

Emotional Intelligence of Teacher Educators

Sreekala Edannur

School of Education, Pondicherry University, Pondicherry, India

KEYWORDS Self Awareness. Self Management. Social Awareness. Social Skill

ABSTRACT Character development is to be the foundation of a society wherein, selfishness, violence and out of control emotions tear apart the goodness of day to day life of people. Our children have to be taught the ability to read emotions in others, to value others' needs, to care for fellow human beings, to show compassion and to exercise self-restraint. These are qualities that possess proven benefits and are relevant to and appreciated in all human societies. 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. These capacities are crucial in an increasingly pluralistic democratic world. This can lead to the development of a community wherein people live together in mutual respect and peace. Working on the emotions for positive gain, and encouraging emotional growth of children in classroom has become more crucial now than ever before. Researches show that academically successful people had higher levels of emotional competencies. For helping students to acquire the skills of emotional competencies, in the first place, teachers need to be trained in Emotional Intelligence, to manage their own emotions and those of others. Emotional Intelligence is as relevant for teacher educators as it is for the teachers and learners. The present study assesses the Emotional Intelligence level of teacher educators of Barak Valley region in the Indian state of Assam. The results show that the group under study possessed average Emotional Intelligence. The gender and locality of the teacher educators did not make any differential influence on their Emotional Intelligence.

INTRODUCTION

The hope of a nation lies in the proper education of its youth, in preparing the young to fare better in life. Proper education is not only instruction in school subjects and cannot take place in isolation from the emotions of the child. Being Emotionally Intelligent is as important as learning any other subjects. Here Emotional Intelligence means the ability to retain emotional impulses, to read other person's innermost feeling and to handle relationships smoothly. The ability to control impulses is the base of character. Goleman (1995) says there is an old fashioned word for the body of skills that Emotional Intelligence represents: Character. Who will take the responsibility of creating a nation whose foundation is character? Teachers play the central role in cultivating character by inculcating self-discipline and empathy. The teachers who will be imparting these skills in schools also need to practice them. For putting this to practice, at the first place, teachers need to be trained to be Emotionally Intelligent. For this, teacher educators should be aware of the importance of Emotional Intelligence in Education. In fact, most educators know about the importance of imparting Emotional Intelligence training to the students. But little effort is made to implement this. Many models of Emotional Intelligence exist inside and outside

educational mainstream, which can be used. Boyatzis (2008) finds in his study that Emotional Intelligence competencies can be developed in students. Singh (2003) found that different professionals need different levels of Emotional Intelligence for success. The result says that teachers need to be highly Emotionally Intelligent to be successful.

The present study is conducted with a view to assess the Emotional Intelligence of teacher educators through its components -Self Awareness, Self Management, Social Awareness and Social Skills. An attempt is also made to see whether Gender and Locale (Rural/Urban Residence) of respondents make any significant difference in their levels of Emotional Intelligence.

RATIONALE OF THE STUDY

We need to be vigilant in imparting knowledge to students. Education is a tri-polar process where teacher, learner and curriculum are inseparably intertwined. The reputation of a school depends upon the reputation of its teachers. Success of students depends upon teacher's guidance and teaching. The most significant factors leading to school disaffection, failure, and drop out are social-emotional. When teachers leave teaching, it is much more for reasons related to student behaviour, classroom and school climate, and

matters of character than it is for anything having to do with technical aspects of teaching and pedagogy (Elias and Arnold 2006). An Emotionally Intelligent teacher will be a better guide. The greatest asset of education system will then be its Emotionally Intelligent teachers. We need Emotionally Intelligent teachers to activate educational process, so we need Emotionally Intelligent teacher educators to inculcate that quality in teachers. The present generation faces new problems in their life. Teachers need to be equipped with skills to help them tackle these new and more complex problems. Teacher in today's world, just having a bundle of knowledge will be equal to a book that is inactive and senseless. He must have knowledge along with a set of skills that Emotional Intelligence provides, such as- empathy, self- control, optimism, stress tolerance, self- regard, flexibility, emotional awareness and so on. Since Emotional Intelligence is a set of abilities essential for the success of an individual, the purpose of imparting quality education is not possible without inculcation of Emotional Intelligence and its attributes in the learners. It enables an individual to handle his own emotions and actions, thereby handling his relationship with others smoothly by controlling their emotions.

We aim at inculcation of different national as well as international values such as equality, fraternity, democracy, freedom etc. among the young people through our educational system. There are also topics related to history, culture, religion etc. But these days, students do not prefer to read much, especially in art subjects from where they get awareness about our culture, tradition, value system, brotherhood, social living, adjustment, adaptations etc. The present generation believes in scientific theories and experiments, so there is a tendency to reject religion, religious practices, cultural traditions and values. How can we compensate for all these? Curtailing of art courses leads to rejection of religious, ethical or national value systems. Therefore, our school systems must launch programmes directly focussed on Emotional Intelligence because it includes all the basic qualities required for the success of an individual in social life. Increasing number of studies made in the area suggest that more and more training programmes be conducted for teachers and teacher educators too. It is the teacher educators who are instrumental in shaping future teachers who in turn are expected to be an integral part of nation building by producing

tolerant and more responsible and compassionate future citizens.

Most of the studies referred to are made outside the education mainstream. The studies in education are mostly done in schools and among teachers. Teacher educators seldom found a place in this area of research. The investigator finds a conspicuous gap to conduct a study among teacher educators. The present study is made on the teacher educators of Barak Valley region of Assam State. Since this extreme North Eastern region of India is geographically cut off from the mainstream India and the windows of opportunities, people here get very few opportunities of exposure to fast changing global scenario. Thus, studies dealing with how the people in this region connect themselves emotionally to others and take others' perspectives, are important. This study attempts to assess the level of Emotional Intelligence of the teacher educators of Barak Valley, Assam, India. Besides Emotional Intelligence (as a whole) four components of Emotional Intelligence-Self Awareness, Self Management, Social Awareness and Social Skill are also assessed. These variables are studied in relationship with the grouping variables Gender and Locale of teacher educators. Studies made by Mayer and Geher (1996) show that the women respondents were emotionally more intelligent than their male counterparts. Finding whether being a male or female or being brought up in a rural or urban background made any differential attribution to their becoming emotionally less or more intelligent, is important in the pursuit of fruitful research in the area.

Twenty-one teacher educators of five teacher education institutions in Barak Valley of Assam state form the sample of the study. All the teacher educators (40) of six teacher education institutions of Barak Valley of Assam state is the population of the study. The investigator used Emotional Competence Inventory of Goleman and Boyatzis to assess the different skills of Emotional Intelligence.

Objectives of the Study

- 1) To study the level of emotional intelligence in teacher educators through its components.
- 2) To study whether there is any significant difference in the Emotional Intelligence of teacher educators with respect to Gender.
- 3) To study whether there is any significant

- difference in the Self Awareness of teacher educators with respect to Gender.
- 4) To study whether there is any significant difference in the Self Management of teacher educators with respect to Gender.
 - 5) To study whether there is any significant difference in the Social Awareness of teacher educators with respect to Gender.
 - 6) To study whether there is any significant difference in the Social Skill of teacher educators with respect to Gender.
 - 7) To study whether there is any significant difference in the Emotional Intelligence of teacher educators with respect to the Locale.
 - 8) To study whether there is any significant difference in the Self Awareness of teacher educators with respect to the Locale.
 - 9) To study whether there is any significant difference in the Self Management of teacher educators with respect to the Locale.
 - 10) To study whether there is any significant difference in the Social Awareness of teacher educators with respect to the Locale.
 - 11) To study whether there is any significant difference in the Social Skill of teachers educators with respect to the Locale.

Hypotheses

1. Male and female teacher educators do not differ significantly on Emotional Intelligence.
2. Male and female teacher educators do not differ significantly on Self Awareness.
3. Male and female teacher educators do not differ significantly on Self Management.
4. Male and female teacher educators do not differ significantly on Social Awareness.
5. Male and female teacher educators do not differ significantly on Social Skill.
6. Rural and urban resident teacher educators do not differ significantly on Emotional Intelligence.
7. Rural and urban resident teacher educators do not differ significantly on Self Awareness.
8. Rural and urban resident teacher educators do not differ significantly on Self Management.
9. Rural and urban resident teacher educators do not differ significantly on Social Awareness.

10. Rural and Urban resident teacher educators do not differ significantly on Social Skill.

RESULTS

The results of descriptive statistical analysis are presented in table 1.

The level of Emotional Intelligence of the whole group of teacher educators is observed to be slightly above average. This result is a replication of the finding of a study done by Singaravelu (2008) that Emotional Intelligence of student teachers in Puduchery was above average. With respect to the factor Self Awareness, their performance seems to be high. The group under study seems to be high on this perspective of ability to read own emotions and others' and manipulate them accordingly. In the case of Self Management and Social Awareness, the teacher educators' performance is slightly above average. But it is observed that the teacher educators are average in their social skills. Singh (2003) found that teachers need to be high in their Emotional Intelligence to be successful. The group under study needs to take effort to instil the skills of Emotional Intelligence to be more successful.

Table 1: Mean and standard deviation of emotional intelligence, self awareness, self management, social awareness and social skill

Variable	N	AM	SD
Emotional Intelligence	21	3.66	0.48
Self Management	21	3.61	0.49
Social Awareness	21	3.61	0.49
Social Skill	21	3.47	0.51
Self Awareness	21	3.95	0.49

Emotional Intelligence with Respect to Gender

It is observed from the table 2 that the 't' value between two groups, male and female teacher educators with regard to Emotional Intelligence on the basis of Gender is not significant. Hence the hypothesis is accepted. From this it may be inferred that the male and female teacher educators do not differ in their Emotional Intelligence with regard to Gender.

Table 2: Significance of 't' between male and female teacher educators on emotional intelligence

Variable	Gender	N	AM	SD	T	Sig.
Emotional Intelligence	Male	11	3.50	0.52	1.56	0.13
	Female	10	3.81	0.40		

The arithmetic mean value shows that female teacher educators performed slightly better than the male teacher educators. But the difference is not significant. So it may be said that the male and female teacher educators of Barak Valley are emotionally intelligent on an average irrespective of the Gender. It may be because every teacher educator in this particular society of Barak Valley got equal opportunities to develop the skills required to be emotionally intelligent. But the findings of Buck (1984) and Mayer and geher (1996) show that female respondents performed better than male respondents in their Emotional Intelligence. Bastian (2005) found few Gender difference in Emotional Intelligence, those significantly favoured females.

Self Awareness with Respect to Gender

A perusal of the table 3 shows that the value of 't' between the two groups, male and female teacher educators on Self Awareness is not significant. Hence, the hypothesis is accepted. It may be inferred that the male and female teacher educators do not differ in their Self Awareness. It is interesting to note that in the present study, there is no significant difference between male and female teacher educators in Self Awareness. But a glance to the arithmetic mean values of male and female teacher educators in respect of Self Awareness shows a slightly better performance of females over males.

Table 3: Significance of 't' between male and female teacher educators on self awareness

Variable	Gender	N	AM	SD	t	Sig.
Self Awareness	Male	11	3.90	0.70	0.40	0.68
	Female	10	4.00	0.00		

Table 4: Significance of 't' between male and female teacher educators on self management

Variable	Gender	N	AM	SD	t	Sig.
Self Management	Male	11	3.72	0.46	- 1.04	0.30
	Female	10	3.50	0.52		

Table 5: Significance of 't' between male and female teacher educators on social awareness

Variable	Gender	N	AM	SD	t	Sig.
Social Awareness	Male	11	3.50	0.52	- 1.04	0.30
	Female	10	3.72	0.46		

Table 6: Significance of 't' between male and female teacher educators on social skill

Variable	Gender	N	AM	SD	t	Sig.
Social Skill	Male	11	3.30	0.48	-1.55	0.13
	Female	10	3.63	0.50		

Self Management with Respect to Gender

A perusal of the table 4 shows that the value of the 't' between the two groups, male and female teacher educators on Self Management is not significant. Hence, the hypothesis is accepted. It is clear from the table that the male and female teacher educators do not differ in their Self Management.

Social Awareness with Respect to Gender

The 't' value of the two groups, male and female teacher educators on Social Awareness is not significant (Table 5). Hence, the hypothesis is accepted. From this it can be stated that there is no significant difference with regard to Social Awareness between male and female teacher educators. From this result it may be inferred that regarding Social Awareness, male and female teacher educators performed almost equally. This result also seems to be indicating that the normal or usual gender differences, which are found, replicated in most studies in the area of Emotional Intelligence is not true with the specific group of teacher educators of Barak Valley.

Social Skill with Respect to Gender

It can be noted that the value of 't' between male and female teacher educators on social skill is not significant (Table 6). So the hypothesis is

accepted. The result shows that the male and female teacher educators do not differ significantly in their Social Skill. The arithmetic mean values of male and female teacher educators on Social Skill show that females perform slightly better than males. But the difference is not significant. As in the case of other three variables, in Social Skill too, the teacher educators perform irrespective of their Gender. Both the groups possessed Social Skills on an average. It may be inferred that the society of Barak valley do not differentiate between its male and female counterparts in equipping them with skills of handling relationship.

Emotional Intelligence with Respect to Locale

It is observed from the table 7 that the 't' value is zero. Since the arithmetic mean values of two groups, urban and rural brought up teacher educators is the same. Since there is no difference between the two groups, the hypothesis is accepted. Performance of rural and urban brought up teacher educators on Emotional Intelligence do not differ at all.

Self Awareness with Respect to Locale

It is observed that the value of 't' between the two groups, urban and rural brought up teacher educators on Self Awareness is not significant (Table 8). So the hypothesis is accepted. The urban

brought up teacher educators do not differ from the rural brought up teacher educators in their Self Awareness. The arithmetic mean value of the urban brought up teacher educators is slightly higher than the rural brought up teacher educators. But the difference is not significant. As in the case of the other background variable Gender, the difference in the locality of teacher educators' upbringing also did not make any difference in their Self Awareness. It seems the facilities the teacher educators received in self-understanding, managing emotions and manipulating them, in both rural and urban areas were almost same.

Self Management with Respect to Locale

The 't' value between the two groups, urban and rural brought up teacher educators on Self Management is not significant (Table 9). Hence, the hypothesis is accepted. This indicates that urban brought up teacher educators do not differ significantly from their rural counterparts. A look at the arithmetic mean value also shows that the values are almost equal, so it may be inferred that the rural brought up teacher educators had performed equally with their urban brought up counterparts.

Social Awareness with Respect to Locale

The 't' value between the two groups, urban and rural brought up teacher educators on Social

Table 7: Significance of 't' between rural and urban resident teacher educators on emotional intelligence

Variable	Locality	N	AM	SD	t	Sig.
Emotional Intelligence	Urban	9	3.66	0.50	0.00	1.00
	Rural	12	3.66	0.49		

Table 8: Significance of 't' between rural and urban resident teacher educators on self awareness

Variable	Locality	N	AM	SD	t	Sig.
Self-Awareness	Urban	9	4.00	0.00	0.37	0.71
	Rural	12	3.91	0.66		

Table 9: Significance of 't' between rural and urban resident teacher educators on self management

Variable	Locality	N	AM	SD	t	Sig.
Self Management	Urban	9	3.55	0.52	0.49	0.62
	Rural	12	3.66	0.49		

Table 10: Significance of 't' between rural and urban resident teacher educators on Social Awareness

Variable	Locality	N	AM	SD	t	Sig.
Social Awareness	Urban	9	3.55	0.52	-0.49	0.62
	Rural	12	3.66	0.49		

Awareness is not significant. Hence, the hypothesis is accepted (Table 10). This shows that the urban brought up teacher educators do not differ significantly from their rural counterparts. The arithmetic mean value shows that the urban and rural brought up teacher educators have almost equal values. It may be inferred that as in the case of Self Management, these two above mentioned groups performed equally on Social Awareness.

Social Skill with Respect to Locale

A perusal of table 11 shows that the 't' value is not significant. So the hypothesis is accepted. The two groups of teacher educators who had their upbringing in rural and urban areas do not differ significantly with regard to Social Skills.

DISCUSSION

Mounting social problems permeate everyday life. A lot of work has been done on emotional aspect of Education in recent years. Working on the emotions for positive gain, and encouraging emotional growth of children in classroom has become more crucial now than ever. An emotionally intelligent teacher will serve as an important role model for students, particularly as the extraordinary challenges of the classroom of the future become more evident. This will require infusing emotional intelligence into teacher preparation programs and therefore will serve as part of the goal of "creating new visions" for teacher education. For this, in the first place, teacher educators need to be trained in Emotional Intelligence, to manage their own emotions and those of others. Feelings are crucial for success in education (Kusche and Greenberg 2006). Emotions are critical ingredients for optimal information processing, social communication, written communication, motivation, attention, concentration, memory, critical thinking skills, creativity, behaviour, physical health, and even our very survival (Goleman 1995; Jensen 1998; Kusche and Greenberg 1998; Sylwester 1995). These are aspects which cannot be done away with, in any kind of teaching learning process.

This background of research findings points to the fact that a teacher educator can produce good teachers for the country only when she is emotionally intelligent. At the entry point of all teacher training and teacher educator training programmes, the students' level of emotional Intelligence is to be assessed and successive programmes of emotional Intelligence must be planned. The results of the present study imply that the group under study possessed average Emotional Intelligence. Singh (2003) in his study finds that different professionals need different levels of Emotional Intelligence to be successful. Teachers, the study says, need to be high in Emotional Intelligence to be successful. Teacher education programs can specifically pilot this infusion in their philosophy of education (reflective practitioner component) courses, spiral to methods and models courses and on to Student teaching seminars. After piloting, infusion via a "spiral curriculum" can be adopted so that the emotional intelligence training can be ongoing and continuous throughout the program.

This study finds that female teacher educators fared equally with the male counterparts, and in the component social skills, their performance is better than the male teacher educators. This finding has far reaching implications. According to the ILO's report on global employment of trends for women, the rate of female unemployment remains high at 6.5 per cent in comparison with 5.7 per cent for men. Other studies in the area report higher level of Emotional Intelligence in females. Although evidence suggests that women are equally emotionally intelligent as men and are capable of performing their duties well, capable of persisting, they are not getting employment linked status. The international labour organisation's campaign to promote gender equality at the work place has significance in the current context due to the emerging issues of inequity in their employment linked status.

Now, another issue to be discussed is how to assess Emotional Intelligence and implement programmes. McCluskey (2000) notes, those well-meaning people who have tried to introduce innovations in schools have come up against considerable resistance from teachers, students and

Table 11: Significance of 't' between rural and urban resident teacher educators on social skill

Variable	Locality	N	AM	SD	t	Sig.
Social Skill	Urban	9	3.44	0.52	-0.24	0.81
	Rural	12	3.50	0.52		

parents alike. Yet without their active participation, no such far-reaching change is possible.

One possible solution, if such essential skills prove too difficult to develop in institutions, would be to start by introducing them in the spaces around the institution, in conjunction with other activities. This paper does not intend to suggest that cognitive skills are unimportant. Excelling in academic is very essential. But when one gets into work with the help of cognitive abilities, social and emotional abilities are very important for survival in the system.

RECOMMENDATIONS

This study is done in the extreme north east corner of the country. The results may vary through localities. Assessment and implementation of any kind of approaches in Emotional Intelligence, which are available in plenty, should follow considerations of local needs, goals, interests, and mandates; staff skills work load, and receptiveness, pre-existing instructional efforts and activities. At the entry point of teacher education courses itself, the level of emotional competence in students can be assessed so as to plan programmes for them to improve in these skills. Scientific research indicates that the formation of emotional skills is much easier in the formative years from birth to the late teens. Looking at existing structures, school is the major activity in that age group. But that should not stop anyone acquiring these skills at a later stage too. More and more children are being bombarded by the messages of mass culture, Internet, television, and other outlets unfiltered by teachers and parents (Elias 2006). So it becomes very important that parents and teachers acquaint themselves with the skills of emotional competencies to handle the children at various age groups, carefully. The study has implications for future policy recommendations for teacher preparation institutions. Qualitative and quantitative analyses on the emotional intelligence ability development of teacher candidates at all levels can be made. Along with this, a longitudinal evidence of greater student outcomes within the classroom on social, emotional, and academic measures will reveal its relationship with the emotional skills of teachers. Innovative programmes of emotional intelligence can be practiced within teacher education programme to provide teacher candidates with additional skills to meet the

challenges of an increasingly diverse student population. To close, research based on following teacher candidates into the classroom and analyzing their effectiveness through the gains of their students in social, emotional and academic learning, will provide a fertile field for future investigation.

REFERENCES

- Bastian Veneta Anne 2005. *Are The Claims of Emotional Intelligence Justified? Emotional Intelligence Predict Life Skills as Well as Personality and Cognitive Abilities*. Adelaide: Research Scholarship Thesis.
- Boyatzis RE 2008. A Twenty Year View of Trying to Develop Emotional, Social and Cognitive Intelligence Competencies in Graduate Management Education. *Journal of Management Development*, 27(1): 92-108.
- Buck R 1984. *The Communication of Emotion*. New York: Guilford Press
- Elias MJ 2006. The Connection Between Academic and Social Emotional Learning. *The Educators Guide to Emotional Intelligence and Academic Achievement*. California: Thousand oaks, Corwin Press.
- Elias MJ, Arnold H 2006. *Emotional Intelligence and Academic Achievement. Social emotional Learning in the Classroom*. California: Corwin Press, Thousand oaks: Sage Publications.
- Goleman D 1995. *Emotional Intelligence: Why it Matters More Than IQ?* New York: Bantam Books.
- Goleman D 1998. *Working with Emotional Intelligence*. New York: Bantam Books.
- Jensen E 1998. *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Kusche CA, Greenberg MT 1998. Integrating Emotions and thinking in the classroom. *Think*, 9: 32-34.
- Kusche CA, Greenberg MT 2006. Brain Development and social Emotional Learning. An Introduction for Educators. In: H Arnold, MJ Elias (Eds.): *The Educators Guide to Emotional Intelligence and Academic Achievement*. California: Corwin Press.
- Mayer JD, Geher G 1996. Emotional Intelligence and Identification of Emotion. *Intelligence*, 22(2): 89-114.
- McCluskey A 2000. Connected Magazine e-news. From <http://ei.haygroup.com> (Retrieved February 4, 2010).
- Parker J D M, Wood LM, Bond BJ, Hogan MJ 2005. Academic Achievement and Emotional Intelligence: Predicting the successful transition from High school to University. *Journal of the First Year Experience and Students in Transition*, 17: 67-78.
- Singaravelu S 2007. Emotional Intelligence of Student Teachers at Primary Level. *Journal of All India Association for Educational Research*. 19(3&4): 49-51.
- Singh Dalip 2003. *Emotional Intelligence at Work: A Professional Guide*. New Delhi: Sage Publications.
- Sylvester R 1995. *A celebration of Neurons: An Educators Guide to the Human Brain*. Alexandria, VA: Association for Supervision and Curriculum Development.