

A Thematic Analysis of the Emotional Intelligence of Teacher Educators

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Abstract

One of our most contentious issues is teacher education. Teachers in the nation must be assessed for emotional intelligence due to its relevance in many areas of life. Educator training becomes a psychosocial, emotional undertaking when life experiences and cognitive processes interact. Even though emotional control is crucial, most teacher-educators lack emotional intelligence training. Due to their occupational exposure to emotionally charged circumstances, teachers must analyse their emotional intelligence to traverse the emotional variety of their students. Emotional intelligence among teacher educators in India is the focus of this research..

Keywords: Teacher Education, Intelligence, Emotional Intelligence, Teacher Educators, Thematic Analysis .

Introduction

Modern training is needed for future Indian educators to use appropriate practices. Teacher training programmes increase abilities but seldom address self-awareness, social responsibility, and empathy. Emotional intelligence, which comprises qualities, is essential to those who think emotions impact learning/teaching. Gardner (1993) says emotional intelligence affects reflective practice and teacher effectiveness. People highlight that educators influence the nation, and the necessity to concentrate on teacher-educators. Managing their lives and those they impact requires emotional intelligence. Critics of Indian schools cite inadequate quality, inept instructors, and other issues. To enhance education, experienced educators must positively influence others' emotions and maximise their potential. People may manage, sympathise, and act effectively by understanding their own and others' emotions. In and out of class, emotional

instructors may express themselves better. Every profession demands certain skills to do, otherwise outcomes may be dubious. Teachers need excellent emotional intelligence because teacher education is emotional. We have seen clever people struggle with organisation. Academically talented kids fail. Some features defy typical intellect, resulting in 'emotional intelligence.' We periodically assess the school system to guarantee academic standards and a suitable learning environment. Teachers do more than teach. Teachers must understand their and students' emotions and create a positive learning environment. Teachers may manage emotions and interact with students using emotional intelligence. Emotional intelligence helps people overcome life's challenges, and educators understand training. Research reveals that emotionally intelligent teachers are better at conflict resolution, less prone to burnout, and better at satisfying students' needs. Teaching is demanding and requires topic, pedagogical,

time, and crisis management abilities. Teachers require social and communication abilities to manage classrooms. In this complex social environment, instructors must understand and manage their own and others' emotions to engage students. Specific tasks are easy for some, but not others. Personal performance varies by task. Some kids struggle academically but become business leaders with emotional intelligence. High-EQ persons recognise and respond to environmental emotional cues. High emotional intelligence fosters connections and prevents conflict. They resolve conflicts effectively and are often depended on. Teachers express their feelings while students bring joy, sadness, wrath, and fear to class. Van Rooy, et al. (2004) define emotional intelligence as the capacity to create, recognise, explain, evaluate, and appraise one's own and others' emotions to impact cognition and conduct. This is where emotional intelligence helps individuals manage stress, link ideas and behaviours, and navigate daily life. Ability, mixed, and trait models of emotional intelligence exist. All theories examine emotions in people and share domains. Salovey and Mayer examined emotions and cognition (Salovey & Mayer, 1990). This concept of emotional intelligence is the ability to

recognise and understand one's own and others' emotions and use this knowledge to guide actions. Emotion observation, usage to improve cognition, comprehension and analysis, and management comprise this emotional intelligence paradigm. Few studies have measured the emotional intelligence of the university students and instructors. Teachers and students are key to educational research.

Research Methodology

The objective of the study is to examine how teacher educators handle emotions and how they impact cognition. The study is qualitative in nature. This qualitative study will assess teacher educators' emotional intelligence.

Research Design

Qualitative research analyses distinct people's lives and opinions in different contexts (Yin, 2016). Phenomenology study examines how a group interprets their experiences in relation to reality (Creswell, 2013). This study employed a descriptive survey with embedded units of analysis and extensive data collection to understand the research questions and phenomena. A descriptive, embedded study analysed teacher-educators' real-life experiences. Research studied how teacher-educators use emotional intelligence. A descriptive study with embedded units assessed several higher education teacher-educators utilising specific data measurement methods. Teachers gave data on a phenomenon based on their observations to answer research questions. Semi-structured interviews gathered data. The objectives of the study were: (1) to study teacher-educators' awareness, perception, and expression of emotions, (2) to understand their capacity to interpret, analyse, and control emotions, and (3) to examine how emotions impact their cognitive process.

Sample and Population

The researcher randomly selected teacher-educators from six District Institutes of Education and Training (DIETs) of Delhi for investigation. A total of 12 teacher-educators were selected by randomly selecting one male and one female from the teaching roster of each DIET.

Tools used for Data Collection

For data collection semi-structured interviews were conducted with teacher-educators in person. Qualitative research requires interviews because words reveal attitudes and perceptions. By reading the statements of the respondents, one may understand their perspectives. Teacher-educators were questioned on emotional intelligence issues.

Data Analysis

The replies of the teacher-educators were transcribed verbatim and analysed using inductive and comparative approaches to develop themes. The researcher conducted a cross-participant analysis to identify data themes related to the theoretical framework.

Data Analysis and Interpretation

Thirteen data themes that emerged after the data analysis are given below.

1. The ability to identify emotions in one's own physical states, feelings, and thoughts

Identifying one's feelings, emotional content, and emotional quantity is crucial. Studies show that being aware of our emotions helps us manage them. Maturity allows thorough emotion identification. Individuals' mental states tend to appear extrinsically. Thus, to understand others' feelings, one must first understand one's own emotions and behaviours. Say someone is sad, so they can identify it. The thoughts of a left-out person show that they miss a specific incident, event, or individuals. An emotionally knowledgeable person may recognise changes in emotions and ideas related to a specific emotion. If a person is angry and wants to slam his hand at anything, we should examine his anger. If someone has lost a loved one, he may feel sorrowful. Some circumstances cause heart palpitations. What are such events, sentiments, and how do we think? This involves recognising one's feelings as they happen. Recognising one's emotions is important in social life since we meet various individuals every day. Most responders indicated some common emotions as happy, sadness, love, hatred, wrath, jealousy, etc. Some individuals had trouble expressing their feelings and described states like dancing and leaping with excitement. Some say they feel it, while others say their mental ability changes when

they're emotional. One person noted, "Increased heartbeat, crying, and offensive language are physical changes that make me understand specific emotion. Sometimes emotional stimuli help me access my current emotion." It suggests that bodily sensations and feelings help people recognise emotions. Physiological changes may come from an emotional state. Another responder added, "The way I react during that particular situation, the way I behave and talk, agar mein khush hu toh main alag khushmizaaz tarike se main logo se baat karunga aur agar dukhi hota hu toh shaant rahta" Thus, one's emotional experience creates an action inclination, and knowing this helps one acknowledge his/her feelings. Are you aware of what loved ones thinking of you, and how do they know what others think? People said sure, others know me since we have a wonderful relationship, and I express my thoughts. Another participant stated people's opinions of me rely on their experiences with me, thus they may not know me well. Some claimed they felt awful, some said they used the criticism to focus on their inadequacies, while others said they felt a lack of something. One remarked, "I don't like it because I take full responsibility for my actions." A comparable event may evoke various ideas and emotions, as does the linked emotion, and noting such thoughts and feelings may assist in identifying the emotion. Most participants reported feeling apprehensive about circumstances and claimed their activity, cognition, and feelings of inadequacy are impacted.

2. The ability to perceive emotions in other people through their vocal signals, facial expressions, language, and behaviour

In daily life, people vary, and emotional identification is crucial to getting along with them. This also improves effective communication. Such communication

combines verbal and non-verbal elements. Humans must learn to communicate and decipher nonverbal cues to have good relationships. Voice signals include tone, pitch, strength, and modulation. The differential attribution to how a person behaves via these non-verbal cues of this existence varies among people. Your pal is unhappy since he/she couldn't watch a cricket match as you did. One should discuss about other topics instead of the game. Children perceive emotional facial expressions from infancy and react to their parents' body language. Imagine a person widening his eyes to express amazement or closing them to express fear or dread. An individual's facial expressions reflect his/her emotional state. In a difficult scenario, a person who screams at his colleague may be upset, i.e., vocal cues affect emotional information. When emotional, some individuals leap, smash their fist, act differently, etc., which reflect their emotional condition. When asked how to find out whether someone is joyful or furious, most respondents said by observing the facial expressions, tone of voice, language, and behaviour, such as bouncing, smiling, and physical postures. Happy people interact cheerfully with others, according to a responder. One reply stated, "Jis tarike se vo baat kar rahe hain, vo unke chehre par dikhega. Toh face par bhi expression vaise hoga, aur agar gusse mein, vo bhi chehre k haav bhaav se pata chalega, unki voice ki intensity se jaise gusse mein koi chilaa padta hai aur kis tarike se vo mere saath behave karte hai". This suggests that some signals are excellent markers of others' emotions and recognising them improves relationships. As the most visible indicator, facial expressions were used most often to discern emotions in others. Some work quietly, while others make a noise that may bother others.

How someone does a task reveals their emotional engagement or how their emotions affect their performance. When asked how they adjust their behaviour depending on who they're interacting with, respondents said they consider the person's emotion and try to match it, i.e., others' emotions help them interact. One responder stated, "I adjust my behaviour by judging the person's emotions; like students are in different states of emotions, whereas colleagues are in a different state altogether." This illustrates that various emotional interactions are needed in different situations, and to navigate them, one must recognise others' feelings, which are not always obvious. One must first analyse the other party's emotional state to alter one's conduct to synchronise with the required behaviour. Another respondent remarked, "Main apne behaviour ko adjust karunga... Emotional requirements ko samajhkar, suppose koi learner pareshaan hai toh main usse se akele mein baat karunga naa ki sabke saamne, jabki class mein collective interaction mein mera behaviour zara sa....."??????? This argues that various emotions are contained in distinct external forms of a person, and to cope with them, one may see others' emotions as they arise. The way a person participates in a task and how he/she desires to participate reflects how he/she value others' feelings. When asked how to discern emotion in any activity, one respondent responded, "Body movements, hardness or softness of voice, use of words, and if someone is sad, then his/her energy level looks low." When comprehending others' emotions, it became clear that behaviour, voice, and body language, such as facial expressions, are the source of such information. An emotionally intelligent person can accurately interpret such information.

3. The ability to perceive emotional content in the environment

People are surrounded by emotions wherever they go, whether they are at a party, a funeral, or a nail-biting battle with their favourite opponent. How effectively you interpret emotional information in your environment affects how you react to such circumstances. You feel various emotions depending on your surroundings. We encounter various types of situations at home, work, and in society, therefore it is important to understand the emotional content for personal and communal well-being. The emotional content of every 'niche' helps adapt to its surroundings and context. It also requires understanding how an emotion affects ourselves and others. If a teacher is presenting a subject that no student can grasp, judging the situation involves emotional awareness. In a quarrel between the houses elders, a person pulls away to give the room to discuss. Emotional information must be evaluated. When asked how they know what people think of them, they said their actions in their presence and overall behaviour reveals their opinions. When asked how they make others feel comfortable talking to them, some said they assess their emotional state and synchronise their conversation, while others said they play or talk about general interests. One responder stated, "By accessing their behaviour and taking them to their comfort zone, use of witty humour in conversation." This entails assessing the emotional content of one's surroundings and using it to help others flourish. Another said, "By inclining with that individual's thought process, such as being empathetic to them, assessing their needs in a particular situation". Recognising and praising personal and group settings is crucial because emotions are ingrained and grow in them. Respondents may sense emotional content in their

environment. Most people said they wait for the disruptions to calm down before talking and solving the matter with a buddy. One person replied, "I will apologise and agree on a middle path." This suggests people can sense environmental emotions. How well a person can evaluate the emotional characteristics of their surroundings allows them to efficiently cope with the situation and respond appropriately to prevent undesirable scenarios.

4. The ability to express emotions accurately when required

Expression of emotions is connected to life, happiness, and adjustment. It also requires us to understand how an emotion affects ourselves and others. Communicating the right emotion in each situation requires emotional intelligence. Different places need different emotions. Like other skills, communicating with emotions starts with identifying them and their causes. Emotions convey information like this: "I may be annoyed with my buddy because he's late for a movie and I'm waiting or worried." Emotional information should be correctly delivered so that the other person understands it. Many respondents said they always act respectfully and properly to people because it builds deeper ties. One responder stated, "I adjust my behaviour by judging the person's emotions, like students are in different states of emotions, whereas colleagues are in a different state altogether." Due to varied intents with different people, a person must balance and appropriately convey emotions to be successful. Event interpretation aids emotional expression. If their closest friend's father dies, all respondents answered that they would soothe their buddy and be there for them when needed. Someone added, "It will be a moment of deep grief for me. I will support my closest buddy and help him overcome." According to

another reply, “Shayad ye cheez mujhe personal level par utna effect na kare kyunki main unse related nahi hu, par haan, main apne dost se baat karunga, aur iss situation mein har possible kaam karunga unke.” We cannot laugh or weep at everything, thus various circumstances need diverse emotional expressions. Thus, the capacity to recognise and communicate emotional needs in every setting is possible. If someone doubts your talents, how do you react? Some stated they would urge them to address it privately, some said they would contemplate and work on it, while others said their judgment is only an opinion; what counts is my weakness. One responder said, “If someone questions my abilities, I will accept it and try to improve.” Another respondent said, “Mujhe gussa aata hai par main shaant rehkar kaam karne mein zyaada believe karta hu aur main apni shamtaao ko pehchaanta hu aur unka sahi istemaal kart.” Some individuals may break out in such circumstances, but we have discovered that even if a person does not enjoy a scenario, they outweigh the risks of expressing that emotion. Emotionally intelligent people monitor their emotions at the right time and place.

5. The ability to discriminate between accurate and inaccurate/deceptive emotional expressions

The expresser or interpreter of an emotional code may lie or deceive by hiding or neutralising emotion. Our interpretations of events and perceptions often lead to emotional responses. For instance, a student may focus on one unfavourable remark rather than the positives following project completion. Confusion between emotion and reality may also result from emotional thinking. You feel guilty when you can't study after you fail in a test. Not all facial expressions show emotions. If someone gave you a gift

you didn't like, you might deceive them by faking a grin. Reading the concealed code takes emotional intelligence. If you're at a social event where people discussing calm topics, you can't yell even if you're enthusiastic, since each environment has a specific vibe. Good observation and emotional expertise are needed to distinguish between true and false emotional displays, or to read non-verbal signs with the spoken message. Recognising word-emotion relationships helps make sense of interpersonal feelings. It involves noticing facial-verbal discrepancies. If a person attempts to feign love for a spouse, an emotionally intelligent individual can see through the mismatches and not be carried away. In a classroom, students may nod and say they understand, but they may not. Teachers must sift real and perceived emotional signals. Some stated you can quickly tell someone's feelings, while others said they can fake it via their faces. One responder wrote, “Sometimes it's very difficult to label emotions in others as real or fake because what's going through their mind is very different from what they are showing, jaise koi kisi se bahut jealous feel karta hai par uss person ke saamne uski tareef” Another added, “People might be trying to hide their real emotional state, but I can figure out when it's real.” This indicates that individuals can fake emotions, which may be deceiving or inaccurate in any setting, but some people can tell genuine from false, thus they derive the correct meaning from actions. Will you be cordial to someone you despise if the occasion requires? Some stated we are direct and do not communicate with such a person, while others said they may if it is not harmful and in the public good. “I can be cordial to someone I despise, depending on the result,” stated one responder. Another said, “Nahi, main aise vyaktiyo se dur hi rahta hu kyuki main apni mental state

ko disturb nahi karna chahta.” People may or may not exhibit genuine feelings, as some may show hate and others may suppress it. Some may think it is an appropriate phrase, but the respondents recognise that emotions are not merely overt and may have many meanings and interpretations. Emotionally knowledgeable persons can distinguish correct from erroneous emotions.

6. The ability to integrate feelings into analysis, reasoning, decision making and facilitate thinking

Emotional experiences aid cognition. Early emotions signify major changes in the individual and environment. As a person grows up, emotions concentrate attention on crucial changes, shaping and improving thinking, for example, a youngster worried about his test tomorrow while playing. Another possibility is emotional reasoning, where emotions can override reality. Feelings create feelings as needed to help thinkers understand them. Self-generated emotions enable instant checking of sensations and attributes. In anticipation, emotions may be formed, felt, investigated, and shaped to better comprehend. Individuals perform better when processing zones work well. Good moods inspire optimism and poor moods pessimism, which help individuals see things from different angles. Would it be preferable to be happy or sad when doing an assignment? Sad moods make individuals work carefully, whereas cheerful moods inspire creativity and innovation. These talents focus on how emotions impact the cognitive system and how they might improve decision-making. Cognitive tasks work best in certain moods, and emotions may concentrate the cognitive system on what matters. After your buddy suffers an accident, you visit him in the hospital. The family’s anxieties draw your attention to your friend’s well-being, and that worry encourages

you to speak to them. It is shown that emotions influence our choices. An individual’s emotional state may help or impede decision-making; however, emotions do not affect all conduct and decisions. Participants said, “Yes, we consult others when we are preoccupied by emotion and are unable to weigh the outcomes.” They answered that they can take decisions themselves when they are in an appropriate mood; situations like anger are found to impact impulsive decision-making. One responder stated, “I do consult just to know the other side of the thing or to believe that the decision is authentic.” The emotional state of a person influences cognition, activating or shifting the emphasis from a desired activity, problem-solving, or decision-making. In a heated dispute, how do you handle it? Some said they try to stay silent and wait for the right time to speak. Someone said, “I can say it bluntly if it causes disturbance.” One respondent said, “I try to control my anger,” while the other one said, “I try to stay calm and not say anything because I might say the wrong thing.” Another responder stated, “By trying to keep quiet, just listening to others, not expressing my emotions at that particular time, I analyse the situation and arguments of others, and give my opinion if I strongly feel to do so.” Emotions impact choices, whether favourably or adversely, and they often influence our thinking, reasoning, and decision-making. Another responder stated, “Mujhe lagta hai aisi situation mein dusre ko suno or usko baat rakhne do taaki usse santushti mil jaaye; aisa main tab karunga shayad jab vo insaan mujhse related hai; otherwise, I can also revert back during.” In this case, the person said that his decision and behaviour might differ with a person who is close to him and who is not, because with a related person, a different set of emotions is linked,

which influences one's behaviour with that person. One responder stated, "Yes, by looking for the correct set of emotions required at a particular time and not just by flowing with emotions." Another said, "Yes, by accessing the situation and taking proactive steps." It seems that our emotions affect our thoughts and mood, as one responder observed, "aisi situation mein main kabhi kabhi concentrate nahi kar paata problem par." This also checks emotional problem-solving; emotions may lead us, as caring for someone may keep us from fighting with them. What bothers you most? One person stated, "Apno se kisi baat par ladaai ya apna kaam behtar dhang se naa kar paana." Another answered "self-doubt, non-satisfactory situations, doing something against my wish". All these reactions are tied to emotions, and combining these emotions into one's thinking causes a disturbed condition. All such situations show that emotions affect our reasoning and decision-making.

7. The ability to generate emotions to relate to the experiences of another person

People should not just see and experience emotions in themselves and others. Interpersonal activities improve relationships and the capacity to understand and relive others' emotions. Positive relationships increase life pleasure and reduce stress. We may comprehend others' emotions by acquiring a cognitive understanding, i.e., whatever emotion category best describes the conduct we watch, or by knowing how it feels to be in their affective state. For instance, empathy determines if someone's advice is good. Research suggests that assessing one's own and others' sentiments is so intertwined that one may not exist without the other. Does one's past experience and current feeling affect emotional recognition? Recognising

others' experiences causes a feeling in us, and if it matches their emotion, it leads to empathy on both sides and healthier connections. When asked how will you reply when your closest friend's father died, every responder claimed they would comfort their buddy and help him/her when needed. One of them added, "Agar vo insaan mujhse related nahi hai, to farak nahi padega, but agar hai toh main baat karke kaaran jaanunga aur console karunga." This suggests that individuals gain a cognitive or sympathetic awareness of others' emotions, which helps them connect to others for better relationships. The results show that responders comprehend others' emotions. How do you communicate with someone who has extremely different beliefs from yours? One responder answered, "By listening to the other person's arguments, if found correct, will inculcate those arguments, and modify mine. In opposing debates, I use reasoning to persuade others, and in worst cases, I seek a compromise. Another added, "by respecting each other's opinion and, at the same time, ignoring if the other person didn't respect your opinion." The other guy remarked, "Agar main uss insaan ko jaanta hu toh mujhe pata hoga ki uska opinion iss tarike ka kyu hai aur har baar kisi se argue nahi karna hota toh aise case mein main bas sununga uss insaan. This shows the capacity to appraise an individual's viewpoint and how one's experience relates to others. This shows that emotionally intelligent individuals build solid relationships by recognising others' emotions and responding empathetically. It helps people pick socially suitable actions.

8. The potential of your feelings to channelise you to prioritise what is important to think

Emotions affect how we think, solve issues, and form views about events. Doing what is needed now leads to good

outcomes and good relationships. The realisation that emotions may attract external events, but not always. Emotions like joy, love, and tranquilly boost energy and attract good things. If something felt wrong, we would not put time in it, but if it felt good, we would. We may choose to continue experiencing a scenario or feeling we desire without judgement. Something we want to concentrate on is energetic and emotional. It makes sense to focus our emotions once we realise they shape our reality. When we are feeling a certain way, we tend to think, and an emotionally intelligent person knows where to focus his thoughts. Suppose a person is unhappy yet needs to finish a job. He should go from sad to productive. The individual realises how occupied a feeling makes him. If you are pleased with a person, you will have a good impression of him if the sensation may affect your opinion. And someone under distress will think pessimistically, attempt to get away of the circumstance, or strive to find a solution. Some claimed they ponder before speaking and this helps them. Some said that as teachers, they can talk to anyone because it is their job. One responder stated: "I should have some idea about the person I'm talking to, or I'll misjudge them or they'll misjudge me, so a sense of care about myself prevents me from talking freely." Others said, "I can talk freely if the situation requires," and "I'm very cautious about what I chat about." Another responder stated, "I think before I talk because of care for others, fear of my personal things getting leaked, love for associated people, and sympathy to not hurt others." Another added, "Agar mujhe koi important issue discuss karna hai toh main baat karne se pehle sochunga kyunki main apni important baate har kisi se discuss nahi kart." Another responder said, "I talk freely to people. Happiness, self-confidence, and accepting responsibility for my

words and actions enable me to speak freely." Other one answered, "It depends on situation to situation; sometimes I can, and sometimes I cannot." The potential of one's sentiments allows them to think about what is significant and what is not and prioritise their thoughts appropriately. One responder responded, "Yes, there was an instance when, without thinking, I took a decision, and after the incident, I criticised my behaviour." Another said, "Yes, I do, but in the private sphere, as sometimes I used to waste time in doing things for others." Others remarked, "Jab mujhse kuch galat ho gaya ho aur jab main uspar reflect karta hu toh criticise karta hu khudko, jaise ek baar ek bacche ko maine kuch galat bol dia" Thus, emotion may concentrate our thinking and help us grasp viewpoints, which allows us to channel our thinking. Emotionally intelligent individuals know how to channel their thoughts in any scenario and are conscious of their feelings.

9. The ability to solve problems that are emotional in nature

Emotions often override problem-solving. This skill is clearly affected by emotions. We are delocalised in a sea of emotions, and each emotion hits us and causes a cognitive distortion that hinders or helps people solve problems, especially social ones. In emotional situations, issue solving is the capacity to find solutions. It also involves understanding how emotions affect decision-making. People without such capacity may be impetuous, unorganised, and overlook emotional information. It also involves objectively seeing things. One responder responded, "Yes, an increase in my heartbeat, sudden loss of energy, and shivering are the outcomes that let me know I am nervous." Another added, "Yes, at times, kabhi kabhi andruni hichkichahat hone lag jaati hai jaise agar main class mein thik se prepare hokar nahi gaya toh voice bhi utni confident

nahi lag” Some respondents said they cannot control what they do or say when they are emotionally charged, while others said they try to stay calm and composed by controlling their actions and words and thinking rationally about situations, events, and people. These folks are more emotionally aware. How do you feel when criticised? Some respondents claimed they felt horrible, some said they used the criticism to focus on their flaws, while others said it made them feel inadequate. One of them remarked, “I don’t like it because I take full responsibility for my actions.” Another added, “it feels bad, par ye samajhne ki koshish karunga ki kis paristithi mein saamne wale ne kaha hai aisa ho sakta hai ki vo mujhe pasand na karta ho ya mujse kisi baat se kha” Another person stated, “I reflect on the shortcomings, and if that’s true, I work to improve myself.” Events that evoke emotions and are emotional in nature are handled differently by individuals, as seen by their answers. Some people use emotions to handle important problems, like interacting with pupils in class. How would you handle a quarrel with your closest friend? Most of them said they would wait for the disruptions to subside and then chat and resolve the matter in a light-hearted manner. Someone said, “I will analyse the situation, and then will proceed to take some decision, and if it’s my mistake, I will apologise for it.” Another person remarked, “I will not take up the issue again as it would lead to more problems.” Other one replied, “I will apologise and agree on a middle path.” Another respondent added, “Main situation ko settle hone ka time dunga aur sab normal hone par shaanti se baat karunga aur usse pehle ye sochunga bhi ki situation ko kaise sahi kiya jaa sakta ha.” Situations like this require a person to examine the emotions involved in the incident, such as rage, and utilise this emotional content to think about

and cope with one’s own and others’ emotions. This suggests responses might tackle environmental emotional issues. One waits for the answer and does nothing, while the other thinks or acts. This illustrates that individuals handle difficult events differently. Emotionally intelligent people actively interact with emotionally charged situations and find healthy solutions.

10. The ability to name emotions and identify relations among them

Labelling emotions in ourselves and others is crucial. The less conscious we are of our emotions, the less likely we are to regulate them well. Labelling emotions is harder for some individuals. Even though their emotions are complicated, they only have a few. Less emotional awareness means less emotional regulation. Analysis demonstrates that participants understand the link between emotions and conduct and believe emotions strongly influence their actions. When asked how they know they are emotional, the majority said their conduct changes or their thoughts inform them. Some said they started doing it. Something changes when they are emotional. Some stated they feel it, while others said they think it. One person noted, “Increased heartbeat, crying, and offensive language are physical changes that make me understand specific emotion. Sometimes emotional stimuli help me access my current emotion.” It suggests that bodily sensations and feelings help people recognise emotions. An individual’s emotional state may cause physiological and behavioural changes. One responder added, “The way I react during that particular situation, the way I behave and talk, agar mein khush hu toh main alag khushmizaaz tarike se main logo se baat karunga aur agar dukhi hota hu toh shaant rahta” Thus, responders recognise that emotions affect action and thinking, whether they

are conscious of them or not. Emotions are vital to human life and societal peace. Say, you are eager about a vacation and enjoy it, which makes you happy. This illustrates that happiness and excitement are connected, as are most emotional results. Suppose someone cuts in line and snatches your ticket; it might bring discomfort, anger or resentment. When asked how they feel about criticism, one replied it makes them upset. So, humiliation may lead to wrath, and emotionally intelligent people choose the right relationship. It also traces the trajectories and causes of every emotion, which may be used for advanced emotional management.

11. The ability to determine the antecedents and consequences of emotions

Most people believe that a particular event may create emotions, and the individual experiencing them may know the source and their effects. External stimuli, past emotive experiences, comparison to expectations, or exposure may cause the impact. One respondent said, "Yes, kyuki mere actions or mera behaviour ussi tarike ka hota hai jaise ki energetic lagta hai jab main khush hota hu." This illustrates that emotion alters oneself, and responses can predict the effects of a given emotion. Another respondent said, "I do not do things that can cause harm to others in any way," Another one said, "Yes, I try my best to behave in socially acceptable ways," and the other one said, "Sometimes something is done, and then the thought of ethicality can come into my mind, but most of the time I do such things that are ethical." A responder answered, "Yes, by looking at what expected outcomes it will lead to and by considering the well-being of others." Another responder said, "Yes, by imposing my decision on the other person and judging it as a second neutral person." This illustrates that

our actions may generate specific emotions in ourselves and others. Thus, we need to be aware of their origins and consequences to manage them. Respondents were aware of the causes and effects but could not find the reason. Emotionally intelligent persons investigate the causes and effects of any emotional state.

12. The ability to comprehend the situations that are likely to evoke emotions

As said previously, emotions happen in the world, and circumstances, events, and phenomena constitute the heart of every person's emotional experience. Events in an individual's environment evoke feelings. Reminding the partners of work they didn't do will upset them. Suppose a person is anxious because he started working long hours and doesn't have enough time to unwind. A greater awareness of certain events will elicit particular feelings, and the situations and emotions may be handled efficiently. For instance, if a buddy doesn't go on trips with you, asking him often may put him in a bad position, so don't keep reminding him. Understanding one's own and others' emotional frameworks can help us track occurrences that elicit comparable feelings. Recognising the distinctiveness of a situation's emotions while acknowledging its universality is necessary to better understand others. Many participants claimed they feel frightened in emotionally charged circumstances because their activity is impaired, their intellect does not operate, and they feel incompetent. One responder responded, "Yes, an increase in my heartbeat, sudden loss of energy, and shivering are the outcomes that let me know I am nervous." Nervousness is felt via one's body, emotions, and thoughts. Extrinsic consequences are most prevalent in nervousness; however, acknowledging them might help. The evaluation of conditions that elicit such

feelings is extremely crucial. Another responder stated, "When something is expected from me and I have to perform, I feel nervous, whereas if I do it on my own without any expectations, I do it rather better without any pressure." Our responders can identify events that produce harmful and unpleasant feelings. Some responders said they cannot control what they do or say when they are emotionally charged. In contrast, others said they try to stay calm and composed by controlling their actions and words and thinking rationally about situations, events, and people.

13. The ability to stay open to feelings and the information they convey

One must be able to regulate one's emotions towards oneself and others, not just be aware of them. Emotions contain sentiments and provide information. A youngster may be happy because he has his favourite toy. Our surroundings overwhelm us with emotional information, which uproots emotions and grabs us with a sensation. Such sensations might be good or bad, but one must be receptive to them and their knowledge. If a person is placed first in one of the hardest tests, he/she will feel elated and joyful. In various contexts, a person may have distinct sentiments, which fluctuate with the environment and communicate a message. One should be able to handle varied emotions. Although uncomfortable, such a circumstance may teach people how to handle their own and others' emotions if they are receptive to it. Analysis demonstrates that certain respondents are more receptive to negative sensations and their implications, while others are not. The results show that various sensations occur in different circumstances, and a person must be more accepting of those to fully understand the facts, which helps him cope. Analysis demonstrates

that teacher-educators may or may not accept difficult conditions because they cannot retrieve the knowledge they impart, which influences their emotional management. The above analysis explored how teacher-educators perceive emotions in themselves and others, how well they analyse and understand emotions to guide their emotional management, and how emotions affect people's thinking to guide their decision-making, problem-solving, etc.

Discussion

Emotional intelligence perceives emotions. A teacher with emotional intelligence may use it in class. Classrooms need emotional intelligence to manage and connect. In the classroom, teachers may see students' wrath, frustration, hope, sadness, passion, etc. Emotions of the teachers and students collide in class. Teachers have to understand these sentiments and develop relationships. Teachers and students bring joy, grief, fury, pleasure, fear, etc. to class. Teachers' emotional intelligence and understanding of their role in teaching improve student-teacher interactions. Few know how educators employ emotional intelligence. This study examined the emotional intelligence of teacher preparers, who train prospective teachers. Positive teacher-student relationships help youngsters control emotions and behaviour. Instructors face such feelings daily. Teachers' emotional intelligence (EI) in management and relationships is assessed in this study. The results imply performers express emotions nonverbally. Universally recognised mood-expressing activities include facial expressions. Analysis shows that facial expressions, verbal cues, physical condition, body language, and behaviour assist people recognise and convey emotions. They may easily sense others' feelings. Analysis shows people's knowledge of their own and others' emotions differ. Teachers are also uninformed of the diversity of emotions a person may experience,

including happiness, sadness, and rage. Emotionally literate people can express and analyse emotions. Recognition and praise in personal and social contexts are important because emotions deepen. Environment may evoke emotion in respondents. Respondents understood that emotions are not merely overt and may have numerous meanings and interpretations by being able to discriminate between true and suitable emotions in a particular circumstance. Several respondents included jumping with joy instead of sentiments. Teacher-educators identify emotions, although some better than others. Teacher-educators also express emotions well, according to research. Communicating the proper emotion in each scenario takes emotional intelligence. Different settings evoke different feelings and response. Like other abilities, talking with emotions requires recognising their sources. The findings reveal that emotions convey information; fear suggests flight. Each emotion has a meaning and action. If someone steals your ticket without waiting, you may feel uncomfortable, angry, or resentful. Understanding emotions and how they affect conduct is emotional intelligence. All emotions have consequences, like rage damaging others. Reasoning about emotional messages is crucial after detection. Emotionally intelligent people can handle bad and good circumstances by managing events that create a specific mood. The study found that participants identify emotions and understand how they affect behaviour. Physical state and sentiments might help people recognise emotions. Physiological and behavioural changes may result from emotion. The causes and consequences of an emotion on oneself or others are also part of emotion analysis. Events creating emotions must be navigated and understood. Analysis demonstrates that teacher-educators have various emotional understandings, yet some circumstances trigger universal emotional expression, and they can detect emotion-behaviour links. Analysis also demonstrates that emotions can be managed

and that different situations need different techniques. Thus, each environment's emotional information must be understood. One may monitor and regulate emotions or participate in them. Such folks can manage their emotions to achieve. Analysis shows how well they manage personal and social emotional issues. Different situations produce different feelings, and a person must be more open to them to comprehend and deal. Teachers may or may not be acceptable to unpleasant situations since they cannot recover the information such sensations offer, which affects their emotional management. Emotions affect thinking, problem-solving, and decision-making. An emotional experience may predominate thought. A good emotional input system helps people concentrate on what matters.

Conclusion, Educational Implications and Scope for Further Research

This qualitative research examined emotional intelligence and teacher-educators. All teachers must control their own and others' emotions. Student-teacher relationships matter both students and instructors. Emotional intelligence of potential teachers is seldom investigated. This research examines how effectively individuals detect, recognise, and express emotions in themselves and others, as well as how they assess emotions to regulate them and understand how emotions affect thinking. Ability-based theory underpins the research. Many consider emotional intelligence as vital as intellect, however definitions vary. This research shows how teacher-educators think and make decisions using emotional intelligence. Since emotions and cognition have been researched separately, this study uses emotional intelligence to show how they are intertwined. To assist the students comprehend others' emotions, instructors employ emotional intelligence

(EI) and get to know them as people with personalities and feelings. Emotional identification and perception enable one to recognise and recognise one's own and others' emotions. According to the research, one's physical condition, emotions, and thoughts reveal his/her mood. Voice tones, facial expressions, body language, and conduct may also indicate others' emotions. To express emotions harmoniously, you must be able to evaluate the mood of the surroundings. Healthy relationships need understanding what emotion is appropriate to communicate in a given situation so that the recipient understands it. EI is used to control others' emotions so they don't hinder learning. Understanding people's emotions help prepare for communication. Emotional expressiveness is communicating sentiments honestly and responsibly. Despite knowing that repressing emotions was unhealthy, many participants felt uncomfortable expressing all feelings. Participants worried about not worrying others by showing emotions. Although teacher-educators were aware of others' feelings, they agreed that what was seen may not be accurate. They may have felt uneasy but didn't know why. Teachers may encounter feelings like irritated, apprehensive, and nervous. This study shows that emotions affect how people analyse, decide, and act. Participants' replies showed similar instances of emotional attention-grabbing. This element gives us alternative perspectives to channel our thoughts and connect to others by allowing us to relate to their experiences. Several topics emerged from this qualitative study on teacher-educators' emotional intelligence, how it affects their cognition, and how it affects their emotional awareness about themselves and others. EI helps people express and understand emotions, handle unexpected circumstances, create healthy relationships, adjust to changing conditions, etc.

Educational Implications

Teachers might see emotional anomalies and resolve them by getting to know their pupils. The instructors helped students control their emotions when they saw them. Teachers are expected to understand and guide kids' emotions, yet some fail to establish connections. Low-EI teachers may struggle. Thus, institutions should provide emotional intelligence training to instructors. Teacher-student relationships affect their professional and personal identities. By allowing instructors and kids to connect, administrators must value these ties. When emotions run high in the classroom, teachers must learn to manage them. Teachers must know which emotions to convey and when to do so. Training should incorporate role-playing and emotional regulation. Empathetic teachers have more engaged pupils; therefore, class flexibility is needed. Being emotionally sensitive might change conduct. Teachers should know this. Teachers may help students turn negative feelings into positive ones. Curriculum and instruction should include emotional qualitative needs at all levels. Being emotionally sensitive might help with social concerns. Promoting good emotions in students helps raise social awareness.

Suggestions for further research

Participatory observation research might examine teacher-educators' emotional intelligence. Another study topic is teachers' emotional intelligence and classroom management. Since the literature is lacking, future study may focus on how instructors control their emotions by conveying them to pupils. Since emotional intelligence includes expressing emotions, it may be important to analyse how teacher educators engage with their pupils emotionally. Research on successful emotional control competencies may be used in teacher education. Finally, incorporating teacher-educators from other institutions and situations might expand transferability.

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