



A CASE STUDY OF A HIGHLY EMOTIONAL INTELLIGENT SCHOOL TEACHER

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ABSTRACT

A case study of a school teacher who secured highest score in emotional intelligence test in the "Teachers Emotional Intelligence Inventory" (tEQi), Mangal(2008), conducted in the Hailakandi district, in this test the concerned teacher secured 988 scores, in tEQi, Mangal(2008). When it is observed that the teacher secured highest scores in the emotional intelligence test, this lead to the corresponding verification on the teacher, why he secured such kind of highest scores? That is why investigator conducted an in-depth case study as an extreme case i.e. from the highly emotional intelligent school teachers' by using one Semi-Structured Interview Schedule which developed and used by the investigator to collect data from the case related to highly emotional intelligent school teacher. And in-depth information's from his work place's respective schools' principal, colleagues, students and family members; revealed that this concerned teacher possesses the high qualities of emotional intelligence and adjustment in different diverse situations.

Methodology and Background of the Study: The investigator after selection of a sample teacher for the in-depth case study he collected information pertaining to the dimensions of case study by self-developing an Interview Schedule. The information are based on semi structured interview scheduled. The Information Schedule is used to collect information about the extreme cases of emotionally intelligent teacher, who already secured highest score in tEQi. The information collected on multiple sources such as (1) Interview with the case study's sample teacher, (2) Interaction with him (3) Observation on him by the Investigator, (4) Interaction with his/her wife/husband /son/daughter /other family members, (5) Interaction about him with his students (6) Interaction with his principal (7) Interaction with his colleagues about him, (8) Interaction with his friends, (9) Interaction with his neighbours, (10) checking, analysis of the school attendance register/ other records/ files on which he works.

The investigator putted questions on anecdotal situations, tailor-made, open ended, may be closed type also, one or more questions may be from same area in a holistic approach. The investigator visited his job place/school, house to meet with his students, colleagues, principal, family members, neighbours, friends and so on and have gathered details information.

Instructions had made mentioning that, "Dear teacher, the purpose of these case study is to conduct in-depth case study on you. As because you have already scored highest as an extreme case of emotionally Intelligent teacher/ adjustable teacher. The information whatever will be collected from you, will be used for research purpose only. The results of these case study ultimately shall be useful to recommend for further development of education system. Your co-operation is highly solicited." It is also assured that his identification shall be express only in the Pseudonym of the teacher as NILGIRI.

Collected, analysis of the data about the highly emotionally intelligent teacher is as follows.

KEYWORDS :

CASE-1: NILGIRI-A HIGHLY EMOTIONAL INTELLIGENT TEACHER

Introduction

This is the case profile of a school teacher who secured highest score in emotional intelligence test in the "Teachers Emotional Intelligence Inventory" (tEQi), Mangal(2008), when conducted on him. The Pseudonym of the teacher is NILGIRI. His score was 988 in emotional intelligence. He is 50 years old. He belongs to a middle class family. His father was a teacher and mother was a house wife but very pious lady. His parents died around ten years ago. His family is a joint family. His father was the head of the family where they had been staying with his two uncles and aunties and he has four cousins along with his three brothers and two sisters. His family is a renowned one. His parents were culturally very much rich. They were associated with manifold cultural activities. His grand-father was a Pradhan (Gram Panchayat) during pre-Independence period. He was an elected Gram Pradhan at that time and consecutively forty years he served for the society. His grand-father was also a freedom fighter had been to jail twice during Quit India movement of 1942. The concerned teacher's father was involved with the various socio-cultural, sports and games committees and organizations and served in various capacities. His father had strong leadership capacity. It is also well known that his mother as a pious lady and she was famous for hospitality. The concerned teacher inherited all these good qualities from his family. The concerned teacher's, elder daughter after passing her H.S. Science securing 83%, presently she is doing her MBBS. His only son after successfully completing secondary course securing 81% marks, now is in science stream. His wife is a primary school teacher who is the daughter of a culturally well known family. She is a well known social activist in her locality. She is associated with various committees and organizations working for women awareness and empowerment.

After the demise of his father, Nilgiri is heading the family. At Present in his family, his wife, two children, three brothers their wives along with their three children, altogether thirteen members are jointly

leaving. Unique characteristics of the family is each and every member of the family is concerned for each other and share their feelings with co-operation and support each other.

Qualification and Training

Nilgiri is a post graduate in English . He is a trained teacher. He also took training in the different fields. He attended fifteen Orientation Course in the different topics. He also attended twenty Work Shops in the curriculum development, Pedagogical Analysis, Development of NRT and CRT. For Time table management, on environment, workshop on Disaster management etc.

Experience

Nilgiri has thirty years of teaching experiences. He first appointed in the year 1984 in the School situated at his native village. And got transfer to another School, ten years ago. Where till date as a senior most teacher working with senior grade scale.

Being a teacher he worked with no. of principals and teachers and have gathered vast experiences. He got opportunities to develop his positive attitude while working with the people of various types of mentality. He is able to stay composed in both types of good and bad situations.

The teacher dealt with different types of children in his life time. His 99% students have been already placed in the different posts, high posts of both central and state government. Some are engaged in the corporate sector of domestic field and abroad.

The concerned teacher as a senior experienced teacher worked in the different organizations/ agencies as a prominent resource person, guest teacher, district level evaluator, question setter, question moderator, in curriculum development committee, in the SSA, for Pedagogical analysis, for the development of CRT and NRT etc. etc.

The concerned teacher is having vast experiences of teaching life and sustain high morality.

Dealing with Problems

According to Nilgiri, he encounters many problems in the school related to opposition of his colleagues, authority or the managing body, etc. He tries to overcome all these by careful reading of the situation in cool mind. He never hurriedly does anything. Before taking any action, he reads the situations holistically. Sometimes, when he finds that his staff are against his opinion or contradict with him, he accepts their opinion initially. Then he tries persuade them. When they find themselves wrong and realize that their opinion may lead to a wrong output in the long run, they accept his opinion. In this manner, he tries to manage all the affairs of his school.

Pedagogical Innovation

According to him, changes are taking place in every sphere of life. Traditional chalk and talk method are replaced with new methods supported with technology. School curriculum is reshuffled. Learners are provided with learning-centric methods. Keeping these facts in view, he always remains prepared to face the dynamic situations through intensive study of relative materials. Whenever, something new is introduced in the curriculum, he goes through the subsidiary books, reference book and internet relevant to the topic. This makes him very confident. In this way, he tries to adjust with dynamic academic situation. Sometimes, when most of the teachers remain absent, he adopt different methods to continue classes such as, engaging students in different activities. This may make them busy for the whole period. He also engage them in group work or group discussion upon a topic based on general knowledge, co-curricular activities. Teacher Nilgiri says 'Some common practical works are there in general science, social science or environment studies which the students feel joyful to do repeatedly. If they are engaged in such works, their practical knowledge is enhanced on one side, and on the other side, classes could have controlled easily.

Dealing with Students

According to teacher Nilgiri, all students in a class are not alike. Some are weak, some are strong. Many teachers undermine this and avoid weak students. Each and every individual wants to be loved by others. If a student is treated with love and affection, the student will definitely do better. Sometimes, even the weakest student excels and supersedes the strong one.

Opinion about Evaluation

As examination in-charge of the school teacher Nilgiri, shared some of his observation. He said, students are not happy with the present examination system. Present-day examination fails to evaluate all-round development of the students. Most of the area and potentiality of the students cannot be evaluated. There is a need to re-structure the curriculum to boost, expose the hidden potentiality of students. Comprehensive evaluation scheme should be introduced by all the boards at all level to evaluate all aspects of behaviour of the students. Evaluation of mere bookish knowledge or some practical activities do not prove a person to be perfect. His or her both cognitive, non-cognitive and psychomotor domain should be evaluated. Nilgiri said that he has been using both CRT and NRT in his classroom while evaluating students.

Dealing with Annoyance

Teacher Nilgiri is very much aware about the cause of his annoyance. He cited one example about his annoyance. After repeated counselling, when a student repeats the same mistake or does not try to improve or pays attention to teachers' counselling, then it becomes a matter of annoyance. In case of teacher, if a teacher, after repeated request to prepare and follow up lesson plans, to check homework regularly, or manage the classroom effectively, does not adhere to it, obviously, it becomes a matter of annoyance.

Development of Civic and Moral Values

According to teacher Nilgiri, ultimate aim of acquiring academic qualification and knowledge is to develop humanity hidden in one's mind. If this purpose is not served, all efforts are fruitless. Education helps to grow civic sense and to develop values like, truthfulness, honesty, co-operation, helping to others, patriotism, etc. According to teacher Nilgiri, observation of National days such as, Independence Day, Republic Day, Celebration of Gandhi Jayanti, etc. develops sense of morality and civic sense among students.

Awareness about his own Strength and Weaknesses

Teacher Nilgiri, informed the investigator that, he never shows any

kind of pretext to anybody in case of any matter, this is one of the important truth in his life. The matter over which he has command always he try to confine himself within these. He does share and discuss the matters about which he has very clear. As a student of an arts stream he involve in and entangle with the matters related to it but if he is asked to discuss or share anything beyond it related to science or commerce or technology he refer to best knowing persons of his faculties.

Classroom Management

When the investigator interacted with the students of concerned teacher, the student informed that their teacher Nilgiri is a dynamic teacher and very compassionate to the students. Each and every students awaits for this teacher. The concerned teacher can attract attention of any student strong or weak, attentive or absentminded.

Very strange an incident depicted by the student. When the students all of them newly admitted in the school. There was a boy seemed to be older and more vigorous than all other students. But this student was a regular truant. He attended school every day. He responded to roll call. But just after completion of the first period, jumped out of the window. One day teacher Nilgiri came to the class in first period. After roll call the teacher Nilgiri gave the students project work and came down from the stage direct to the truant, sat by him, talked to him for some time and took the truant to the teacher away to his chair. The teacher Nilgiri caught truants' vowel with one hand rubbing his head gently with another hand, whispering to the truant for some time. The boy returned to his seat bowing his head as if full of lament and regret. Next day onwards, he remained no truant further.

Handling Problematic Students

The concerned teacher Nilgiri as according to opinion of principal is a man of serious work with a view to making progress of the students of all categories. By pampering and being extra compassionate to even to slow learners or the problematic students he (Nilgiri) can manage and inspire students and make students serious and attentive to their studies. Many students, they found, under the guidance of teacher Nilgiri made the students lives successful only due to guidance and care of teacher Nilgiri.

Nurturing Students

The school inspector depicted one incident that, one day the school inspector visited in a surprise to this school. He found the teacher Nilgiri talking a period. The school inspector entered the class and followed that, teacher Nilgiri was teaching according to the new methods of instruction. The teacher Nilgiri was roaming in the class and was following allotted group work instead of antiquated method of setting on the chair and delivering speech. The inspector observed, how by adopting various techniques of teaching-learning; the teacher Nilgiri was inspiring the students to excite their (students) imagination and involvement, and all the students with full concentration were working according to the instruction of the teacher.

A True Academician as well as Administrator.

The office assistance informed that the teacher Nilgiri is a very dynamic, sincere. They find the teacher Nilgiri- earlier everything would have been in black and white. Due to technology development, now a days, everything done in computer. This teacher Nilgiri learnt computer operation and submits every thing computer print out. The teacher Nilgiri, they found, either in class room, or office for official work or he may be also available at library maximum time, for doing any work. He (the teacher Nilgiri) always keeps busy to himself, during entire school hour the teacher Nilgiri spent his time engaging in the various types of activities.

Attitude towards Neighbours

Teacher Nilgiri depicted an event of near past. One day after dusk, teacher Nilgiri made a courtesy visit to one of his neighbouring families. By sitting for some time and gossiping to the host of the family, the behavioural situation of the mother and children these made to teacher Nilgiri that the family would be starving for that night due to want of rice dal etc. No sooner had teacher Nilgiri realised the matter than he hastened to the grocery shop and purchased two kilo rice dal etc. and handed over to the host.

Fellow Feelings

One of the neighbour of teacher's Nilgiris reported that, so far they find, teacher Nilgiri, is a very amiable person having scruples of conscience

and common sense of high degree. If any family does not invite him, due to mistake, at any functions; yet he will attend and present a gift as per his ability. This happened many times. Or if Nilgiri's clan arranges any function and does require to invite Nilgiri, yet un-wantedly he comes forward to share and participate very frankly without hesitation. There he devote himself in physical works of arrangement and shares in courtesy maintaining sectors.

Awareness of own Financial Capacity

When investigator was interacted with the shopkeeper, from where the teacher Nilgiri purchase daily items, the shopkeeper informed the investigator that, for a long time the shopkeeper have transaction with this teacher Nilgiri and have found that very moderate person, never extravagant. He buys things by following the proverbs that count your coat according to your cloth. One day, while teacher Nilgiri was paying the price of the commodities, to his utter surprise he discovered that he had less money, in his pocket than the total price of the commodities. He minimised the quantity but did not agree of make any credit although the shopkeeper requested repeatedly.

Rationale Perception about the Situation

An event cited by the club member to express total character of teacher Nilgiri, as a member of NGO. Once, a political leader visited their club and announced a donation of huge amount. After departure of the leader, discussion was raised about acceptance of this donation. As a senior and wise member, teacher Nilgiri objected and opposed by putting reasonable causes that might affect smooth running of the club in early or far future. Later on, the views of Nilgiri were proved to be true. Yet, since all other members were tempted for the fund at present, Nilgiri conformed them (other members) and bother no further for that time.

Strong Self Satisfaction and Self-Management

Teacher Nilgiri is a very calm and quiet, a heart of peace and tranquillity, a personality of plain living and high thinking, having an inexhaustible fund of patience and endurance. As a man of lofty ambition he (Nilgiri) goes his work for his (Nilgiri's) own satisfaction, not for any return or praise. What teacher Nilgiri actually deserves, as the wife stated, in favour of this cited one instance. Of late, some of Nilgiri's colleagues' have been promoted to the post of principal. For some or other reason, Nilgiri's name has been missed. Although, Nilgiri also ought to have been upgraded since Nilgiri's name was above many other in serial number as per gradation list. It is a financial heavy loss to Nilgiri. Yet the Nilgiri according to his wife, is not frustrated at all. Instead, the Nilgiri is pending normal life without upset.

Pursuance of Congenial Environment

The son of teacher Nilgiri informed that their father teacher Nilgiri is never an arrogant person and does never show any kind of egotism in any ease. The son recollected an event of his early past time when he was reading in class four. The son informed that their mother intended to buy a cow for milk because mother had thought that the milk supplied by the milk man was adulterated, not pure. But Nilgiri the father of the boy, did not agree with their mother. Rather their father put the reason that mother would have to give time behind the cow for its care and rare. Mother would be in extra botheration and would not be able to pay attention more to the son and daughter. And hence they would suffer a loss of care and study. But the mother was rigid in her opinion. Father kept silence and a cow was brought. Interestingly, in the next unit test of both son and daughter, obtained less marks. Mother awoke and could realise the truth of reasoning of denial of father to buy the cow and she created pressure to sell the cow as early as possible and that happened also.

Sharing of Ideas and Opinion

According to Brother-in-law of teacher Nilgiri, teacher Nilgiri is a man of liberal mind. Before doing anything, teacher Nilgiri shares and takes opinion from all of nearest relatives. For example out of many ones, brother-in-law cited one that, when teacher Nilgiri's daughter (niece of brother-in-law) did good performance in Higher Secondary science final examination. To send her outside for higher study, teacher Nilgiri consulted with all the relatives before taking any decision.

New Zeal and Spirit to Work

When the investigator spent days with the teacher at his school, at his house, some important observation the investigator noted among many things. The investigator approached teacher Nilgiri while he found him

to be excessively busy with his academic work. Yet he (Nilgiri) heard me sincerely patiently and committed to allot me time, subject to condition of prior information although it was an extra and new addition to his business.

Amicable Personality

That day when the investigator visited teacher Nilgiri's school and was sitting in the common room; the investigator noticed that frequently other teachers were approaching him even with negligible and minor matters students were approaching very frankly and repeatedly and he was appreciating their approach with cool and easy mind.

Strong Attitude of Co-operation

At his school while investigator sitting at the common room, a page boy entered the room with tray in hands full of cups of tea. He had also a jug of water and a glass caught by him uneasily. There were junior teachers also. But this very teacher (Nilgiri) stood prior to all others and took the tray and himself wanted to help pageboy, to distribute the cups to all others.

Conclusion

It is found that teacher Nilgiri knows what makes him annoyed with his colleagues and students. He is committed towards civic and moral values. Nilgiri like to help people in times of need. According to his neighbours, in the social gatherings and functions, his behaviours are very much fit with the required social norms. He also can resist himself from buying things of his desire irrespective of his financial capacities. He believes that differences of opinions on any issue among various people should be respected for healthy atmosphere of an organisation/society.

It is also observed that according to his family members, Nilgiri never lose his balance and patience at the time of failures. To have a congenial atmosphere, he agrees even to the unaccepted opinions of others.

He always welcome the challenges of taking up the new assignment of teaching, handling problematic students. He never hesitate in sharing ideas and cooperation. Nilgiri has new zeal and spirit to work in a changed scenario. His colleagues and students never hesitate to approach him anything. Teacher Nilgiri never feel shy and hesitate to extend a hand of friendship to someone. It is found that, Intra personal awareness & intra personal management are very strong in him.

Inter personal awareness & Inter personal management are also very strong in Nilgiri. He is also professionally oriented. He has empathy quality and strong professional orientation. The concerned teacher has qualities like handling the situation, leadership quality, communications, mode management etc. are very much strong in his character. The most of the components of Emotional Intelligence are strongly present in Nilgiri's character.

Findings of the case study:

1. The case study on the highly emotionally intelligent teacher's revealed that the concerned teacher is very much aware about their reasons of annoyance, strength and weaknesses and they possess high civic and moral values. His qualities proved that the concerned teacher are aware of self and others skill.

He is emotionally intelligent because he strongly believe in changing of methods, techniques according to the needs of students and institutions. He showed respect towards opponent views. He has always new zeal and spirit to work in changed scenario. These proved that this teacher is professionally oriented.

This teacher never lose his balance and patience in repeated failure. He even accept or agree unacceptable opinion of others for the time being to maintain congenial atmosphere. This is the strong instances of intra-personal management qualities of the teacher.

He always share ideas about anything with others. Even he never hesitate in sharing opinion or co-operation. He never afraid of losing their and therefore, credit will be shared. He is well acknowledged about the inter-personal management skill and this fact is proved from above speech.

The teacher always paid attention towards the worries and concerns of others, he consider other's perspective. At a time he is able to handle

multiple things or demands. These qualities confirmed that the very teacher has strong empathy skill of emotional intelligence.

Recommendations

- I. Regular Assessment of the level of emotional intelligence of the teacher is very much necessary. In this regard educational institution, authority and govt. should take positive steps.
- ii. Not only emotional intelligence other related non-cognitive qualities in the teacher regularly to be assessed.
- iii. After regular assessment of emotional intelligence case studies also to be conducted using standardized tools to find out the extreme, average or poorly performed cases who would secured such corresponding scores.
- iv. To ensure quality education, emotional intelligence of the teacher to be developed by attending seminar, workshops, orientation programmes by engaging themselves with regular studies related to the new trends of education, methodology and the other teaching learning related psychological variables.

Reference

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