

Teacher Educators' Perception on Emotional Intelligence in Manipur

Huidrom Debala Devi

Research Scholar, Department of Education Assam University, Silchar, India

Abstract

The study investigate the influence of emotional intelligence. of teacher Educator in teaching the students of B.Ed, in Manipur. The data of this research were obtained through the use of a questionnaire which elicits information of the teacher educators. A total of 60 teacher educators working in Imphal East and west districts were studied for the study. The main objectives of the study are (1) To find out the difference in perceptor towards emotional intelligence. between male and female teacher educators (2) To find out the difference in perception of foundation course teacher educators and pedagogic course teacher educators towards emotional intelligence. (3) To find out the difference in perception of government teacher educators and private teacher educators towards emotional intelligence. Data were collected through self developed questionnaire and analysed with the help of 't' teacher educators t. It resulted that there is significant difference in perception of teacher educators emotional intelligence regarding gender and types of institution. Also it revealed that there is no significant difference in pedagogic courses and teacher educator's emotional intelligence.

KEYWORDS: Emotional Intelligence, Education, Teacher Educator

Introduction:

Teacher is a person who plays an important role in shaping the life of an individual and the society at large. They have always occupied a respectable position in the society since time imomerial. It is a fact well known that teachers are not born but made. therefore, training of the teacher is essentially required to discharge themotional intelligence.r responsibility. The art of teaching requires specialized knowledge in addition to the knowledge of the subject matter. Teacher education is the key input in quality education and nation building.

National policy on Education 1986 and programme of Action 1992 observes. " The state of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should endeavour to create a condition which helps to motivate and inspire teachers an construction and creative line . Teachers should have the freedom to innovate, to utilise appropriate methods of communications and activities relevant to the needs and capabilities of and the concern of the community.

Purposes of the study

Teachers play an important role in cultivating characters by inculcating self discipline and empathy proper education is not only the instruction of the children in themotional intelligence.r school subjects and should be included the development of all skills irrespective of physical, mental and social. Bieng emotionally intelligent is as and important as learning any other subjects. As the emotional intelligence is the

ability to monitor himself in his own emotions, manage emotions as well as other's emotions. Teacher educators are trained and imported the skills of the schools who need to practice in future with the students. As such teacher educators should aware the importance of teaching in different situation by providing different model. Emotional Intelligence competencies can be developed in students (Boyatzis 2008). The different professionals need different levels of emotional intelligence for the success of one's life. (Singh 2003). Teacher educators' research is usually less focused but the current process of universification generate academic knowledge (Ball1998).

An individual who can controlled over urge of of emotions will be able to take another person's also Researchers should that those person who are emotionally high intelligence can success his or her future life. Likewise quality education and competent students is the need of the hour so as to activate in the educational process emotionally intelligent teacher is a must to inculcate in the institution. in our educational system the value of equality, fraternity, democracy and freedom etc. among the young peoples should be smoothly keep up by the different components of emotional intelligence. As it includes the components of self confidence, conscientious, trustworthy, self regulate, empath, self-control, manage, as a set of abilities of an individual . However, with these set of abilities of an individual embraced our culture, religion , tradition, value system, brotherhood, social living adjustment adaptations etc.

National Importance of Teacher Educators

Teacher Education is not teaching the teachers how to teach. It is to handle his initiative, to keep it alive, to minimise the evils of the 'hit and taught'. The necessity student teacher is to perceive that the course in Teacher Education would help him minimise his difficulties and to appreciate that it would save the students from painful process. Teacher education is needy for developing a purpose and formation of a positive attitude for the profession.

The Education commission (1964-66) remarked- "A sound programme of professional education of teacher is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions".

The national curriculum Framework (NCF) 2005 places the importance of competent teachers to the nation's school system, also emphasized the quality and extent of learner achievement are determined by teacher competence, sensitivity and teacher motivation. The length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skill, the teachers needs of diverse leaving situations are other essential learning conditions.

Objectives of the Study

(1) To find out the difference in perception towards emotional intelligence. between male and female teacher educators (2) To find out the difference in perception of foundation course teacher educators and pedagogic course teacher educators towards emotional intelligence. (3) To find out the difference in perception of government teacher educators and private teacher educators towards emotional intelligence.

Hypotheses

1. There is no difference in perception of male and female teacher educators towards emotional intelligence.
2. There is no significant difference in perception of foundation course teacher educators and pedagogic course teacher educators towards emotional intelligence.
3. There is no significant different between government college teacher educators and private college teacher educators towards emotional intelligence.

Methodology and Statistical Technique

The study was conducted through normative survey method. The statistical techniques such as mean, standard deviation and t-test were applied to know the emotional intelligence of teacher educators from the Imphal districts of Manipur.

Participant and Sampling Technique

The study was undertaken on 60 teacher educators as the sample of the study selected by applying simple random sampling. It involves teacher educators from government teacher training institutions (n=28) and private teacher training institutions (n=32) of Imphal East and Imphal West districts of Manipur. It included male (25) and female (35) teacher educators of both government and private teacher training institutions. The Investigator also collected data from foundation course teacher educator (n=40) and pedagogic course teacher educators (n=20) both from government and private teacher training institutions of Imphal districts of Manipur.

Tool to be used

Self developed questionnaires tool was used. It includes 10 statements on Likert Points Scale marked as strongly disagree, disagree, neutral, agree and strongly agree.

Scoring Procedure

The five points scale on the questionnaire marked as strongly disagree, disagree, neutral, agree and strongly agree against each statements were allotted 1,2,3,4,5 respectively. Each respondent can score 50 at the maximum and 10 at the minimum. Higher the score obtain by the respondent indicated a favorable opinion towards the problem area. On the other hand, lower the score obtained by the respondent indicted unfavorable opinion towards the same.

Analysis and Interpretation data – The analysis and interpretation of data are presented in the following ways:

Section A: To find out the difference in perception on emotional intelligence among Male and Female Teacher Educators

Table 1: The inferential statistics related to difference in perception on emotional intelligence between Male Teacher Educators and Female Teacher Educators.

Variable		N	M	SD	S.E	t value	Level of significance	
Gender	Female Teacher Educators	35	39.11	4.365	1.147	2.05	0.05	Significant
	Male Teacher Educators	25	36.76					

Table 1 shows the difference in perception on emotional intelligence. between Male teacher educators and Female teacher educators. Since the computed value of t (2.05) is greater than the critical value of t (2.00) at 0.05 levels of significance for 58 degrees of freedom but it did not touch .01 levels of significance i.e. 2.66; hence, it can be inferred that mean score difference of 2.35 in favour of Female teacher educators is significant and the original hypothesis is rejected. Thus gender has a significant impact on the perception of teacher educators with regard to emotional intelligence.

Section B: To find out the difference in perception on emotional intelligence among Teacher educators of Pedagogic Course and Foundation Course.

Table 2: The difference in perception on emotional intelligence among teacher educators of Pedagogic Course and Foundation Course

Variable		N	M	SD	S.E	T value	Level of significance	
Subject stream taught	Teacher Educators of Pedagogic Course	20	37.5	4.42	1.21	0.083	0.05	Not significant
	Teacher Educators of Foundation Course	40	37.25					

The results in the table 2 shows that the difference between teacher educators of Pedagogic Course and teacher educators of Foundation Course with regard to perception on emotional intelligence. The critical value of t for 58 degrees of freedom is 2.00 at 0.05 levels of significance. Since the computed value of t i.e. 0.083 is less than the ideal t value; hence, it is not significant. Therefore, the original hypothesis is retained and inferred that there is no significant difference in perception of teacher educators of Pedagogic Course and teacher educators of Foundation Course with regard to emotional intelligence. Thus it can be inferred that the stream or types of

subject taught does not have any impact on the perception of teacher educators with regard to emotional intelligence.

Section C: To find out the difference in perception on emotional intelligence among teacher educators of Government and Private Institute teacher educators.

Table 3: The inferential statistics related to the difference in perception on emotional intelligence among teacher educators of Government and Private Institution teacher educators.

Variable		N	M	SD	S.E	T value	Level of significance
Types of Institution teacher educators	Teacher Educators of government Institution teacher educators	28	38.11	3.765	0.974	3.48	0.05
	Teacher Educators of private institution teacher educators	32	34.72				

Table 3 shows the difference in perception on emotional intelligence. among teacher educators of Government and Private Institute teacher educators . Since the computed value of T i.e. 3.48 is greater than the critical value of T i.e. 2.00 at 0.05 levels of significance for 58 degrees of freedom; hence the mean score difference of 3.39 in favour of Government Teacher educators is significant and the original hypothesis is rejected. Thus it can be reasonably sure that types of institute teacher educators where Teacher educators are employed also significant impact on perception with respect to emotional intelligence.

Findings:

Hypothesis 1: There is no significant difference in perception of male and female teacher educators towards emotional intelligence.

It was found that there was significant difference in perception of emotional intelligence between male teacher educators and female teacher educators. Hence gender has a significant impact on the perception of teacher educators with regard to emotional intelligence.

Hypothesis 2: There is no significant difference in perception of foundation course teacher educators and pedagogic course teacher educators towards emotional intelligence.

It was found that the original hypothesis is related and inferred that there is no significant difference in perception of teacher educators of pedagogic course and teacher educators of the foundation course with regard to emotional intelligence.

Hypothesis 3:

There is no significant difference between government collage teacher educators and private college teacher educators towards emotional intelligence.

It was also found out that the types of institution either government or private where teacher educators are employed also significant impact on perception with respect to emotional intelligence.

Discussion

Education should be responsible for transmitting the roles and value systems (Gardener 2011) . As we know that education is a tri-polar process where teachers, students and curriculum are inseparably involved. The quality of the schools are highly depends upon the reputation of the teachers. The students behaviour, classroom and school climate, peculiar character are with technical aspects of teaching and pedagogy (Elias and Arnold 2006). Only the emotionally intelligent teacher will be a better guide so as to inculcate quality in teachers. And teachers should be equipped with different skills for the development of different individual. Thus the basic qualities required for the success of an individual in social life are recommended more and more training programmes be conducted for teachers and teacher –educators whether in pre service and in service.

IQ alone is not a reliable predictor of students academic achievement (Craggs, 2005). Goleman (1995) claims that only 20% of a persons’s success can be attributed to I.Q. and remaining 80% attributed by EQ.

Employees, Workers, teachers, educators, entrepreneurs organizers should have higher emotional intelligence as not only for looking employees with good grades alone but also should meet the demands of the society which needs to adapt in the changing scenario. Nelson, how and Nelson (2005) Claims teachers can “effectively deal with the pressures and demands of daily life and work” by developing and capitalizing on their emotional intelligence.skills for achieving the educational goals. For this teacher educators should have aspirations, knowledge base, repertoire of pedagogic capacities and human attitude.

Conclusion

Based on findings, a few conclusions can be drawn to answer the purposes of this study. The importance and the value of emotional intelligence in teacher preparation programs by claiming that teacher with emotional intelligence skills are better able to maintain for the welfare and development of the students. Fabio and Palazzeschi (2008) found that “higher emotional intelligence was linked to higher teacher self efficacy in the capacity to manage the classroom, motivate and involve students, and use appropriate teaching strategies” (page. 322). It signifies that emotional intelligence is the key connection in the outcomes of the students.

Educational Implication

Emotional intelligence is important in the human recourses in education as we need teacher whose training should be for emotional competency. Teacher educators are to be equipped well in the developed of the skills of the individual in teaching learning process. Only the high emotional intelligence can teach effectively, competently,

smoothly and successfully. Curricular and Co-curricular activities for the teacher education programs for skills development of the learner is a need of the hour.

Suggestions for the Further Studies

The following are the some of the suggestion that open up new areas for further studies of emotional intelligence:

1. It should be included the different subjects like Fine Arts, Performing Arts, Music and Literature rather than the pedagogic subjects in the new teacher education curriculum.
2. Extra-curricular activities, vocational or professional activities should be inculcated rather than sports, games and co curricular activities so as to inspire in healthy future and sound life.
3. Parents, stakeholders, organisations and non-government authority should co operate in rational understanding in the development of emotional intelligence so as future policy recommendations for teacher preparation institution. These should be revised and implemented in B.Ed and M.Ed curriculum properly in the next future.

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