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EMOTIONAL INTELLIGENCE AMONG TEACHER EDUCATORS IN RELATION TO SELECTED DEMOGRAPHIC VARIABLES

*__Mittapalli Mukteswar__
M.Sc. (Maths), M.Sc. (Phy.), M.A. (Soc.), M.A. (Phil.), M.Ed.,
Research Scholar, Department of Education, Dravidian University, Kuppam, AP.
**__Prof. S. Vijaya Vardhini,__
M.A., M.Sc. (Psy.), M.Ed., PhD.
Professor, Department of Education & HRD, Dravidian University, Kuppam, Chittoor Dt, AP.

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Abstract

The present study examines the Emotional Intelligence of teacher educators in relation to selected demographic variables, namely gender, age, teaching experience, and Type of Institution in Telangana State. The study adopted the normative survey method. A sample of 257 teacher educators was selected from 32 colleges of education using a purposive sampling technique all teacher educators working 32 colleges Telangana State. The Emotional Intelligence Scale (EIS), developed and standardised by Hyde et al. (2004), was used to assess the emotional intelligence of teacher educators across ten dimensions: self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behaviour. The collected data were analysed using Mean, Standard Deviation, Critical Ratio (CR), Analysis of Variance (ANOVA), and Tukey's post hoc test. The findings revealed no significant difference in the Emotional Intelligence of teacher educators with respect to gender. However, age was found to have a significant influence on emotional intelligence, and the post hoc analysis showed that teacher educators aged 41 to 50 years had significantly higher Emotional Intelligence than those below 30 years and those aged 31 to 40 years. No significant differences were found with respect to teaching experience and type of institution. The findings highlight the importance of promoting Emotional Intelligence through professional development programmes, particularly by providing mentoring and orientation support for younger teacher educators and equal opportunities for training to all teacher educators. Strengthening emotional competencies among teacher educators may contribute to their professional effectiveness, interpersonal relationships, and the overall quality of teacher education.

Keywords: *Emotional Intelligence, Teacher Educators, Demographic Variables, Gender, Age, Teaching Experience, Type of Institution*

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1. Introduction

Emotional Intelligence (EI) is an important psychological concept for understanding human behaviour, social relationships, and professional performance. Salovey and Mayer (1990) introduced EI as the ability to recognise, understand, and manage one's own emotions as well as those of others. Later, Goleman (1995) popularised the concept by highlighting its importance in professional success, leadership, and workplace effectiveness. Unlike cognitive intelligence, which mainly focuses on intellectual abilities, Emotional Intelligence emphasises the non-cognitive skills required to manage social relationships and emotional challenges effectively.

Emotional Intelligence is particularly significant in the field of education because teaching involves not only cognitive and instructional skills but also continuous social and emotional interactions. Teacher educators play a vital role in preparing future teachers and therefore require strong emotional competencies to manage challenging situations, guide student teachers, and maintain healthy professional relationships. According to Bar-On (2006), Emotional Intelligence includes a range of emotional and social competencies that influence an individual's ability to cope effectively with environmental demands. In teacher education, these competencies are important for managing stress, maintaining motivation, demonstrating empathy, and creating a supportive learning environment.

Teacher educators also face several professional challenges, including curriculum reforms, technological changes, accountability requirements, and the diverse needs of student teachers. Addressing these challenges requires more than subject knowledge and pedagogical skills. It also requires emotional balance, adaptability, resilience, and effective interpersonal skills. Ciarrochi et al. (2001) observed that emotionally intelligent individuals tend to demonstrate greater self-awareness, empathy, and effective communication. These qualities are particularly important for teacher educators, who are responsible for supporting the professional and personal development of future teachers.

The importance of Emotional Intelligence extends beyond classroom teaching and professional interactions. It also contributes to the well-being, job satisfaction, and professional commitment of teacher educators. Petrides and Furnham (2001) suggested that individuals with higher Emotional Intelligence are generally better able to manage occupational stress and interpersonal conflicts. Consequently, emotionally intelligent teacher educators may be better equipped to maintain positive relationships, create supportive learning environments, and contribute effectively to institutional development.

In the present context of educational reforms in Telangana and across India, examining Emotional Intelligence among teacher educators has become increasingly important. Teacher educators are expected to respond to changing educational demands while preparing competent and socially responsible future teachers. Therefore, understanding their emotional capabilities can contribute to improving the quality of teacher education, strengthening institutional climate, and enhancing professional effectiveness. The study of Emotional Intelligence among teacher educators is thus relevant for promoting both individual well-being and the overall development of teacher education institutions.

2. What is Emotional Intelligence?

Emotional Intelligence (EI) is an important concept in psychology. It refers to the ability of an individual to recognise, understand, use, and manage emotions effectively. The concept of Emotional Intelligence has its roots in Thorndike's (1920) idea of social intelligence, which focused on understanding and managing people. Later, Gardner's ideas of interpersonal and intrapersonal intelligence also contributed to the development of the concept. Salovey and Mayer (1990) formally introduced the term Emotional Intelligence (as cited in Modi & Chansoriya, 2019). Intelligence is generally associated with reasoning, learning, problem-solving, and adapting to different situations. However, human intelligence is not limited to intellectual abilities alone. Emotions also play an important role in thinking, decision-making, behaviour, and relationships. Therefore, Emotional Intelligence involves understanding one's own emotions as well as the emotions of others and responding appropriately.

Unlike Intelligence Quotient (IQ), which mainly measures intellectual abilities, Emotional Intelligence focuses on emotional and social abilities. EI is not a fixed ability and can be developed through learning, training, experience, and self-reflection. Important aspects of emotional intelligence include self-awareness, self-confidence, empathy, self-control, motivation, optimism, communication, and relationship management (Goleman et al., 2002).

The concept of Emotional Intelligence became widely popular through the work of Daniel Goleman (1995). According to Goleman, Emotional Intelligence includes recognising one's own emotions and the emotions of others, motivating oneself, and managing emotions effectively. It also includes qualities such as self-control, persistence, empathy, and the ability to maintain positive relationships. Human behaviour involves cognitive, affective, and conative aspects. The cognitive aspect includes thinking and reasoning, while the affective aspect relates to emotions and feelings. The conative aspect includes motivation, attitudes, and values. Emotional intelligence connects these aspects by helping individuals understand and regulate their emotions and respond effectively to different situations. Emotional intelligence is important in many areas of life, such as education, family, community, and the workplace. It helps individuals communicate effectively, make better decisions, solve problems, manage stress, handle conflicts, and maintain healthy relationships.

In simple terms, Emotional Intelligence is the ability to recognise, understand, express, and manage one's own emotions while responding appropriately to the emotions of others. It contributes to better personal adjustment, social relationships, and professional effectiveness. Therefore, understanding the concepts of emotion and intelligence is important for understanding Emotional Intelligence.

3. Definition of EI:

Emotional intelligence (EI) is the ability to recognise, understand, express, and manage emotions in oneself and others. Salovey and Mayer (1990), who introduced the concept, described it as a form of social intelligence that involves monitoring and distinguishing one’s own and others’ emotions and using this information to guide thinking and action. Mayer et al. (1999) defined it as the ability to perceive, understand, and regulate emotions in ways that support thinking and decision-making. Bar-On (2006) described it as a set of non-cognitive abilities, competencies, and skills that help individuals cope with environmental demands and pressures. Goleman (1998) defined it as the capacity to recognise one’s own and others’

emotions, motivate oneself, and manage emotions in personal and social relationships, and he emphasised that these competencies can be learned and developed over time.

4. Components of Emotional Intelligence

According to Goleman (2015), Emotional Intelligence consists of important personal and social skills that help individuals understand and manage emotions and maintain effective relationships. The major components are described below.

i. Self-Awareness: It is the ability to understand one's own emotions, strengths, and weaknesses. It helps individuals recognise how their emotions influence their thoughts and behaviour.

- **Accurate Self-Assessment:** Recognising one's strengths and weaknesses and working towards improvement.
- **Emotional Awareness:** Understanding one's own emotions and their influence on behaviour.
- **Self-Confidence:** Believing in one's abilities and making decisions confidently.

ii. Self-Regulation: It is the ability to control emotions and behaviour appropriately. It helps individuals remain calm and adjust to changing situations.

- **Self-Control:** Managing emotions and impulses effectively.
- **Trustworthiness:** Being honest and responsible in one's actions.
- **Conscientiousness:** Being responsible and committed to completing tasks.
- **Adaptability:** Adjusting effectively to changes and new situations.
- **Innovativeness:** Being open to new ideas and creative solutions.

iii. Self-Motivation: It is the inner drive that encourages individuals to achieve their goals and continue working despite difficulties.

- **Optimism:** Maintaining a positive attitude despite difficulties.
- **Initiative:** Taking action and making use of opportunities.
- **Commitment:** Showing dedication towards achieving goals.

iv. Social Awareness: Social awareness is the ability to understand the feelings, emotions, and needs of others and respond appropriately.

- **Empathy:** Understanding and respecting the feelings of others.
- **Developing Others:** Supporting others in their learning and growth.
- **Respect for Diversity:** Valuing individual differences and treating others with respect.
- **Political Awareness:** Understanding social relationships and group dynamics.

v. Social Skills: Social skills refer to the ability to communicate effectively and maintain positive relationships with others.

- **Influence:** Encouraging and positively influencing others.
- **Communication:** Expressing ideas clearly and listening to others.
- **Leadership:** Guiding and motivating others towards common goals.
- **Change Catalyst:** Supporting and encouraging positive change.
- **Conflict Management:** Resolving disagreements constructively.
- **Building Bonds:** Developing trust and maintaining positive relationships (Goleman, 2015; Soanes, 2019).

5. Review of the Related Literature

A. Studies on Emotional Intelligence Conducted in India

Narayanamoorthi and Merlinsasikala (2021) found that male and female teachers had similar overall emotional intelligence, with a tendency to carry personal or home-related issues into the workplace. **Monika et al. (2022)** found that most teachers had a medium level of emotional intelligence. It was influenced by age, education, area of living, professional experience, annual income, and type of school, but not by sex or family structure. **Nagendramma and Esther Suneela (2023)** found significant differences in emotional intelligence by gender, locality, marital status, academic qualification, and school management type, but not by teaching experience or academic stream. **Sarkar and Paroi (2024)** found that most teacher educators had above-average occupational stress, significantly higher among females than males. Occupational stress had a low negative correlation with self-confidence and no significant relationship with emotional intelligence. **Kumari (2025)** found no significant differences in emotional intelligence by gender or school type, but a significant difference by teaching experience, with less experienced teachers scoring higher.

B. Studies on Emotional Intelligence Conducted Abroad

Anyamene (2020) reported a significant but low correlation between teachers' emotional intelligence and their marital satisfaction. **Lahore and Nazly (2021)** observed no significant differences in the five emotional intelligence factors (self-awareness, self-management, emotional management, empathy, and social skills) by age, gender, or teaching experience. **Wang (2022)** showed that teacher work engagement partially mediated the relationship between emotional intelligence and student academic achievement. The positive effect of work engagement on achievement was stronger for teachers with high self-efficacy than for those with low self-efficacy. **Nwosu et al. (2023)** established that teachers' emotional intelligence was significantly associated with their attitudes and concerns about inclusive education, but not with their sentiments toward it. The authors concluded that emotional intelligence shapes attitudes and concerns but may not influence deeply held beliefs about inclusion. **Larguinho et al. (2025)** identified a significant positive relationship between emotional intelligence and psychological well-being, with no significant relationship between emotional intelligence and age or gender.

6. Need and Importance of the Study

Teaching involves emotions and relationships as much as knowledge, which is why emotional intelligence (EI) matters in education. Teacher educators prepare future teachers. Beyond delivering academic content, they guide, motivate, and support student-teachers, so their emotional abilities directly shape their effectiveness and the quality of teacher education.

Their work brings constant interaction with student-teachers, colleagues, and administrators, and these exchanges carry different expectations and pressures. Teacher educators therefore need to understand and manage their own emotions and respond sensibly to others. EI helps them communicate clearly, build positive relationships, resolve conflicts, and create a supportive learning environment. It also helps them cope with the stress that comes with teaching, mentoring, assessment, research, and administrative duties, which benefits both their well-being and their professional performance.

Teacher educators are also role models. Student-teachers learn attitudes, values, and ways of relating to people from them, not just teaching skills. Emotionally intelligent teacher educators are therefore more likely to produce future teachers who can manage classrooms well and maintain healthy relationships with students.

EI may vary with demographic factors such as gender, age, educational qualification, teaching experience, marital status, type of institution, and locality. Examining these factors can give a clearer picture of teacher educators' emotional competencies. Although EI has been widely studied, research focused specifically on teacher educators remains limited.

The findings of this study may help teacher education institutions, administrators, policymakers, and teacher educators identify where EI needs strengthening and support the design of training and professional development programmes. The present study, "***Emotional Intelligence among Teacher Educators in Relation to Selected Demographic Variables***," therefore examines the level of EI among teacher educators and its relationship with selected demographic variables. It aims to improve understanding of how EI contributes to their personal and professional effectiveness.

7. Statement of the Problem:

The title of the present study is *"Emotional Intelligence Among Teacher Educators in Relation to Selected Demographic Variables"***.**

8. Limitations of the Present Investigation:

The present study was limited to Telangana state. Therefore, the findings may not be generalised to teacher educators working in other districts or states with different educational contexts. The study included 257 teacher educators from 32 selected colleges of education, which may not fully represent all teacher educators and institutions in Telangana state. Further, the number of colleges of education selected from the four geographical regions was not equal, which may limit regional comparisons. The sample also included a larger number of private-unaided colleges of education, while government, university, and private-aided institutions had less representation. Therefore, comparisons among different types of institutional management should be interpreted with caution.

9. Objectives of the Study:

1. To find out the levels of Emotional Intelligence of teacher educators.
2. To find out the significant difference if any in the Emotional Intelligence of teacher educators with respect to the following variables.
   a) Gender b) Age c) Teaching experience d) Type of institution

10. Hypotheses of the Study:

1. There is no significant difference in the Emotional Intelligence of teacher educators with respect to the following variables.
   a) Gender b) Age c) Teaching experience d) Type of institution

11. Methodology:

A. ***Population****:* The population of the present study comprised all teacher educators working in selected teacher education institutions in Telangana state.

B. ***Method of Study****:* Normative survey method was adopted for the present investigation, as it was considered appropriate for studying the existing levels of Emotional Intelligence and

job satisfaction among teacher educators and examining the relationship between these two variables in the context of Telangana state.

C. ***Sample:*** Purposive sampling technique was employed to select the sample. For sampling purposes, the colleges of education in Telangana state were classified into four geographical strata, namely North Telangana, South Telangana, East Telangana, and West Telangana. Out of the 205 colleges of education functioning in the state, 32 colleges of education were selected, ensuring geographical and institutional representation. The final sample consisted of 257 teacher educators drawn from the selected 32 colleges of education.

D. ***Tool used:*** The Emotional Intelligence Scale (EIS) developed and standardised by Hyde et al. (2004) consists of 34 items measuring ten dimensions of Emotional Intelligence: self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behaviour. These ten dimensions collectively assess the major areas of Emotional Intelligence related to understanding and managing emotions, maintaining interpersonal relationships, self-development, and positive behavioural orientation.

Method of Scoring: The EIS employs a five-point Likert scale with response options ranging from Strongly Agree (SA) to Strongly Disagree (SDA). Each statement is scored as 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for Strongly Disagree. The total score is obtained by summing the scores of all 34 items, with the possible score ranging from 34 to 170. Higher scores indicate a higher level of Emotional Intelligence, whereas lower scores indicate a lower level of Emotional Intelligence.

E. **Statistical Techniques Used:** The collected data were analysed using Critical Ratio (CR), Analysis of Variance (ANOVA), and Post Hoc Analysis of Tukey 's test.

12. Analysis of Data and Interpretation of Results:

Table 1 *Levels-wise Distribution of Teacher Educators on Emotional Intelligence*

Sr. No.	Levels of EI	Raw Scores	N	%
1.	Low	< 135 scores	34	13
2.	Moderate	Between 136 & 156 scores	193	75
3.	High	> 157 scores	30	12
Total			**257**	**100**

Table 1 shows that 34 (13%) of the 257 teacher educators have a low level of emotional intelligence, 193 (75%) have a moderate level, and 30 (12%) have a high level. The majority of teacher educators (75%) therefore fall in the moderate category, while comparatively few falls in the low (13%) or high (12%) categories. It may be concluded that most teacher educators possess a moderate level of emotional intelligence.

Table 2 *Emotional Intelligence – Gender – Mean - SD - CR*

Gender	N	M	SD	D	SED	CR	Remarks
Female	76	147.12	10.52	1.10	1.44	0.76	NS @ 0.05 level
Male	181	146.06	10.63				

Table 2 compares the emotional intelligence of female (N = 76) and male (N = 181) teacher educators. The female teacher educators had a mean of 147.12 (SD = 10.52) and the male teacher educators a mean of 146.06 (SD = 10.63). The means and spreads of the two groups are similar. The mean difference is 1.10 and the SED is 1.44, giving a CR of 0.76. This is below the critical value of 1.96 at the 0.05 level, so it is not significant and the null hypothesis

is retained. There is no significant difference in the emotional intelligence of teacher educators with respect to gender. This finding is consistent with Mousavi et al. (2012), Singh (2015), Rout and Sahoo (2021), and Rani and Jai (2022), but differs from Ahmed (2015) and Devi (2018).

Table 3: *Emotional Intelligence – Age - Means - SDs - ANOVA*

Age	N	M	SD	F-value	Remarks
Below 30 Yrs.	6	140.50	12.44		
B/w 31 to 40 Yrs.	114	144.55	10.54		
B/w 41 to 50 Yrs.	122	148.48	10.17		
Above 51 Yrs.	15	145.47	11.10	3.48 [	S @ 0.05 level
ANOVA Summary					
Source of variation	SS	df	MS		
Between groups	1139.655	3	379.885		
Within groups	27566.956	253	108.960		
Total	28706.611	256			

Table 3 presents the emotional intelligence scores of teacher educators across four age groups (N = 257). Teacher educators aged 41 to 50 years had the highest mean (M = 148.48), followed by those aged 51 years and above (M = 145.47) and those aged 31 to 40 years (M = 144.55). The below 30 group had the lowest mean (M = 140.50). Scores were least dispersed in the 41 to 50 group (SD = 10.17) and most dispersed in the below 30 group (SD = 12.44).

The between-groups mean square is 379.885 (df = 3) and the within-groups mean square is 108.960 (df = 253), giving an F-value of 3.48. This exceeds the table value of 2.64 at the 0.05 level, so the F-value is significant and the null hypothesis is rejected. Age makes a significant difference in the emotional intelligence of teacher educators. This finding differs from that of Devi (2018). Since the F-ratio is significant, a post hoc test (such as Scheffé or Tukey) is needed to identify which age groups differ significantly.

Table 4 *EI – Age - Post Hoc Analysis of Tukey Test for Differences of Two Means*

Age				MD	CD
Below 30 Yrs.	B/w 31 to 40 Yrs.	B/w 41 to 50 Yrs.	Above 51 Yrs. N = 15		
140.50	144.55	---	---	4.05 @	5.02
140.50	---	148.48	---	7.98*	5.01
140.50	---	---	145.47	4.97 @	5.79
---	144.55	148.48	---	3.93*	1.48
---	144.55	---	145.47	0.92@	3.25
---	---	148.48	145.47	3.01@	3.28

@NS at the 0.05 level *__S__ at the 0.05 level

Table 4 presents the Tukey post hoc comparison of mean emotional intelligence scores across the four age groups, carried out because the ANOVA F-value was significant. Each mean difference (MD) was compared with the critical difference (CD) at the 0.05 level.

The below 30 group (M = 140.50) differed significantly only from the 41 to 50 group (MD = 7.98, CD = 5.01). Its differences from the 31 to 40 group (MD = 4.05, CD = 5.02) and the 51 and above group (MD = 4.97, CD = 5.79) were below the CD. The 31 to 40 group (M = 144.55) differed significantly from the 41 to 50 group (M = 148.48; MD = 3.93, CD = 1.48), but not from the 51 and above group (MD = 0.92, CD = 3.25). The 41 to 50 and 51 and above groups did not differ significantly (MD = 3.01, CD = 3.28).

Significant differences were therefore found in two pairs only: below 30 versus 41 to 50, and 31 to 40 versus 41 to 50. In both, the 41 to 50 group scored higher. The significant F-value in Table 3 is mainly due to the higher emotional intelligence of teacher educators aged 41 to 50 years. Because the below 30 group has only six participants, comparisons involving it should be treated with caution.

Table 5: *Emotional Intelligence – Teaching Experience - Means - SDs - ANOVA*

TE	N	M	SD	F-value	Remarks
Below 5 Yrs.	39	142.44	11.27		
B/w 6 to 10 Yrs.	113	146.50	10.34		
B/w 11 to 15 Yrs.	75	147.56	10.76		
Above 16 Yrs.	30	148.07	9.29	2.41@	NS at the 0.05 level
ANOVA Summary					
Source of variation	SS	df	MS		
Between groups	797.157	3	265.719		
Within groups	27871.399	253	110.164		
Total	28668.556	256			

Table 5 presents the emotional intelligence scores of teacher educators grouped by teaching experience (N = 257). The mean score rises with experience. Teacher educators with above 16 years of experience had the highest mean (M = 148.07), followed by those with 11 to 15 years (M = 147.56) and 6 to 10 years (M = 146.50). Those with below 5 years of experience had the lowest mean (M = 142.44). Scores were least dispersed in the above 16 group (SD = 9.29) and most dispersed in the below 5 group (SD = 11.27).

The between-groups mean square is 265.719 (df = 3) and the within-groups mean square is 110.164 (df = 253), giving an F-value of 2.41. This is less than the table value of 2.64 at the 0.05 level, so the F-value is not significant and the null hypothesis is retained. Teaching experience does not make a significant difference in the emotional intelligence of teacher educators. Although the means increase with experience, the differences among the groups are too small to be statistically significant. This finding is consistent with Mousavi et al. (2012), Ahmed (2015), and Rani and Jai (2022), but differs from Singh (2015) and Rout and Sahoo (2021). Since the F-value is not significant, a post hoc test is not required.

Table 6: *Emotional Intelligence – Type of Institution- Means - SDs - ANOVA*

ToM	N	M	SD	F-value	Remarks
Government	35	144.89	11.35		
Private-aided	9	140.67	13.56		
Private-unaided	196	146.58	10.21		
University	17	150.12	10.83	1.85 @	NS at the
ANOVA Summary					
Source of variation	SS	df	MS	[	0.05 level
Between groups	616.767	3	205.589		
Within groups	28055.176	253	110.890		
Total	28671.943	256			

Table 6 presents the emotional intelligence scores of teacher educators grouped by type of institution (N = 257). Teacher educators in university departments had the highest mean (M = 150.12), followed by those in private-unaided institutions (M = 146.58) and government institutions (M = 144.89). Those in private-aided institutions had the lowest mean (M = 140.67). Scores were least dispersed in the private-unaided group (SD = 10.21) and most dispersed in the private-aided group (SD = 13.56).

The between-groups mean square is 205.589 (df = 3) and the within-groups mean square is 110.890 (df = 253), giving an F-value of 1.85. This is less than the table value of 2.64 at the 0.05 level, so the F-value is not significant and the null hypothesis is retained. Type of institution does not make a significant difference in the emotional intelligence of teacher educators. Although university teacher educators scored highest and private-aided teacher educators lowest, the differences among the groups are too small to be statistically significant. This finding is consistent with Ahmed (2015) and Devi (2018). Since the F-value is not significant, a post hoc test is not required for this variable.

13. Major Findings of the Study:

1. The majority of teacher educators (75%) have exhibited a moderate level of emotional intelligence, while only 13% received a low level and 12% high level of emotional intelligence.
2. There is no significant difference in the Emotional Intelligence of teacher educators with respect to gender.
3. Age makes a significant difference in the Emotional Intelligence of teacher educators.
4. Teaching experience does not make a significant difference in the Emotional Intelligence of teacher educators.
5. Type of institution does not make a significant difference in the Emotional Intelligence of teacher educators.

14. Educational Implications:

1. Since most teacher educators (75%) have a moderate level of emotional intelligence, institutions should offer regular training to move them toward higher levels. Those with low EI (13%) may need additional counselling and support.
2. Since gender makes no significant difference in emotional intelligence, EI programmes can be planned for male and female teacher educators together, with equal opportunities for training and professional development.
3. Since age makes a significant difference in emotional intelligence, institutions should plan age-sensitive programmes. Younger teacher educators can be supported through orientation, mentoring, and counselling, and those in the 41 to 50 group, who scored higher, can act as mentors for their younger colleagues.
4. Since teaching experience makes no significant difference, emotional competence does not develop automatically with years of service. EI training should therefore be offered to teacher educators at all levels of experience, not only to new entrants.
5. Since type of institution makes no significant difference, common EI programmes can serve teacher educators in all types of institutions, and every institution should provide equal access to workshops and professional development.
6. Teacher education institutions, administrators, and policymakers should treat emotional intelligence as an important professional competency and support it through regular

workshops, seminars, and counselling. Since teacher educators are role models for future teachers, strengthening their EI will also benefit student-teachers.

15. Recommendations:

1. Since most teacher educators (75%) received only a moderate level of emotional intelligence, institutions should organise regular workshops, seminars, and orientation programmes to strengthen it, including self-awareness, self-regulation, motivation, empathy, and social skills. Teacher educators with low EI (13%) should also be offered counselling and additional support.
2. Since gender and type of institution make no significant difference, EI programmes can be planned for male and female teacher educators together and shared across all types of institutions, with equal access to training and professional development.
3. Since age makes a significant difference in emotional intelligence, institutions should design age-sensitive programmes, such as mentoring and counselling for younger teacher educators, with experienced colleagues serving as mentors and resource persons.
4. Since teaching experience makes no significant difference, EI training should be offered to teacher educators at all levels of experience, not only to new entrants.
5. Emotional intelligence development should be made a regular component of faculty development programmes to help teacher educators manage professional stress, build better relationships, and teach more effectively.
6. Administrators and policymakers should provide the resources and a supportive environment needed to promote the emotional well-being of teacher educators.

16. Conclusion:

Emotional intelligence is an important professional competency for teacher educators, whose work involves mentoring, guiding, and motivating as well as teaching. The ability to understand and manage emotions supports healthy relationships, professional adjustment, and effectiveness in teacher education.

This study examined the emotional intelligence of teacher educators in relation to gender, age, teaching experience, and type of institution. Most teacher educators (75%) had a moderate level of emotional intelligence, while 13% had a low level and 12% a high level. Age made a significant difference, and post hoc analysis showed that teacher educators aged 41 to 50 years scored higher than those below 30 and those aged 31 to 40 years. Gender, teaching experience, and type of institution made no significant difference.

These findings point to the need for institutions to promote emotional intelligence through workshops, counselling, mentoring, and faculty development programmes. Younger teacher educators may benefit from orientation and mentoring by experienced colleagues, while equal opportunities for training should be given to all teacher educators regardless of gender, experience, or institution type.

In conclusion, strengthening the emotional intelligence of teacher educators enhances their well-being and professional effectiveness, and, because they prepare future teachers, it also contributes to the quality of teacher education.

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