following are some of the suggestions that open up new areas for further research in emotional intelligence.

1. Inspirational subjects like art, literature, poetry and music help in developing an appreciation of the beautiful and sublime emotions in life. They should be included in the new teacher education curriculum.
2. Sports, games, dramatics and other co-curricular activities are of great value. Skill, confidence and involvement in work as well as a healthy sense of humour are basic to emotional intelligence. Therefore, work ethics and balanced work and healthy living must be emphasized in the curriculum.
3. Investigative studies may be conducted to find out, the interrelationships between, rational, emotional and spiritual intelligences.
4. Emotions should be concentrated or directed towards some good object or healthy idea. Such a direction and concentration can lead to development like justice, patriotism and other moral qualities.
5. The present study was limited to teacher educators. Similar studies may be conducted for the students of Schools/Colleges/University with various components of EI.
6. IQ plays only 20% to the success of an individual while 80% success is based on one's EI. Due to this, a comparative study of EI & SI among teachers, students, doctors, bankers, etc. may be conducted.
7. Research studies may be conducted on the role of parents in enhancing EI and SI among their children and their performance/behaviour in Schools/colleges.

### **Implications of the Study**

This research may help to integrate investigations of emotional intelligence (EI) in the field of psychology and expand these findings to educational processes. It is said that emotional intelligence can be taught and developed. The study has implications for future

policy recommendations for teacher preparation institutions. EI can be included in the revised B.Ed. and M.Ed. curriculum and to be implemented suitably by making use of educational programs. The results of this study will enable students, teachers, principals, schools and teacher education colleges to better align the area of education that is being used with the trait(s) that the teacher educators possesses. In fact, enhancement of EI is very much required not only in the field/s of school education/teacher education, but in all the fields of higher Education concerns throughout the nation/world. Emotionally intelligent teacher educators have the ability to perceive and mold their own emotions, which might help to increase workplace involvement and reduce stress.

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