

Emotional Intelligence of Future Teacher Educators: A Research Study

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Abstract: *The present investigation was an attempt to determine Emotional Intelligence of Future Teacher Educators: A Research Study. Various Indian and foreign studies were reviewed. Descriptive survey method has been used in this study. The sample consisted of 170 future teacher educator's using stratified random sampling method. Emotional intelligence inventory developed by the S. K. Mangal and Shubhara Mangal standardised tool adopted for the study. The data was analysed using various statistical methods like mean, SD&T-TEST. The score obtained by different groups are compared across the variables like gender, age, class, type of management, locality with respect of future teacher educators. The results shows there is no significant difference in between male and female future teacher educators.*

Keywords: Emotional Intelligence, Future Teacher Educators

1. Introduction

In modern age of civilization, we are living in a world of different & various social and personal conditions, our emotions play quite a significant rule in guiding and directing our behavior. Many times, they seem to dominate us in such a way that we have no solution other than behaving as they want to. Emotions can restrict & control our behavior & place of work by proper control and productive use of one's emotions.

The 'Emotion' itself is a complex state of human mind involving bodily changes of wide spread character such as breathing, pounding heart, flushed face, sweaty palms, high plus rate gland section on the psychological side and on the mental side, A state of excitement or perturbation marked by strong feeling.

Emotions originate from exposure to specific situations. Emotions are human being system that alerts them to what is really going around them. They are what like an internal gyroscope and help keep us on the right track by making sure that we are led by more than cognition. Emotions are our thought, feelings and action. A feeling is part of emotion. Emotion is an 'Umbrella term' which includes the situation, perception of the situation.

Emotional Intelligence: The concept

Goleman (1998), defines Emotional Intelligences as "The capacity for recognizing our own feeling and those of others, for motivating ourselves and for managing emotions will in ourselves and in our relationship.

Mayer and Solovey (1993) define Emotional Intelligence as "the ability to monitor one's and other's feeling and emotions to discriminates among them, and to use this information to guide one's thinking and action. Emotional Intelligence involves the ability to perceive accurately, appraise and express emotions, the ability to access and generate feeling when they facilitate thought, the ability to understand emotions and emotional knowledge and intellectual growth.

According to Goleman (1995) "Emotional Intelligence describes abilities from but complementary to academic intelligence or the purely capacities measured by IQ."

Defining Emotional Intelligence

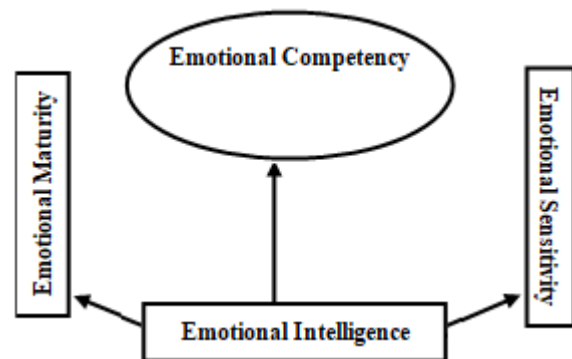
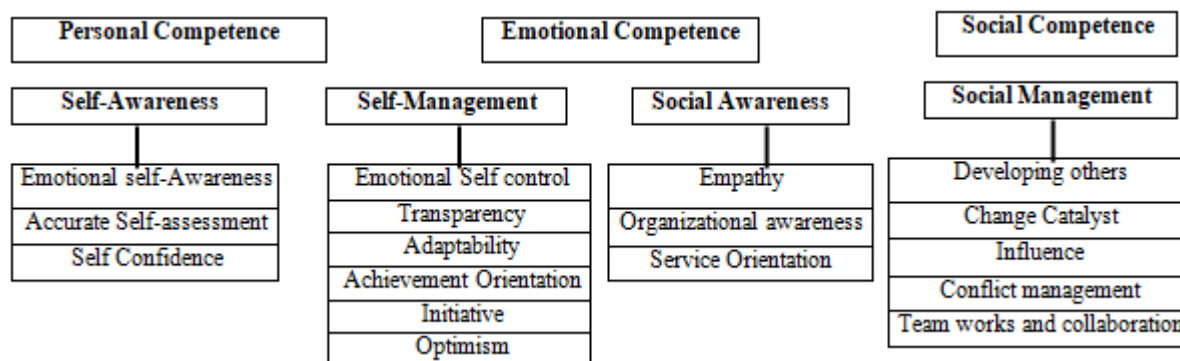


Figure 1

The structure of Emotional Competence:



Adopted from *Primal Leadership* by Daniel Goleman et. al (HBS Press 2002)

Need and Significance of the study

Emotional are as a power to regulate an individual's personality and society in his behaviour and activities. Further Emotional Intelligences has much to do with knowing and how express emotions as it does with controlling it. but today, Emotional Intelligence has much to do with knowing when and how express as it does with controlling it.

Knowing about one's Emotional Intelligence in terms of emotional quotient had wide of an individual and society. This fact has been recognized and given the practical shape and implications all around the globe. The credit of giving due to publicity and acquainting the word, wide population about the importance and American Psychologist Daniel Goleman through his best-selling books like Emotional Intelligence. Why it can matter more than IQ and working with Emotional Intelligence has stressed the following factors while showing the importance's of Emotional Intelligence –

- 1) Emotional Intelligence is as powerful as IQ while IQ contributes only about 20% of success in life, the other factor contributes the rest we can infer that Emotional Intelligence lack social lass are among those other factors.
- 2) Unlike IQ Emotional Intelligence may be that predictor of success in life. Emotional Intelligent people are more likely to successes in everything they undertake in their life.

We are preparing teacher educators for B. Ed. Institutions. They have to teach students and participates various activities. They have to been work load day to day problem, staff adjustment, student adjustment and job-related problems. To face these problems, they control need to their emotions.

So, it is need of the hour to develop Emotional aspect for student who are the pupil teacher M. Ed. during training period.

In the review of the related studies on Emotional Intelligence, researchers found that a number of studies have been done in this area but less work has been initiated on future teacher educators. So that, researcher decided to study Emotional Intelligence among future teacher educators /M. Ed. students.

Statement of the Problem

“The statement of the problem usually a declarative, this attempt a regulative goal, gives direction to the research to focus, it must be limited enough in scope to make different conclusion.” **J. W. Best (1968)**

The problem for the present study has been entitled as:

“Emotional Intelligence of Future Teacher Educators: A Research Study”

Objectives:

The present investigation is based on the following objectives:

- 1) To study the Emotional Intelligence of future teacher educators.
- 2) To study the Emotional Intelligence of future teacher educators of on the basis of sex, locality and type of institution.
- 3) To compare the Emotional Intelligence of male and female future teacher educators.
- 4) To compare the Emotional Intelligence of future teacher educators of rural and urban area.
- 5) To compare the Emotional Intelligence of future teacher educators of Government Aided Institutions and Self-financing Institutions.

Hypothesis:

To achieve the above-mentioned objectives, following hypotheses have been formulated:

- There is no significant difference between in the Emotional Intelligence of male and female future teacher educators.
- There is no significant difference between in the Emotional Intelligence of rural and urban future teacher educators.
- There is no significant difference between in the Emotional Intelligence of future teacher educators of Government Aided Institutions and self-financing Institutions.

2. Methodology

Descriptive survey method has been used in this study. The sample consisted of 170 future teacher educators of Government Aided Institutions and self-financing Institutions of Bareilly district using stratified random sampling method. Emotional intelligence inventory developed by the S. K. Mangal and Shubhara Mangal standardized tools were adopted for the study were used for

future teacher educators to find out the Emotional Intelligence of future teacher educators. The data were analyzed using various statistical methods like Mean, SD and t-test. The score obtained by different groups are

compared across the variable like gender, age, class and institutions.

3. Data Analysis

Table 1: Comparison between Male and Female Future Teacher Educator on Emotional Intelligence

Dimensions	Male Teacher Education (N = 84)		Female Teacher Education (N = 86)		‘t’ df = 168
	Mean	S. D.	Mean	S. D.	
Intra-personal awareness (own emotions)	16.29	3.67	16.84	3.23	1.04
Inter-personal awareness (others emotions)	1.11	3.62	16.01	4.00	1.54
Intra-personal management (own emotions)	16.35	3.60	17.05	3.87	1.22
Inter-personal management (other emotions)	15.74	3.99	15.80	3.82	0.11

Table 2: Comparison between Rural and Urban Future Teacher Educator on Emotional Intelligence

Dimensions	Rural Teacher Education (N = 84)		Urban Teacher Education (N = 86)		‘t’ df = 168
	Mean	S. D.	Mean	S. D.	
Intra-personal awareness (own emotions)	17.10	3.21	16.16	3.60	1.79
Inter-personal awareness (others’ emotions)	15.92	3.44	15.30	4.11	1.08
Intra-personal management (own emotions)	16.62	3.91	16.76	3.64	0.24
Inter-personal management (other emotions)	15.74	4.17	15.80	3.70	0.08

Table 3: Comparison between Government Aided and Self-Finance Future Teacher Educator on Emotional Intelligence

Dimensions	Govt. Aided Teacher Education (N = 84)		Self-Finance Teacher Education (N = 86)		‘t’ df = 168
	Mean	S. D.	Mean	S. D.	
Intra-personal awareness (own emotions)	16.86	3.79	16.28	3.08	1.09
Inter-personal awareness (others’ emotions)	16.27	3.66	14.87	3.89	2.42*
Intra-personal management (own emotions)	17.51	3.24	25.90	4.03	2.85*
Inter-personal management (other emotions)	17.5	3.28	14.08	3.71	6.36**

*0.05 level of significance, * 0.01 level of significance

Table 4: Comparison between Male Government Aided and Male Self Finance Future Teacher Educator on Emotional Intelligence

Dimensions	Govt. Male Teacher Education (N = 84)		Self-Finance Male Teacher Education (N = 86)		‘t’ df = 168
	Mean	S. D.	Mean	S. D.	
Intra-personal awareness (own emotions)	16.55	4.12	16.00	3.12	0.69
Inter-personal awareness (others’ emotions)	15.59	3.71	14.58	3.50	1.29
Intra-personal management (own emotions)	17.36	3.16	15.23	3.75	3.80**
Inter-personal management (other emotions)	17.09	3.31	14.25	3.68	3.47**

*0.05 level of significance, * 0.01 level of significance

Table 5: Comparison between Female Government Aided and Female Self Finance Future Teacher Educator on Emotional Intelligence

Dimensions	Govt. Female Teacher Education (N = 84)		Self-Finance Female Teacher Education (N = 86)		‘t’ df = 168
	Mean	S. D.	Mean	S. D.	
Intra-personal awareness (own emotions)	17.20	3.40	16.52	3.07	0.96
Inter-personal awareness (others’ emotions)	17.03	3.50	15.13	4.24	2.27*
Intra-personal management (own emotions)	17.68	3.37	16.50	4.22	1.43
Inter-personal management (other emotions)	17.95	2.56	13.93	3.77	5.82**

*0.05 level of significance, * 0.01 level of significance

Table 6: Comparison between Male and Female Finance Future Teacher Educator of Government Aided Institutions on Emotional Intelligence

Dimensions	Govt. Male Teacher Education (N = 44)		Govt. Female Teacher Education (N = 40)		‘t’ df = 82
	Mean	S. D.	Mean	S. D.	
Intra-personal awareness (own emotions)	16.55	4.12	17.20	3.40	0.80
Inter-personal awareness (others’ emotions)	15.59	3.71	17.03	3.50	1.82
Intra-personal management (own emotions)	17.36	3.16	17.68	3.37	0.44
Inter-personal management (other emotions)	17.09	3.81	17.95	2.56	1.22

Table 7: Comparison between Male and Female Finance Future Teacher Educator of Self Finance Institutions on Emotional Intelligence

Dimensions	Self-Finance Male Teacher Education (N = 40)		Self-Finance Female Teacher Education (N = 48)		't' df = 86
	Mean	S. D.	Mean	S. D.	
Intra-personal awareness (own emotions)	16.00	3.12	16.52	3.07	0.78
Inter-personal awareness (others' emotions)	14.58	3.49	15.13	4.24	0.67
Intra-personal management (own emotions)	15.23	3.76	16.50	4.22	1.48
Inter-personal management (other emotions)	14.25	3.68	13.93	3.37	0.39

4. Results

1. In the present study, the first hypotheses that **“There is no significant difference between in the Emotional Intelligence of male and female future teacher educators”** were formulated. According to:
 - 1.1 In the respect of Intra-personal awareness (own emotion) no significant differences was found between male and female future teacher educators.
 - 1.2 In the respect of Inter-personal awareness (others emotion) no significant differences was found between male and female future teacher educators.
 - 1.3 In the respect of Intra-personal management (own emotion) no significant differences was found between male and female future teacher educators.
 - 1.4 In the respect of Inter-personal management (others emotion) no significant differences was found between male and female future teacher educators.
2. In the present study, the first hypotheses that **“There is no significant difference between in the Emotional Intelligence of rural and urban future teacher educators”** were formulated. According to:
 - 2.1 In the respect of Intra-personal awareness (own emotion) no significant differences was found between rural and urban future teacher educators.
 - 2.2 In the respect of Inter-personal awareness (others emotion) no significant differences was found between rural and urban future teacher educators.
 - 2.3 In the respect of Intra-personal management (own emotion) no significant differences was found between rural and urban future teacher educators.
 - 2.4 In the respect of Inter-personal management (others emotion) no significant differences was found between rural and urban future teacher educators.
3. In the present study, the first hypotheses that **“There is no significant difference between in the Emotional Intelligence of future teacher educators of Government Aided Institutions and self-financing Institutions”** were formulated. According to:
 - 3.1 In the respect of Intra-personal awareness (own emotion) no significant differences was found between Government aided and Self finance aided future teacher educators.
 - 3.2 In the respect of Inter-personal awareness (others emotion) no significant differences was found between Government aided and Self finance aided future teacher educators.
 - 3.3 In the respect of Intra-personal management (own emotion) no significant differences was found between Government aided and Self finance aided future teacher educators.

- 3.4 In the respect of Inter-personal management (others emotion) no significant differences was found between Government aided and Self finance aided future teacher educators.
4. In the present study, the first hypotheses that **“There is no significant difference between in the Emotional Intelligence of future teacher educators of Government Aided Institutions and self-financing Institutions”** were formulated. According to:
 - 4.1 In the respect of Intra-personal awareness (own emotion) no significant differences was found between Government aided and Self finance aided future teacher educators.
 - 4.2 In the respect of Inter-personal awareness (others emotion) no significant differences was found between Government aided and Self finance aided future teacher educators.
 - 4.3 In the respect of Intra-personal management (own emotion) no significant differences was found between Government aided and Self finance aided future teacher educators.
 - 4.4 In the respect of Inter-personal management (others emotion) no significant differences was found between Government aided and Self finance aided future teacher educators.

5. Discussion

In the present study **“Emotional Intelligence of Future Teacher Educators: A Study Study.” Goleman (1995)** revised that original model of Emotional Intelligence since the publications of his popular book, Emotional Intelligences. Why it matters more than IR stating that scientific discipline must grow, develop and mature over time. It recently redefined EI as a competence, a learned based on Emotional Intelligence that “means managing feeling so that they are expressed appropriately and effectively enabling people to work together smoothly toward their common goals.”

Goleman (1998) model of EI offered a frame work for analyzing how an individual’s potential for mastering the skills of self-awareness, self-management, social awareness and relationship management helped to determine success or failure in the workplaces. Self-awareness refers to an individual’s competency in naming emotions and being, aware of personal emotional impact. Self-managing refers to an individual’s competency in managing behavioral tendencies that results from emotional interpretation. Social awareness involves competency, in understanding, other people’s behavior and motives and developing empathy for other. Relationship management is the ability to use

awareness of personal emotions and those of others to manage interactions successfully (Bradberry & Greaves, 2005) personal competencies are demonstrated through self-awareness and self-management, social competencies are demonstrated through social awareness and social management.

We are preparing teacher educators for B. Ed. and D. El. Ed. institutions. They have to teach students and participants at various activities. They have to bear work load day to day problem, staff adjustment, student adjustment and job-related problems. To face these problems, they need to control emotions.

The present study useful to M. Ed. student's various dimensions and use this study to solve various level problem of future teacher educators.

6. Educational Implication

The educational implications of the present study are as follows:

- 1) The study reveals two comparisons on the basis of gender emotional intelligence of male and female future teacher educators.
- 2) The study reveals two comparisons between Rural and Urban of future teacher educators on Emotional Intelligence.
- 3) The study reveals two comparisons between Government Aided and Self Aided of future teacher educators on Emotional Intelligence.
- 4) The study reveals two comparisons between Male Government Aided and Male Self Aided of future teacher educators on Emotional Intelligence.
- 5) The study reveals two comparisons between Female Government Aided and Female Self Aided of future teacher educators on Emotional Intelligence.
- 6) How this study will be helpful in day-to-day life.
- 7) Good for emotional understanding of future teacher educators.
- 8) Number of self-finance college are open and fresher are going to get employment so that study will be helpful in adjustment in the emotions of S. P. College.
- 9) Self-development
- 10) Behavioral Approach
- 11) To strength there will power emotional aspect polishing their potential talent of social behavior.

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