

Effects of Teacher Educators' Emotional Intelligence on their Teaching Practices

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Abstract

Teacher educators play a significant role in preparing prospective teachers. They are not only responsible for teaching student-centered teaching practices (TPs) to prospective teachers, but also for modeling those practices in their classrooms. Research suggests that teachers who are emotionally intelligent tend to employ student-centered TPs in their classrooms. Using an inferential approach, this study aimed at finding out the influence of teacher educators' emotional intelligence (EI) on their TPs. It was hypothesized that EI has no significant influence on teacher educators' TPs. The data was collected by administering an EI Questionnaire and TP Questionnaire survey. Using total population sampling technique, all teacher educators were selected as sample of the study from the institutions offering B. Ed (Hons.) Elementary Program in Rawalpindi and Islamabad. The regression analysis showed significant influence of EI on TPs' of teacher educators. The paper also discusses the influencing and non- influencing competencies of EI. The study recommends professional development for teacher educators to upgrade and strengthen the knowledge about Emotional Intelligence and the teaching practices which are more student-centered – thus helping teacher educators to bridge the gap between theory and practice through modeling.

Keywords: emotional intelligence, student- centered teaching practices, prospective teachers

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Introduction

Many studies have attempted to identify the specific attributes of the teachers who are more effective than others. During past three decades, emotional intelligence (term popularized by Goleman, 1995) has gained popularity as an attribute that contributes positively toward improving teacher effectiveness. According to Santiago (2010), emotional intelligence (EI) of an individual is more important for the success than his/ her IQ. She further found that EI is a reliable indicator of academic achievement than common intelligence. Also, EI is considered as an important aspect for teaching (Pugh, 2008). Research has shown that teachers who are emotionally strong and who work to develop relationship, while delivering relevant and rigorous instruction, demonstrate greater student achievement, and promotes individual learning (Miyagamwala, 2015; Rust, 2014). Similarly, Singh and Jha (2012) found positive relationship between EI and teacher effectiveness. Most of the studies focused on EI and its effects on student achievement or teachers' EI and its effect on their students' achievement, EI and teacher effectiveness, EI and leadership commitment and behavior, performance, classroom management, and self-efficacy, etc., at both school and higher education levels- in different contexts. However, we know less about the influence of EI on teacher educators' practices at higher education level. This study claims to fill this gap in the literature by providing a detailed analysis of teacher educators' EI and its influence on their teaching practices (TPs) in the classrooms. Research suggests that student-centered TPs are more effective in enhancing students' motivation and critical thinking than the traditional lecture based teaching (Khurshid & Ansari, 2012). These attributes of teaching are favored in Pakistan as well and teachers are expected to motivate students to learn and develop students' critical thinking skills (Ministry of Education, 2009). We conjecture that teacher educators with high EI, employ and model student-centered teaching practices in their classrooms to prepare PTs. PTs are the future teachers and will eventually able to promote student-centered TPs in their classrooms which help in enhancing students' motivation and critical thinking as suggested by previous research. Therefore, it is significant to document whether teacher educators' EI influence their TPs or not. In this paper, we argue that EI of teacher educators influence the use of student-centered teaching practices in their classrooms.

Objectives of the Study

The objectives of this research were to examine the influence of 'Emotional Intelligence' of teacher educators on their 'Teaching Practices' and to investigate the competencies of EI that influence teacher educators' teaching practices.

Research Questions

The article focused on the following research questions.

1. What is the influence of EI on TPs of teacher educators of B. ED (Hons.) Elementary Program in Rawalpindi and Islamabad?
2. How does each of the six competencies of EI influence TPs of teacher educators of B. ED (Hons.) Elementary Program in Rawalpindi and Islamabad?

Null Hypotheses

On the basis of the research questions, following hypotheses were formulated:

- H₀ 1: There is no significant influence of EI on the teaching practices of teacher educators of B. ED (Hons.) Elementary Program in Rawalpindi and Islamabad.
- H₀ 2: There is no significant influence of six of the competencies of EI on TPs of teacher educators of B. ED (Hons.) Elementary Program in Rawalpindi and Islamabad.
- H₀ 2.1: There is no significant influence of Emotional self- awareness on the TPs of teacher educators.
- H₀ 2.2: There is no significant influence of Self-confidence on the TP's of teacher educators.
- H₀ 2.3: There is no significant influence of Emotional self- control on the teaching practices of teacher educators.
- H₀ 2.4: There is no significant influence of Achievement drive on the teaching practices of teacher educators.
- H₀ 2.5: There is no significant influence of developing others on the teaching practices of teacher educators.
- H₀ 2.6: There is no significant influence of Conflict Management on the teaching practices of teacher educators.

Delimitations

This study was delimited to institutions offering B.Ed (Hons.) Elementary Program in Rawalpindi and Islamabad. The study was also delimited only on TPs of teacher educators as reported by them.

Methodology

The study employed sequential mixed methods design. This paper, however, only describes the quantitative part of the larger study and discusses the results based on the survey. The data were collected by using survey method with the help of five-point Likert scale of EI and TPs. Inferential statistical approach was employed to determine, describe, and analyze the influence of EI on TPs of teacher educators.

Population/ Sample of the Study

Population of the study included all institutions (04) in Rawalpindi and Islamabad offering B.ED (Hons.) Elementary Program. Using total population sampling technique, all teacher educators (80) were selected as the sample from all four institutions offering B.Ed (Hons.) Elementary Program. The population of teacher educators in Rawalpindi/Islamabad was relatively small (Etikan, Musa, & Alkassim, 2016). The response rate was fifty one, which was sixty-four per cent of the whole population of teacher educators of B.ED (Hons.) Elementary Program. The sixty -four percent return rate ensured the 95 % confidence interval for the responses collected for this study.

Instrument

Two instruments were used to collect data from respondents.

Emotional Intelligence Questionnaire (EI Que)

EI Questionnaire (adapted from Mehmood, Qasim, & Azam, 2013) was designed on five point Likert Scale that consisted of six parameters of EI. It covered the personal and social domains of EI given by Goleman framework (2000). The EI Questionnaire consisted of thirty-four items in a five point Likert Scale in which 5= Always, 4= Sometime, 3= Undecided, 2= Rarely, 1= Never on six parameters of EI and these parameters were; (i) Emotional Self- Awareness (ESA), (ii) Self Confidence (SC) (iii) Emotional Self- control (ESC) (iv)

Achievement Drive (AD), (v) Developing others (DO), and (vi) Conflict Management (CM)

Teaching Practices Questionnaire (TP Que)

TP Questionnaire measured the most frequently used student-centered teaching practices of teacher educators. TP Que was self-developed on five-point Likert Scale on the sixteen teaching practices (Menlo, Marich, Collet, Evers, Fernandez, & Ferris, 1990).

Reliability and Validity of the Instruments

The instruments were validated by the experts including professionals from psychology and teacher education. The two Questionnaires, EI and TPs were pilot tested. Cronbach's alpha reliability of EI Que was 0.85 and TP Que was 0.9 respectively.

Data Analysis and Results

The analysis revealed that the EI has a significant positive influence of EI on the TPs of teacher educators of B. Ed (Hons.) Elementary Program in Rawalpindi and Islamabad.

Descriptive Measures and Interpretation of Regression to find the Influence of Teacher Educators' EI on their TPs

This part presents the inferential measures and interpretation of influence of teacher educators' EI on their TPs. Teaching practices employed and modeled by Teacher Educators of B. Ed (Hons.) Elementary Program in preparation of PTs were influencing by their EI or not.

H₀ 1: *There is no significant influence of EI on the TPs of teacher educators of B. ED (Hons.) Elementary Program in Rawalpindi and Islamabad.*

Table 1

Regression Analysis of EI on teacher educators' TPs

N	Regression (R)	Significance Level
51	0.37	0.008

Table 1 indicates that EI positively influence the TPs of teacher educators. R value is 0.37 which shows that thirty-seven per cent influence on TPs comes from EI of the respondents. The calculated significant value is 0.008 which is less than alpha 0.05 which indicates the significant influence of EI on TPs of teacher educators, the result does not support the null hypothesis. Thus, it can be said that EI has a positive and significant influence on the teaching practices of teacher educators.

In the following part of the paper, regression analysis to find out the influence of each of the six competencies of EI on TPs.

H₀ 2.1: *There is no significant influence of ESA on the TPs of teacher educators.*

Table 2

Regression Analysis of ESA on Teacher Educators' TPs

N	Regression (R)	Significance Level
51	0.328	0.19

The above table 2 shows that the regression value is 0.328 which indicates that thirty-two percent influence on TPs comes from ESA of the respondents. The calculated p value is 0.19 which is greater than alpha 0.05 that supports the sub null hypothesis that there is no significant influence of ESA on the TPs of teacher educators.

H₀ 2.2: *There is no significant influence of SC on the TPs of teacher educators.*

Table 3

Regression Analysis of SC on Teacher Educators' TPs

N	Regression (R)	Significance Level
51	0	--

The above table 3 indicates the regression value as 0, which suggests that there is neither positive nor negative influence of SC on TPs of teacher educators.

H₀ 2.3: *There is no significant influence of ESC on the TPs of teacher educators.*

Table 4

Regression Analysis of ESC on Teacher Educators' TPs

N	Regression (R)	Significance Level
51	0.302	0.031

The above table 4 indicates that the regression value is 0.30. This value shows that thirty per cent of the influence on TPs comes from ESC of the respondents. The findings are significant at 0.031 which is less than alpha 0.05 that indicates ESC has a significant influence on the teaching practices and it does not support the null hypothesis.

H₀ 2.4: *There is no significant influence of AD on the TPs of teacher educators.*

Table 5

Regression Analysis of AD on Teacher Educators' TPs

N	Regression (R)	Significance Level
51	0.4	0.010

The above table 5 indicates that the regression value is 0.40, which shows that forty percent of the positive influence on the TPs of the respondents comes from AD. The calculated p value shows that there is a significant influence of EI on TPs. The findings are significant at 0.010 which is less than alpha 0.05 that does not support the null hypothesis that there is no significant influence of AD on the TPs of teacher educators.

H₀ 2.5: *There is no significant influence of DO on the TPs of teacher educators.*

Table 6

Regression Analysis of DO on teacher educators' TPs

N	Regression	Significance Level
51	0.415	0.002

The above table 6 indicates that the regression is 0.41 that can be interpreted as forty-one per cent influence comes from DO influenced respondents' TPs. The findings are significant at 0.002 which is less than alpha 0.05 that does not support null hypothesis.

H₀ 2.6: *There is no significant influence of CM on the TPs of teacher educators.*

Table 7

Regression Analysis of CM on Teacher Educators' TPs

N	Regression	Significance Level
51	0	--

In the above table 7, the regression value 0 shows that the respondents' CM has neither positive nor negative influence on their TPs. The result supports the null hypothesis that there is no significant influence of CM on TPs of teacher educators.

The above analysis shows that EI of teacher educators has a positive influence on their TPs (see Table 1). Among the six competencies of EI, the study found that CM (conflict management) and SC (Self-confidence) do not have either positive or negative influence on TPs. Other competencies, i.e., ESA, ESC, AD, and DO influence TPs of teacher educators. Therefore, the second null hypothesis is partially supported by the analysis.

Discussion

The regression analysis shows EI has significant influence on the teacher educators' TPs. This finding underscores the importance of EI for teacher educators to enhance their TPs (Goleman, 2014; Santiago, 2010). Therefore, it is argued that teacher educators who are emotionally intelligent employ TPs that are student-centered. Research suggests that student-centered TPs are more effective in maximizing learning standards, students' motivation, critical thinking, develop skills for collaboration, interaction among students, students' engagement and achievement (Danielson, 2013; Gausi, Dantas, Williams, & Kemm, 2009; McCombs & Whisler, 1997; Pederson & Liu, 2003) than the traditional lecture based teaching (Teaching Excellence in Adult Learning, 2010). However, Pederson and Liu (2003) also argue that implementation of student-centered approaches depends on teachers' beliefs. It is argued that teacher educators if do not believe in having responsibility of employing student-centered TPs may not implement or model them in their classrooms even if they are emotionally intelligent or they possess the knowledge about the influence and importance of student-centered TPs.

The second major finding of the current research is that not all six competencies of EI influence TPs of teacher educators equally. The study done by Singh and Jha (2012) in which they focused on the relationship between ten EI competencies and teacher effectiveness also concluded that only six out of ten competencies emerged as “best predictors” of teacher effectiveness. In the current study, the best predictors of EI that significantly influence student-centered TPs are two sub-competencies of Self- Management under Personal Competence Domain - ESC, AD, and one sub-competency of Relationship Management under Social Competence Domain, which is DO, while ESA, SC, and CM do not have significant influence on teacher educators' TPs.

Influencing Competencies of EI on Teacher Educators' TPs

The result shows that ESC, AD and DO are the competencies of EI that significantly influence the teacher educators' TPs. Emotional Self-Control (ESC): According to Goleman (2014), ESA is defined as “the ability to remain composed whatever state your emotions are in people with this competence” (p. 30).

Manage their impulsive feelings and distressing emotions well.
Stay composed positive and unflappable even in trying moments.
Think clearly and stay focused under pressure.

Individuals who possess the ability to self- control their emotions are better problem solvers, good managers, and develop relationships with others (Perels, Gurtler, & Schmitz, 2005; Thallemer, 2015). These all characteristics are significant for teaching profession. Therefore, teacher educators with emotional self- control are capable of handling their class as well as their students in an appropriate way as they can control their anger, over excitement and any other emotional state when they are teaching their students – thus modeling the skills for prospective teachers to learn from.

Achievement Drive: Achievement drive is the urge to develop and to grow personally and professionally. This important sub-competency helps individuals to be goal oriented and high achievers in accordance with their own set standards. It is argued that teachers, who are self-aware, set achievable goals for themselves as well as for their students to remain motivated (Goleman, 2014). Research (Jackson, 2009) suggests

that high achievers usually set moderate goals rather than higher goals. Setting moderate and achievable goals results in sustained motivation and AD. Setting expectations and sharing those goals with students are also considered as student-centered TPs. Therefore, teacher educators also need to set moderate goals for their students' achievement and for their own professional success. It would help them in enhancing their achievement drive which is essential competency to become successful in life.

Developing Others (DO): In the context of this study, DO refers to the ability of teachers to develop and enhance all skills of their students through creating learning opportunities and feedback (Danielson, 2013; McCombs & Whisler, 1997; Teaching Excellence in Adult Learning, 2010). It is argued that teachers who are emotionally intelligent are expected not only to create conducive environment but also provide and use constructive feedback as a tool to develop self-regulated learning among their students (Nicol & Macfarlane-Dick, 2007). Developing students through constructive feedback enables them to think critically and learn as individually as a group member. Similarly, teacher educators can develop prospective teachers through feedback on their content knowledge, their pedagogies, and receptivity toward feedback (Danielson, 2013).

Non- Influencing Competencies of EI on Teacher Educators' TPs

The result shows that ESA, SC and CM are the competencies of EI that do not have any influence on the teacher educators' TPs. However, the authors find these results alarming because these three sub-competencies play a substantial role not only in developing students but also providing space for teachers to self-reflect on their practices.

Emotional Self- Awareness (ESA): For teachers, the ability to understand their emotions (ESA) plays a pivotal role in creating conducive learning environment for students, which is considered as one of the student centered TPs (Menlo et al., 1999). Furthermore, ESA develops management skills and decision-making skills (Kiyani, Haroon, Liaqat, Khattak, Bukhari, & Asad, 2011; Jeloudar, Yunus, Roslan, & Nor, 2011). Both management and decision-making skills are needed by teachers professionally not only to create conducive environment, but also for to be making decisions regarding students' need for extra academic or social support and to respond appropriately (Katherine &

Timothy, 2014). If teacher educators are emotionally aware of themselves as teachers, they can teach the skills to prospective teachers. These prospective teachers in turn will display more adaptive learning behaviors and better academic outcomes and lower rates of problem behaviors, negative affect, and aggression (Katherine & Timothy, 2014).

Self Confidence (SC): Self-confidence is defined as “people's judgments of their capability to perform specific tasks, it's a product of a complex process of self-persuasion that relies on cognitive processing of diverse sources of confidence information” (Bandura as cited in Druckman & Bjork, 1994, p. 178). Research indicates that self-confidence is an important component of success as it helps in goal setting and its achievement. It motivates the individual to set and achieve goals in personal and professional and personal lives. People who have strong confidence level are able to set high goals for themselves and they become very determined in their goal achievement. Furthermore, SC is often associated with the ability to examine why one wants to teach, effective teaching, setting goals and objectives, and using strategies that involve students (Eison, 1990). If teacher educators are highly self-confident about what they are planning and teaching they would be able to set achievable goals for their students and motivate students to achieve the goals- thus preparing prospective teaches to do the same. Furthermore, teachers with high self-confidence are able to take better decision making and this attribute positive influence on prospective teachers as well.

Conflict Management (CM): Manning (2015) defined CM as “a problem solving process which is designed to offer parties an opportunity to resolve their differences collaboratively” (p. 4). Commonly, conflicts arise when the students are assigned group tasks and individual differences cause problems. Teachers having the ability to manage and resolve conflicts are good at managing class, time, and creating “positive classroom environment” (Morris-Rothschild & Brassard, 2006; Tok, Tok & Dolapcioglu, 2013). Further, the ability to judge when to avoid a conflicting situation also develops when teachers are self-aware of their position and importance of the issue (Chawan, Tekade & Ingle, 2012). It is argued that emotionally intelligent teacher educators would encourage group and collaborative work to develop conflict resolving skills among prospective teachers rather than minimizing the use of student-centered TPs- thus preparing them for their professional lives.

If a closer look is taken – a strong connection can be seen among these three sub-competencies. The ability to identify one's emotions builds confidence to face and resolve conflicts; to take better decisions; and to keep oneself motivated (Druckman & Bjork, 1994; Kiyani, et al., 2011). Therefore, it is important not to disregard these sub-competencies because of lack of any influence on teacher educators' TPs.

Conclusion

The study concludes that understanding EI of teacher educators is an important field because teacher educators' EI has influence on their TPs. However, not all sub-competencies of EI influence TPs in similar ways. There are influencing and non-influencing sub-competencies of EI. The study also concludes that ESC, AD, DO have influence on TPs of teacher educators while SC, ESA, and CM are non-influencing competencies. Nevertheless, while studying EI and its influence on TPs, the non-influencing sub-competencies must not be overlooked because they play a significant role in effective teaching.

Also, teacher education programs that provide environment to prepare emotionally intelligent prospective teachers are the need of the hour (Brackett & Katulak, 2006; Davies & Bryer, 2003). The study recommends offering professional training and workshops for teacher educators to help them to understand the importance of EI and its influencing and non-influencing competencies on their TPs and ways to enhance these competencies.

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