



A STUDY OF EMOTIONAL INTELLIGENCE AND PROFESSIONAL DEVELOPMENT IN TEACHERS OF EDUCATION COLLEGES

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ABSTRACT

Teachers are exposed to a highly stressful job because of the dynamic organizational and societal changes experienced in the educational sector. To deal with these daily challenges, they need to develop high-level emotional competencies such as emotional intelligence (EI) to support their professional development (PD) for adequate teaching and schooling. The present study examined emotional intelligence among teacher educators in relation to professional development of Haryana state. For this purpose, samples of 400 teacher educators were selected randomly. Findings reveal that there is no significant difference between Professional Development and Emotional Intelligence of Teacher Educators and there is a high level positive correlation between Professional Development and Emotional Intelligence of Teacher Educators competency.

Keywords: Emotional intelligence, professional development, Teacher educators

INTRODUCTION

Emotional Intelligence plays a vital role in social sciences; it has direct impact on the teacher's behaviour working in an organization and it is important for the success of their profession. Emotional Intelligence means the ability to retain emotional impulses, to read other persons innermost feeling and to handle relationships smoothly. The ability to control impulses is the base of character. Goleman (1995) says that Emotional Intelligence represents Character. Teacher Educators play the central role in cultivating character by inculcating self-discipline and empathy. 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. In today's world teacher must develop the essential 21st century competencies. A teacher's competency in 21st century according to UNESCO (2008) is that a competent teacher should have firm knowledge of the curriculum of their subject and to use technology into the curriculum.

The concept of Emotional Intelligence is an extension of the concept of Social Intelligence as proposed by Howard Gardner (1983) in his theory of multiple intelligence. Emotional intelligence is a way of Characterizing skills and abilities that help us to recognize emotions in ourselves and others, understand them and use language to communicate them; harness the power of emotion as a tool in cognitive activities like problem-solving, reasoning and creativity, and manage emotions both in our self and in other people. In short, the four major domains governed by Emotional Intelligence can be summarized as

1. Understanding emotions of self
2. Managing emotions of self
3. Understanding emotions of others
4. Managing emotions of others

EMOTIONAL INTELLIGENCE OF TEACHER EDUCATORS

A teacher is a mechanism to bring about a positive social and behavioral change in the students by presenting before him a model behavior and emotional intelligence in his day to day teaching and dealing with the students. The teacher can be the most powerful force in modeling an emotionally intelligent behavior and etching how to control anger, resolve conflicts and motivate students. In an era of tremendous work load and severe competition, a teacher needs to profess and act in an emotionally intelligent manner so that the students in turn can imbibe these positive characteristics and can turn out to be productive and dutiful citizens of the nation.

PROFESSIONAL DEVELOPMENT

Professional development is a process which includes both informal and Formal approaches to individual effectiveness. Development involves all activities aimed at improvement and growth in a person's ability to perform assignments effectively. Professional development is an on-going process for all extension professionals and is closely related to institutional changes (Baker and Villalobos, 1997).

As extension professionals develop competencies, the process of developing and growing includes both formal and informal approaches for improvement. Development involves all activities aimed at improvement and professional development activity is a continuous process for all personnel and is closely related to institutional changes. Faculty must have a clear perception of what is expected of them in Extension. As a result, needs must be continuously assessed in order to provide meaningful staff development programs (Florida Cooperative Extension Service, 1997).

Gall and Renchler (1985) described professional development more specifically as “efforts to improve teachers’ capacity to function as effective professionals by having them learn new knowledge, attitudes and skills.”

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Along with the design and execution of an intelligent curriculum, its effective implementation requires an emotionally intelligent teacher who can sense the slightest changes in the class-room and can manoeuvre the teaching strategies accordingly. An Emotionally Intelligent teacher is the heart and soul of a successful educational program. Thus, in order to identify and develop such characteristics in our teachers, we need to assess the emotional intelligence of a teacher.

REVIEW OF RELATED LITERATURE

Studies Related to Emotional Intelligence of Teachers

Vijaya, K. & Nishad, N. (2019) found the level of EI among the government, aided, and private based school teachers in Chennai. The data accumulated from the primary school teachers working in Chennai City. Overall, 500 questionnaires distributed to primary school teachers working in Chennai City. Finally, 472 questionnaires used for assessing the EI, the participants countered to a sixteen self-report assess of EI. The study found that primary school teachers are having an adequate level of EI. Besides, the study reveals that there is a considerable distinction among the government, aided, and private based school teachers concerning EI. Furthermore, the study inferred that private school teachers are having EI high level, followed by aided school teachers and government school teachers

Shumaila, & Muhammad (2020) examined the association between EI and university teachers' teaching effectiveness in the Punjab, Pakistan. A sample of the study was selected in two phases. In the first phase, from six private universities and seven public universities, 879 teachers were conveniently selected as a sample. In the second phase 170 teachers were selected as a sample on the basis of their raw mean EI score. Pupils of the following 170 teachers (n= 3551) gave data about the teaching effectiveness of their respective teachers. For the purpose of data collection, Bar-On EQ-i: Short and teaching effectiveness scale were used. It is exposed that the emotional and social capacity among the teachers in higher education sector is somewhat unformed and low, and needs improvement. It is concluded that teachers' EI has a positive but moderate relationship with their teaching effectiveness. Teachers' EI and all of its sub-factors are positively correlated with their teaching effectiveness including all its sub factors.

Studies Related to Professional Development of Teachers

Namamba Adam & Rao Congman (2017) conducted a study on “Preparation and professional development of Teacher Educators in Tanzania: current practices and prospects”. The study found that teacher educators professional development range from formal to informal activities. The professional development of teacher educators in Tanzania has not been well formalized since the profession of teacher educators is characterized by low qualifications as some of them lack basic qualifications. Low professional status and development of teacher educators is caused by under qualified personnel and ineffective professional development strategies. It further recommended, teacher educators should take the initiative to develop and establish teacher education as a distinct profession with a sound professional path.

Venkata. R. & Chongti, K. (2018) Found the status of teacher educators’ professional development and to identify their attitude towards professional development with regard to two variables were taken into account for the study viz. type of management, professional qualifications (B.Ed., M.Ed., and Ph.D.). The researchers have been prepared the tools for this research. After the analysis, it is found that that majority of the teacher educators fall under average status of professional development irrespective of the variables chosen for the study and there is no significant difference in their attitude towards their professional development.

Monda, A (2020) conducted study on” Attitude of Teacher-Educators and Pupil-Teachers towards the Two-Year B.Ed. Programme: A Review-Based Evaluation”. Finding reveals that Two-Year B. Ed. Programme under the NCTE Regulations, 2014 is effective and more promising for preparing professional and accountable teachers from the lens of the teacher-educators. Only the student-teachers need to be oriented with prescribed theoretical knowledge base through viable pedagogical strategies as most of the student-teachers have not hold favourable attitude towards the Two-Year B. Ed. Programme.

Objectives

1. To find out whether there exist any significant difference between Professional Development and Emotional Intelligence of Teacher Educators.
2. To find out the correlation between Professional Development and Emotional Intelligence of Teacher Educators.

Hypotheses

H1: There is no significant difference in the mean score between Professional Development and Emotional Intelligence of Teacher Educators.

H2: There is no relationship between Professional Development and Emotional Intelligence of Teacher Educators.

SAMPLE OF THE STUDY

Random sampling technique will be employed for the study. 400 teachers working in different education colleges of Haryana State will be selected for the study.

TOOLS

1. Emotional Intelligence Inventory by Shubhra Mangal (2013).
2. Professional Development Scale by Yodida Bhutia (2014).

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

H 1: There exists no significant difference in the mean score between Professional Development and Emotional Intelligence of Teacher Educators.

The hypothesis was tested by using t-test. The t-test was computed to find out whether there is any significant difference between the mean scores of Professional Development and Emotional Intelligence of Teacher Educators.

TABLE- 1.1

Sub variables	N	Mean	S.D	D.f.	“t”- Value	Level of significance
Emotional Intelligence	400	84.65	7.93	398	1.25	Significant at 0.05 level
Professional Development	400	85.22	7.04			

Not Significant at 0.05 level

Critical value for 0.05 level = 1.96

The Calculated t-Value (1.25) is less than the value (1.96) with corresponding to the 0.05 level of significance. Hence the null hypothesis is accepted.

Hence it is concluded that there is no significant difference between Professional Development and Emotional Intelligence of Teacher Educators

Thus the result reveals that the mean scores of Professional Development (85.22) is higher than Emotional Intelligence (84.65) in respect of their Teacher working in colleges of Education.

H2 There is no correlation between Professional Development and Emotional Intelligence of Teacher Educators.

The hypothesis was tested by using Correlation. The test was computed to find out whether there is any correlation between Professional Development and Emotional Intelligence of Teacher Educators.

TABLE- 1.2

Sub variables	N	“t”-value	Level of significance
Professional Development	400	0.374	Significant at 0.05 level
Emotional Intelligence			

Significant at 0.05 level**Critical value for 0.05 level =0.098**

The calculated “r”-value (0.374) is greater than the table value (0.098) with corresponding to the 0.05 level of significance. Hence the null hypothesis is rejected.

Hence it is concluded that there is a high level positive correlation between Professional Development and Emotional Intelligence of Teacher Educators

Findings:

1. There is no significant difference between Professional Development and Emotional Intelligence of Teacher Educators. Thus the result reveals that the mean scores of Professional Development (85.22) are higher than Emotional Intelligence (84.65) in respect of their Teachers working in colleges of Education.
2. There is a high level positive correlation between Professional Development and Emotional Intelligence of Teacher Educators.

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