



PERSONALITY CORRELATES OF EMOTIONAL INTELLIGENCE OF SECONDARY TEACHER TRAINEES

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Abstract

The purpose of this research was to study the personality correlates of emotional intelligence of secondary teacher trainees. Emotional Intelligence Scale and Cattell's 16 PF Inventory were used to collect data. A sample of 300 teacher trainees undergoing the B.Ed. course in 6 Colleges of Education during 2003-04 constituted the sample for the present study. In selecting the colleges as well as students, the random sampling technique was used. The Pearson's Product-moment Coefficient of Correlation technique, the Multiple Regression Analysis (linear), and the Path Analysis techniques were used. The study revealed that: (i) Personality factors like A, B, C, E, F, G, H, and Q₃ have positive association with emotional intelligence, personality factors like Q₂, Q₄, and O have negative relationship with emotional intelligence of teacher trainees, personality factors such as I, L, M, N, and Q₁ do not have any association with emotional intelligence of teacher trainees; (ii) Factor - G seems to be the best predictor of emotional intelligence among all the predictor variables; (iii) Direct as well as indirect path coefficients of personality components like Factors A, B, C, E, G, H, Q₂, Q₃, Q₄ were found to be significant, whereas, the path coefficients of personality components such as Factors F, I, L, M, N, O, Q₁ were found to be not significant.

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1. Introduction

Research in the area of Emotional Intelligence (EI) indicated that an emotionally intelligent person is likely to be skilled in two key areas within one's emotional competence framework, namely, "personal competence" – how one manages the self, and "social competence" – how one manages relationships. While the former essentially implies *self-awareness* (of internal states, preferences, resources and inhibitions), *self-regulation* (of internal states, impulses and resources) and *motivation* (traits that facilitate accomplishing goals), the latter comprises *empathy* (the ability to understand others' emotions, and other talents or skills needed to influence, communicate, lead, develop others, manage conflict, promote teamwork, or catalyze change) and *social skills*, such as expertise in inculcating desirable responses in others (Kierstead, 1999).

Later research on EI further defined it as a spectrum enveloping the ability to sense, understand and effectively apply the power and acumen of emotions as a source of energy, information, creativity, trust and connection. Some of the elements of EI were identified much before the idea of EI was formally conceptualized. For instance, a research finding reported that the ability to identify people's emotions, i.e., empathy, goes a long way in one's professional and social success (Rosenthal, 1977). In another study on the US Navy, it was found that the most effective leaders in the US Navy were warmer, more outgoing, emotionally expressive, dramatic and sociable (Bachman, 1988). The later studies indicated that optimistic people have greater success and productivity than pessimists (Schulman, 1995). Further research on the subject indicated that people with high EQs know the art of expressing emotions as much as controlling them (Barsade, 1998). Some of the characteristics of the people high on EQ, as identified by Hein (1996) encompass clarity in thoughts and expressions, high optimism, ability to read non-verbal communication, emotional resilience and moral autonomy, and high level of self-motivation. Such people act out of desire without obligation or guilt. They balance their feelings with reason, logic and reality. In contrast, people with lower EQ tend to shun personal responsibilities and blame others for their feelings. They also do not articulate their feelings and are more prone to criticize and judge others.

The quest for managing and enhancing EI has driven the research on identifying the major personality factors related to EI. It has evoked a keen interest among practitioners because of its wide applicability to a host of work place issues including job satisfaction, absenteeism, organizational commitment (Cooper & Sawaf, 1997; Gates, 1995; Megerian & Sosik, 1996; Sosik & Megerian, 1999; Wright & Staw, 1999). Unfortunately, the studies to explore the determinants of

El are very few in number. Thus, the present research is a modest attempt to study the personality correlates of EI of secondary teacher trainees.

2. Rationale / Theoretical Background

Yale University psychologists Peter Salovey and John Mayer were the first to use the term 'emotional intelligence' in 1990 in the Journal *Imagination, Cognition and Personality*. However, the concept gained popularity through Goleman's (1995) best seller book titled *Emotional Intelligence*. Details regarding evolution of the concept can be seen in Bar-On & Parker, 2000 ; Sibia, Srivastava & Misra, 2003. Current conceptualization of EI is very similar to what Thorndike (1920) referred to as 'social intelligence' – the ability to understand and manage men, women, boys and girls – to act wisely in human relation. Gardner (1983) has referred to the same as intrapersonal and interpersonal intelligence in his theory of multiple intelligences. Mayer & Salovey (1993) defined EI as "a type of social intelligence that involves ability to monitor one's own and others emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (p. 433). Salovey & Mayer (1990) suggested a four-dimensional model. The first dimension consisted of 'emotional perception and identification' involving recognition and putting in information from the emotion system. The second and third dimensions were 'emotional facilitation of thought' and 'emotional understanding' that involved further processing of emotional information with a view of problem solving. The emotional facilitation of thought dimension involved use of emotions for improving cognitive processes, whereas emotional understanding incorporated cognitive processing of emotions. The fourth dimension 'emotional management' consisted of emotional self-management and the management of emotions in others.

Bar-On (1997) defines EI as "an array of non-cognitive capabilities, competencies and skills that influence one's abilities to success in coping with environmental demands and pressures". He has proposed five dimensions of EI, namely, (1) Intrapersonal EQ (self-regard, emotional self-awareness, assertiveness, independence and self-actualization), (2) Interpersonal EQ (social responsibility and interpersonal relationship), (3) Stress management EQ (stress tolerance and impulse control), (4) Adaptability EQ (reality testing, flexibility and problem solving) and (5) General mood EQ (optimism and happiness).

Based on extensive research Goleman (1995, 1998) has proposed five dimensions of EI consisting of 25 competencies, namely, (1) Self-awareness (emotional self-awareness, accurate self-assessment, self-confidence), (2) Self-regulation (self-control, trustworthiness, conscientiousness, adaptability, innovation), (3) Self-

motivation (achievement drive, commitment, initiative, optimism), (4) Empathy (understanding of others, developing others, service orientation, leveraging diversity, political awareness), and (5) Social Skills (influence, communication, conflict management, leadership, change catalyst, building bond, collaboration and cooperation, team capabilities). The present study has followed Goleman's (1998) model of EI and attempted to measure EI on the basis of these five core dimensions.

Extensive review of research reveals that emotional and social adjustment of children who are loved, accepted, nurtured, trusted and who have close emotional ties with their parents are definitely superior to those of children from homes where family relationship is less favourable. Persons with higher emotional competence are more socially adept, display better social skills and are able to build long term satisfying relationship (Schutte, *et al.*, 2001). Kaur (2001) found significant relationship between emotional maturity and environmental factors. Hatzes (1996) found EI to be critical factor contributing to the academic and employment outcomes.

Bar-On (1997) noted that EI is related to potential for performance, rather than performance itself. It has been realized that IQ does not account for a significant amount of people's success (at work, home, etc). Stein (1998) noted that EI is significantly correlated with job performance, while cognitive intelligence has shown low and insignificant correlation with performance; EI provides skill to manage intrapersonal and interpersonal relationship that is important for being effective at work. Based on the above, it may be conjectured that EI would be positively predicted on the basis of personality factors. Thus, the present study assumes its significance and relevance.

Against this backdrop, the present investigation sought to examine the role of Cattell's personality factors in predicting the EI. The personality factors are Factor-A (Reserved vs. Outgoing), Factor-B (Concrete-thinking vs. Abstract-thinking), Factor-C (Affected by Feelings vs. Emotionally Stable), Factor-E (Submissive vs. Dominant), Factor-F (Sober vs. Enthusiastic), Factor-G (Expedient vs. Conscientious), Factor-H (Shy vs. Bold), Factor-I (Tough-minded vs. Tender-minded), Factor-L (Trusting vs. Suspicious), Factor-M (Practical vs. Imaginative), Factor-N (Forthright vs. Shrewd), Factor-O (Self-assured vs. Apprehensive), Factor-Q₁ (Conservative vs. Experimenting), Factor-Q₂ (Group-oriented vs. Self-sufficient), Factor-Q₃ (Undisciplined Self-conflict vs. Following Self-image) and Factor-Q₄ (Relaxed vs. Tense). Empirical evidences substantiate the relationship of these factors with EI. Thus, the present study focused on analyzing the extent to which the selected personality factors will determine the EI of teacher trainees at the secondary level.

3. Objectives

- i. To investigate the relationship of personality factors with emotional intelligence of secondary teacher trainees.
- ii. To determine the relative efficiency of the personality factors in predicting emotional intelligence of secondary teacher trainees.
- iii. To determine the direct and indirect effects/paths of set of personality factors on emotional intelligence of secondary teacher trainees.

4. Method

Sample

Three hundred teacher trainees undergoing the B.Ed. course in 6 Colleges of Education during 2003-04 constituted the sample for the present study. In selecting the colleges as well as students, the random sampling technique was used.

Tools Used

The data for the present study was collected using the following tools:

- (i) Emotional Intelligence Scale was developed by the investigator. It consists of 20 items. The coefficient of consistency 0.82 was found out by the split-half method. The coefficient of stability 0.76 was determined by the test-retest method. The range of intrinsic validity coefficients was found to be between 0.87 and 0.90. The content validity was established by referring the tool to judges.
- (ii) Cattell's 16 PF Inventory was used to study personality factors. It consists of 187 items having three alternative answers of multiple choice type. Test-retest reliabilities for the scales average was about 0.75 and the average of the internal construct validities was 0.67.

Procedure

In the present investigation Kannada versions of both Cattell's 16 P.F. test and Emotional Intelligence Scale were administered to 300 teacher trainees. The investigator personally visited each College of Education in order to collect data relating to personality factors and emotional intelligence. The data were collected by administering 16 P.F. test in the fore-noon session and Emotional Intelligence Scale in the after-noon session.

Statistical Techniques

The Pearson's Product-moment Coefficient of Correlation technique was used to find the relationship between various personality factors and emotional intelligence. The Multiple Regression Analysis (linear) was used to predict the criterion variable. This provided an indication about the relative potency of variables under consideration. The Path Analysis was used in order to find out the direct and indirect effects of independent variables on dependent variable.

5. Results

In order to investigate relationships of the scores obtained by student-teachers on 16 personality factors with scores on emotional intelligence, Pearson's Product Moment Coefficient of Correlations were computed and test for significance. The findings are given in the following table.

Table-1: Correlations between Scores of Personality Factors and Emotional Intelligence and their Significance (n = 300)

Sl. No.	Variables	Correlation Coefficients of Emotional Intelligence			
		'r' Value	't' Value	P-value	Significance
1	A	0.1217	2.1160	<0.05	Yes
2	B	0.1281	2.2299	<0.05	Yes
3	C	0.1619	2.8316	<0.05	Yes
4	E	0.1923	3.3831	<0.01	Yes
5	F	0.1204	2.0944	<0.05	Yes
6	G	0.3066	5.5603	<0.01	Yes
7	H	0.1790	3.1414	<0.01	Yes
8	I	0.0807	1.3974	>0.05	Not Significant
9	L	0.0255	0.4410	>0.05	Not Significant
10	M	0.1041	1.8069	>0.05	Not Significant
11	N	0.0199	0.3438	>0.05	Not Significant
12	O	-0.0540	-0.9330	>0.05	Not Significant
13	Q ₁	0.0317	0.5483	>0.05	Not Significant
14	Q ₂	-0.1196	-2.0793	<0.05	Yes
15	Q ₃	0.1867	3.2806	<0.01	Yes
16	Q ₄	-0.1953	-3.4370	<0.01	Yes

Personality Factors like A (Reserved vs. Outgoing), B (Concrete-thinking vs. Abstract-thinking), C (Affected by Feelings vs. Emotionally Stable), E (Submissive vs. Dominant), F (Sober vs. Enthusiastic), G (Expedient vs. Conscientious), H (Shy vs. Bold), and Q₃ (Undisciplined Self-conflict vs. Following Self-image) have positive association with Emotional Intelligence of teacher trainees. However, Personality Factors – Q₂ (Group-oriented vs. Self-sufficient), Q₄ (Relaxed vs. Tense) and O (Self-assured vs. Apprehensive) have negative relationship with Emotional Intelligence of teacher trainees. Further, Personality Factors – I (Tough-minded vs. Tender-minded), L (Trusting vs. Suspicious), M (Practical vs. Imaginative), N (Forthright vs. Shrewd), and Q₁ (Conservative vs. Experimenting) do not have association with emotional intelligence of teacher trainees.

The linear regression coefficients obtained for the 16 personality factors and emotional intelligence are shown in the following table :

Table-2: Significant Regression Coefficients and Multiple Correlation Coefficients

Personality Factors	β Coefficient	SE of β Coefficient	Reg. Coefficient	SE of Reg. Coefficient	t-value	P-value	Significance
A (x ₁)	0.1101	0.0483	0.1321	0.0547	2.4132	<0.05	Yes
B (x ₂)	0.2079	0.0778	0.2692	0.1305	2.0631	<0.05	Yes
C (x ₃)	0.1497	0.0603	0.1516	0.0408	3.7150	<0.01	Yes
E (x ₄)	0.1338	0.0585	0.1919	0.0891	2.1536	<0.05	Yes
F (x ₅)	0.0823	0.0576	0.2058	0.1440	1.4287	>0.05	Not Significant
G (x ₆)	0.2342	0.0638	0.6216	0.1692	3.6728	<0.01	Yes
H (x ₇)	0.1629	0.0315	0.1255	0.0226	5.5617	<0.01	Yes
I (x ₈)	0.0354	0.0465	0.1033	0.1649	0.6262	>0.05	Not Significant
L (x ₉)	0.0275	0.0568	0.0225	0.1697	0.1327	>0.05	Not Significant
M (x ₁₀)	0.0138	0.0593	0.0362	0.1560	0.2324	>0.05	Not Significant
N (x ₁₁)	0.0083	0.0576	0.0263	0.1827	0.1437	>0.05	Not Significant
O (x ₁₂)	-0.0228	0.0571	-0.0184	0.0461	-0.3994	>0.05	Not Significant
Q ₁ (x ₁₃)	-0.0099	0.0563	-0.0291	0.1656	-0.1757	>0.05	Not Significant
Q ₂ (x ₁₄)	-0.1912	0.0473	-0.2559	0.0609	-4.2038	<0.01	Yes
Q ₃ (x ₁₅)	0.1805	0.0677	0.2776	0.1094	2.5384	<0.05	Yes
Q ₄ (x ₁₆)	-0.1141	0.0389	-0.2669	0.1089	-0.4504	<0.05	Yes

$R = 0.3912$, $R^2 = 0.1531$, Adjusted $R^2 = 0.1051$, $F = 3.1960$ $p < 0.01$, S , $SE_{est} : 7.5794$

The multiple R of linear regression equation is 0.3912. For testing the multiple correlation coefficient the F ratio (3.1960) was found to be significant at 0.01 level. Thus, the significance of R suggests that estimation of emotional intelligence is possible on the basis of nine predictors, namely, Personality Factor-A (Reserved vs. Outgoing), Factor-B (Concrete-thinking vs. Abstract-thinking), Factor-C (Affected by Feelings vs. Emotionally Stable), Factor-E (Submissive vs. Dominant), Factor-G (Expedient vs. Conscientious), Factor-H (Shy vs. Bold), Factor-Q₂ (Group-oriented vs. Self-sufficient), Factor-Q₃ (Undisciplined Self-conflict vs. Following Self-image) and Factor-Q₄ (Relaxed vs. Tense). Further, the regression coefficient 0.6216 shows that Factor-G (Expedient vs. Conscientious) has greater impact on emotional intelligence than all other predictors. The Personality Factors like A, B, C, E, G, H, Q₂, Q₃ and Q₄ can be used to predict emotional intelligence with the coefficient of multiple determination R² as 0.1513. It can, therefore, be said that 15.31 per cent of the variation in the emotional intelligence can be accounted for by the personality factors.

The relative contributions of the personality factors to emotional intelligence in terms of proportions of coefficient of determination predicted by each are given by the corresponding ($\beta \times r$) values.

It is evident from the study that about 28.58 per cent of the criterion variable is accounted for by the fifteen personality factors in case of emotional intelligence of teacher trainees. Out of this, about 1.34 per cent of the criterion is accounted for by the variation in Factor-A, about 2.66 per cent by the Factor-B, about 2.42 per cent by the Factor-C, about 2.57 per cent by the Factor-E, about 0.99 per cent by the Factor-F, about 7.18 per cent by the Factor-G, about 2.92 per cent by the Factor-H, about 0.29 per cent by the Factor-I, about 0.07 per cent by the Factor-L, about 0.14 per cent by the Factor-M, about 0.02 per cent by the Factor-N, about 0.12 per cent by the Factor-O, about 2.29 per cent by the Factor-Q₂, about 3.37 per cent by the Factor-Q₃, and about 2.23 per cent by the Factor-Q₄. However, the contribution of Factor-Q₁ to emotional intelligence is negative. Thus, Factor-G (Expedient vs. Conscientious) seems to be the best predictor of emotional intelligence among all the predictor variables. The next best predictors of emotional intelligence of teacher trainees in the order of priority are Personality Factors like Q₃ (Undisciplined Self-conflict vs. Following Self-image), H (Shy vs. Bold), B (Concrete-thinking vs. Abstract-thinking), E (Submissive vs. Dominant), C (Affected by Feelings vs. Emotionally Stable), Q₂ (Group-oriented vs. Self-sufficient), Q₄ (Relaxed vs. Tense), A (Reserved vs. Outgoing), F (Sober vs. Enthusiastic), I (Tough-minded vs. Tender-minded), M (Practical vs. Imaginative),

O (Self-assured vs. Apprehensive), L (Trusting vs. Suspicious), and N (Forthright vs. Shrewd).

It is revealed from the present study that Factor-G (Expedient vs. Conscientious) seems to be the best predictor of emotional intelligence among all the predictor variables. Teacher trainees who scores low on Factor-G tends to be unsteady in purpose. He is often casual and lacking in effort for group understanding and cultural demands. His freedom from group influence may lead to anti-social acts, but at times makes him more effective while his refusal to be bound by rules causes him to have less somatic upset from stress. These qualities are anti-traits for attainment of emotional intelligence.

Whereas, the person who scores high on Factor-G tends to be exacting in nature dominated by a sense of duty, persevering, responsible and planful. He is usually conscientious, moralistic and prefers hard working people than to witty companions. The inner "categorical imperative" of this essential super ego should be distinguished from the superficially similar "social ideal self" of Q_3+ i.e., Controlled (high self-concept). Further, people who score high on Factor- Q_3 tend to have strong control of their emotions and general behaviour; are inclined to be socially aware and careful; and show what is commonly termed "self-respect" and high regard for social reputation. Thus, Factor- Q_3 is also a best predictor of emotional intelligence.

The regression analysis carried out with the help of standardized variables is known as path analysis. This analysis will help in finding the direct and indirect effects of the independent variables on the corresponding dependent variable. The effect of an independent variable on a dependent variable as revealed by the path coefficient of the independent variable is known as direct effect. Further, the effect of an independent variable through another independent variable is termed as indirect effect.

The details of the direct and indirect paths of personality factors with their interrelations with emotional intelligence is given in the following table:

Table-3: Direct and Indirect Path Coefficients of Personality Factors with Emotional Intelligence (n=300)

Independent Variables (Personality Factors)	Direct Effects	Indirect Effects on Emotional Intelligence through															
		A	B	C	E	F	G	H	I	L	M	N	O	Q ₁	Q ₂	Q ₃	Q ₄
A (X ₁)	0.1321	-0.09	-0.15	-0.02	0.07	0.11	0.27	0.11	0.11	0.1	0.09	0.07	-0.02	0.07	0.03	0.01	-0.07
B (X ₂)	0.2692	-0.13	0.04	0.14	-0.05	0.18	-0.05	0.02	0.15	0.21	0.21	0.06	-0.28	0.02	0.09	-0.01	0.01
C (X ₃)	0.1516	0.09	0.02	0.04	0.06	0.12	0.04	-0.01	-0.02	0.13	0.13	0.02	-0.34	0.05	0.08	0.11	-0.22
E (X ₄)	0.1919	-0.02	0.07	0.06	0.04	0.13	0.13	-0.06	0.09	0.16	-0.03	0.15	-0.03	-0.03	0.14	0.01	0
F (X ₅)	0.2058	0.05	-0.02	0.06	0.03	-0.02	0.24	-0.03	-0.03	0.03	0.03	-0.08	-0.09	0.01	-0.04	-0.04	0.08
G (X ₆)	0.6216	0.1	0.18	0.16	0.08	0.17	0.11	0.2	0.13	0.09	-0.14	0.11	-0.58	0.05	0.01	0.16	-0.14
H (X ₇)	0.1255	0.12	-0.02	0.03	0.08	0.13	0.11	0.04	-0.02	0.01	0.08	-0.07	0.06	0	-0.11	0.05	-0.07
I (X ₈)	0.1033	0.11	0.01	-0.01	-0.07	-0.04	0.13	-0.04	0.04	0.11	0.04	0.11	0.05	-0.02	-0.02	-0.01	0.04
L (X ₉)	0.0225	0.08	0.09	-0.02	0.1	-0.04	0.09	0.03	-0.02	0	0	-0.08	0.06	0.05	-0.07	0.04	0.14
M (X ₁₀)	0.0362	0.06	0.1	0.16	0.15	0.04	-0.12	0.14	0.03	0	0	-0.04	0.08	0.12	-0.06	-0.07	0.13
N (X ₁₁)	0.0263	0.07	0.04	0.03	-0.03	-0.13	0.13	-0.15	0.13	-0.09	-0.06	0.23	0.04	0.04	-0.06	0.06	0.16
O (X ₁₂)	-0.0184	-0.01	-0.01	-0.04	0.01	-0.01	-0.04	0.01	0	0	0.01	0.01	0.03	0.03	0.02	0.02	0.02
Q ₁ (X ₁₃)	-0.0291	0.06	0.01	0.07	-0.03	0.01	0.05	0.00	-0.02	0.05	0.13	0.03	0.33	-0.1	0.04	0.01	0.1
Q ₂ (X ₁₄)	-0.2559	0.02	0.05	0.11	0.15	-0.05	0.01	-0.2	-0.02	-0.06	-0.06	-0.05	0.27	-0.09	-0.01	0.1	0.1
Q ₃ (X ₁₅)	0.2776	0.01	-0.01	0.14	0.01	-0.05	0.14	0.09	-0.01	0.03	-0.07	0.05	0.22	0.04	0	-0.07	-0.07
Q ₄ (X ₁₆)	-0.2669	-0.04	0.03	-0.21	0	0.08	-0.09	-0.09	0.03	0.09	0.1	0.09	0.2	0.01	0.08	-0.06	-0.06

Direct as well as indirect path coefficients of Personality components such as Factor-A (Reserved vs. Outgoing), Factor-B (Concrete-thinking vs. Abstract-thinking), Factor-C (Affected by Feelings vs. Emotionally Stable), Factor-E (Submissive vs. Dominant), Factor-G (Expedient vs. Conscientious), Factor-H (Shy vs. Bold), Factor-Q₂ (Group-oriented vs. Self-sufficient), Factor-Q₃ (Undisciplined Self-conflict vs. Following Self-image) and Factor-Q₄ (Relaxed vs. Tense) were found to be significant. Whereas, the direct path coefficients of Personality components like Factor-F (Sober vs. Enthusiastic), Factor-I (Tough-minded vs. Tender-minded), Factor-L (Trusting vs. Suspicious), Factor-M (Practical vs. Imaginative), Factor-N (Forthright vs. Shrewd), Factor-O (Self-assured vs. Apprehensive), and Factor-Q₁ (Conservative vs. Experimenting) were found to be not significant. However, it is interesting to note that the indirect path coefficients of these personality factors (F, I, L, M, N, O, Q₁) through the remaining factors were found to be significant.

6. Educational Implications

Emotional learning begins in life's earliest moments, and continues throughout childhood and into adulthood. Childhood and adolescence are the most critical windows of opportunity for the establishment of essential habits. In childhood each period represents an opportunity for instilling effective emotional habits. The strengthening, sculpting, and pruning of neural circuits throughout the childhood may contribute to the enduring and pervasive effects of early emotional hardships and trauma in adulthood.

Hundreds of studies suggests that how elders or teachers treat their youngsters or students – with harsh discipline or empathy, with indifference or warmth, and so on – has deep and lasting consequences for the individual's emotional life. Only recently there has been hard data showing that emotionally intelligent parenting is itself of enormous benefit to a child. The ways parents handle emotions between them impart powerful lessons to their children. In the same way the manner in which a teacher educator will handle the emotions of a teacher trainee will have lasting effect on the trainee's emotional life. Gottman's microanalysis of interactions in couples on how the partners handled their children suggested that couples who were more emotionally competent in the marriage relationship were also the most effective in helping to cope with emotional ups and downs. This implies that the principal and staff members in a training college who are more emotionally competent will be more effective in helping their teacher trainees in instilling effective emotional habits.

The risks are greatest for teacher trainees whose teachers are grossly inept—immature, depressed, chronically angry, or simply aimless and living chaotic

lives. Such teachers are far less likely to give adequate care, let alone to address their trainees' emotional needs. Studies revealed that simple neglect can be more harmful than outright abuse. Neglected youngsters tend to be the most anxious, inattentive, apathetic, alternately aggressive and withdrawn.

Emotional competence among teacher trainees may be decisive in determining the extent to which any given trainee succumbs to such hardships or responds to them with a core of resilience and thrives despite the odds. Long term studies of teacher trainees brought up in poverty, in abusive families, or by a parent with severe mental illness show that those who survive the most severe hardships tend to share key emotional skills. These include social adeptness that draws people to them, self-confidence, persistence, optimism, resilience in the face of upsets, and an easy-going nature. Hence, the Factor-G in Cattell's theory which reflect all these qualities seems to be the best predictor of emotional intelligence among teacher trainees.

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