

**EMOTIONAL INTELLIGENCE AMONG PRE-SERVICE
ELEMENTARY STUDENT TEACHERS OF DISTRICT
INSTITUTE OF EDUCATION AND TRAINING, LUNGLEI**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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Emotional Intelligence among Pre-service Elementary student Teachers of District
Institute of Education and Training, Lunglei

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Submitted

In partial fulfilment of the requirement for the Degree of Master of Philosophy in
Education of Mizoram University, Aizawl.

DECLARATION

I Janet Zonunmawii Hauhnar, hereby declare that the subject matter of the dissertation entitled, “Emotional Intelligence among Pre-service Elementary Student Teachers of District Institute of Education and Training” is a record of work done by me; that the content of this dissertation did not form basis of the award of any previous degree to me, or to the best of my knowledge, to anybody else, and that the dissertation has not been submitted by me for any research degree in any other University/Institution.

This is being submitted to Mizoram University, Aizawl for the award of Master of Philosophy in Education.

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This is to certify that the work incorporated in this Dissertation entitled **Emotional Intelligence among Pre-service Elementary Student Teachers of District Institute of Education and Training, Lunglei** is a bona fide research work carried out by **Janet Zonunmawii Hauhna** under my supervision for her M.Phil. Degree and the same have not been submitted previously for any degree.

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CONTENTS

	Page No
Scholar's Declaration	i
Supervisor's Certificate	ii
Acknowledgement	iii
Contents	iv-vii
List of Tables	vii-ix
List of Figures	x
List of Abbreviations Used	xi
Chapter- 1: INTRODUCTION	1-19
1.1.0 Background	1-2
1.1.1 Emotional Intelligence	2-3
1.1.2 Definitions of Emotional Intelligence	3-5
1.1.3 Measurement of Emotional Intelligence	5-9
1.1.4 Importance of Emotional Intelligence for a teacher	9
1.1.5 Measurement of Emotional Intelligence	10-11
1.2.0 Self-perception	11
1.2.1 Significance of self-perception	11
1.2.2 Emotional Intelligence and Self-perception	11-12
1.3.0 Teacher education in Mizoram	12
1.4.0 Rationale of the study	13-15

1.5.0 Statement of the Problem	15-16
1.6.0 Operational Definition of the Key Terms	16
1.7.0 Objectives of the Study	16-17
1.8.0 Hypotheses of the Study	17
References	18-19
Chapter-II: REVIEW OF RELATED STUDIES	20-36
2.1.0 Studies conducted in India	20-26
2.2.0 Studies conducted abroad	26-30
Summary	30-31
References	32-36
Chapter-III: METHODOLOGY	37- 41
3.1.0 Introduction	37
3.2.0 Research Design	37
3.3.0 Population and Sample	37-38
3.4.0 Tools Used for the Study	38-40
3.5.0 Collection of Data	40
3.6.0 Tabulation of Data	40
3.7.0 The Statistical Treatment of Data	40-41
References	41
Chapter-IV: ANALYSIS AND INTERPRETATION OF DATA	42-55

4.1.0 Objective 1: To find out the emotional intelligence among pre-service elementary student teachers of District Institute of Education and Training, Lunglei.	42-44
4.2.0 Objective 2: To compare the Emotional Intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their gender	45
4.3.0 Objective 3: To compare the emotional intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their age	46-47
4.4.0 Objective 4: To compare the Emotional Intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their educational qualification	47-48
4.5.0 Objective 5: To compare the Emotional Intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their Locale (Urban and Rural background)	48-49
4.6.0 Objective 6: To find out self-perception of pre-service elementary student teachers of DIET, Lunglei with respect to their Emotional Intelligence	49-54
4.7.0 Objective 7: To make suggestions to improve Emotional Intelligence among the pre-service elementary student teachers of DIET, Lunglei	54-55

**Chapter-V: MAJOR FINDINGS, DISCUSSIONS,
RECOMMENDATIONS AND SUGGESTIONS
FOR FURTHER RESEARCH**

	56-67
5.1.0 Major findings of the study	56
5.1.1 Findings relating to pre-service student teacher's Emotional Intelligence	56
5.1.2 Findings relating to differences in Emotional Intelligence of pre-service student teachers	57
5.1.3 Findings relating to perception of pre-service student	

teachers on their own Emotional Intelligence	57-58
5.2.0 Discussion of the Findings	58
5.2.1 Discussion with respect to pre-service student teacher's Emotional Intelligence	58-60
5.2.2 Discussion with respect to pre-service student teacher's perception on their own Emotional Intelligence	60-63
5.3.0 Educational Implication	63-64
5.4.0 Recommendations	64-65
5.5.0 Suggestions for further Research	65
References	66-67
SUMMARY AND CONCLUSION	68-74

APPENDICES

- 1. Appendix-I: Emotional Intelligence Scale**
- 2. Appendix-II: Self Perception Questionnaire**

BIBLIOGRAPHY

BRIEF BIO-DATA OF THE CANDIDATE

PARTICULARS OF THE CANDIDATE

LIST OF TABLES

Table No	Title	Page No
3.1	Distribution of student teachers under study (N=170)	38
3.2	Norms for interpretation of raw scores	39
4.1	Categories of students teacher's Emotional Intelligence	43
4.2	Gender-wise Student teachers' Emotional Intelligence	43
4.3	Emotional intelligence of pre-service elementary student teachers with reference to their gender	45
4.4	Emotional Intelligence of Pre-service elementary student teachers with reference to their age	46
4.5	Emotional Intelligence of Pre-service elementary student teachers with reference to their educational qualification	47
4.6	Emotional intelligence of Pre-service elementary student teachers with reference to their locale	48
4.7	ITEM 1: In your opinion, how aware are you of your own feelings and sentiments?	49
4.8	ITEM 2: To what extent do you think you pay attention to the worries and concerns of your colleagues?	50
4.9	ITEM 3: What according to you is your ability to inspire yourself to continue on working in spite of various disturbances?	50
4.10	ITEM 4: In order to stay calm in both good and bad situations, what capacity do you think you possessed?	51

4.11	ITEM 5: How much talent do you think you have in encouraging others in times when things may not seem favourable?	51
4.12	ITEM 6: What capacity do you think you have in order to stand up for your beliefs and values?	52
4.13	ITEM 7: Even if no one demands it, how strong do you feel that you must develop yourself?	52
4.14	ITEM 8: How do perceive yourself in being able to maintain standards of integrity and honesty?	53
4.15	ITEM 9: How far do you believe you are competent to meet commitments and keep promises?	53

LIST OF FIGURES

Figure No.	Title	Page No.
4.1	Level of Emotional Intelligence of Pre-service Elementary student teachers	44
4.2	Gender-wise level of Emotional intelligence	44

LIST OF ABBREVIATIONS USED

ANOVA	Analysis of Variance
Bar-On EQ-i	Bar-On Emotional Quotient Inventory
B.Ed	Bachelor of Education
D.EL.ED	Diploma in Elementary Education
DIET	District Institute of Education and Training
ECI	Emotional Competence Inventory
EI	Emotional Intelligence
EIS	Emotional Intelligence Scale
EQ	Emotional Quotient
ESAP	Emotional Skills Assessment Process
ESCI	Emotional and Social Competence Inventory
IASE	Institute of Advanced Studies in Education
IQ	Intelligence Quotient
MD	Mean Deviation
MSCEIT	Mayer-Salovey-Caruso Emotional Intelligence Tests
MZU	Mizoram University
N	Total no of Population
PUC	Pre-University College
SCERT	State Council of Educational Research and Training
SD	Standard Deviation
SEM	Standard Error of the Mean
Sig Level	Significant Level

SPSS	Statistical Package for the Social Sciences
SREIT	Self-report Emotional Intelligence Test
STEM	The Situational Test of Emotional Management
STEU	Test of Emotional Understanding
TEIQue	Trait Emotional Intelligence Questionnaire

CHAPTER - I

INTRODUCTION

1.1.0 Background

Education is a powerful agency to meet the challenges of today's fast paced world. A nation's success very much depends on the quality of its education system. Here lies the crucial role of teachers. The Education Commission (1966) highlighted that "The future of India is now being shaped in the classrooms." It means the nation's prosperity and achievement is due to excellent education which demands skilled teachers in every aspect. Teachers should be not only committed and well versed in the subject matter but also able to communicate effectively to the students as well as to the colleagues. The multifarious role of teachers required not only intellectual but also emotional, spiritual and social competence. Teaching profession demands continuous dedication, enthusiasm, interpersonal and intrapersonal skills apart from intellectual ability in the subject matter. It demands spontaneity, co-operation and conscious effort. Teacher's role in today's era has become more difficult and varied (Williams & Burdens, 2000). Sometimes, teaching can be overwhelming with the increasing roles and duties, rules and regulations made with the education policy and education reforms which are of course recommended to improve the quality of education somehow end up in disrupting the mental equilibrium of teachers unless teachers can successfully handle these stressful and demanding situations daily. According to Stoeber and Rennert, (2008), "School teachers are among those professionals with the highest level of job stress." Teachers are constantly faced with work related issues like new evaluation system, heavy workload, delinquent students, misunderstandings among co-workers, and high expectations of parents and the society. In order to deal with these many problems effectively teachers are required to have a set of skills what is known as emotional intelligence to resolve issues at hand and manage these stressful situations.

The history of emotional intelligence can be traced back to renowned psychologist, EL Thorndike, who had proposed one aspect of emotional intelligence- "the ability to understand others and act wisely in human relations"- as social

intelligence and tried to bring it within the realm of intelligence. Meanwhile, other psychologists were of the view that social intelligence is a form of manipulative skill and they were rather indifferent about it. Eventually, by 1960, an influential textbook on intelligence tests declared social intelligence as a ‘useless’ concept.

However, the concept of emotional intelligence has captured the attention of many psychologists since 1990. Two psychologists at Yale University, Peter Salovey and John D Mayer had published the consequential paper ‘Emotional Intelligence’ in which emotional intelligence is linked with social intelligence as “the subset of social intelligence that involves the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use their information to guide one’s thinking and actions” (Salovey and Mayer 1990). Their work also brought a new perspective on dimensions of intelligence and made a detailed outline of connecting emotions with intelligence. Then, in 1995, Daniel Goleman popularized the term ‘Emotional Intelligence’ in his book ‘Emotional Intelligence: Why it can matter more than IQ’ and now, it gained wider recognition among psychologists and educationists.

1.1.1 Emotional Intelligence

Daniel Goleman stated that “EQ otherwise known as Emotional Intelligence accounts for about 80% of a person’s success in life.” So what is an emotional intelligence? Goleman (1998) defined it as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in our relationships.” He stressed the importance of handling ourselves well in our relationships. Emotional intelligence is all about knowing oneself and what one is feeling, why s/he is feeling it, because it is the basis of good intuition and good decision making. It acts as a moral compass. It refers to how one handles her/his distressing emotions in an effective way so that it will not hamper the person.

The term ‘emotional Intelligence’ involves a wide variety of personal skills and dispositions known as soft-skills or inter or intra personal skills that are previously outside the traditional understanding of general intelligence; which were not considered much in the social and professional life. But in social or professional life, and in our personal life, the presence and importance of these skills cannot be

overemphasized. Without them one cannot lead a harmonious and well balanced life. Now-a- days, it is widely accepted that IQ alone is not the predictor of whether a person may or may not lead a successful life.

Emotional intelligence is the knowledge of how to express ourselves, knowing where our emotions came from and how we might best channelize or manage our fears and our wishes. Emotional intelligence is the quality that enables people with courage, patience, and insight to confront the many challenges that are faced in their relationships with other people and with themselves.

Emotional intelligence should not be misinterpreted as merely a form of charisma and manipulative skill to gain control over people to make them do or behave as we want them to be. It may be false to conceive it as gregariousness or something that only a people person exhibits. It should not be narrowly assumed that emotional intelligence is fixed and cannot be improved. We have to recognize the fluidity of emotional intelligence as it is not an inborn talent, rather the result of conscious effort and education. It is essential to understand the concept as well as the application of it in life which should not be separated.

Our understanding of intelligence and its over emphasis on any pursuit in life has made it difficult to consider the role played by emotional intelligence in our daily life. Knowledge, intelligence, experience, and education are most valued in our society. But, often we neglect the thorough understanding of our emotions and how they fundamentally influence our lives. Beyond that is the need to understand the emotions of others, to be able to feel what they are feeling and be able to empathize with them, and see in their perspective to understand their point of view, so that we can compromise and arrive at effective solution. “By understanding what emotional intelligence really is and how we can manage it in our lives, we can begin to leverage all of that intelligence, education and experience we’ve been storing up for all these years” (Bradberry & Greaves 2009).

1.1.2 Definitions of Emotional Intelligence

Goleman (1996) defined it as “Emotional intelligence is being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and to hope.”

Cooper and Swaf (1997) “Emotional intelligence is the personal ability to perceive, understand and apply the power of knowing the mood as the ground of forces and data to build-up association to influence people”

Bar-On (1997) explored the concept and calls it Emotional –social intelligence. It is “a cross section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands.”

Vinod Sanwal (2004) defined emotional intelligence as “the awareness of use of emotions and their utilization within the parameters of individual cognitive styles to cope with situations and problems”.

Mayer, Salovey, & Caruso (2004) defined emotional intelligence as “The capacity to reason about emotions to enhance thinking. It includes the ability to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth”

According to Dalip Singh (2006) “Emotional intelligence is the ability of an individual to appropriately and successfully respond to a variety of emotional stimuli elicited from the inner self and the immediate environment. Emotional intelligence constitutes these three psychological dimensions which motivate an individual to recognize truthfully, interpret honesty, and handle tactfully the dynamics of human behavior”.

According to Woolfolk et.al. (2008) “Emotional intelligence is the ability to process emotional information accurately and efficiently.”

Bradberry et al. (2009) stated that EI can be defined as the ability, capacity, and skill or in the case of the trait EI, a self-perceived ability, to identify, assess and manage the emotion of one’s self, of others and of groups. It is a part of art of managing people at the workplace”.

Lal and Joshi (2016) “Emotional intelligence is that capacity of an individual by which he perceives and understands his own feelings and actions as well as the feelings of others, and controls his emotions and conducts himself in such a way that he himself is satisfied and others also satisfied.”

From the above definitions, we can conclude that emotional intelligence is the ability to accurately understand one's emotions and the reason behind the manifestation of these emotions and how to efficiently channelize it in a healthy manner. Also, it is the skill to comprehend the emotions of others, to put oneself in another's shoes and while empathizing the other person's feelings, to be able to strike a balance for the well-being of oneself as well as other's wellbeing; which is a necessary conditions for social life. Emotional intelligence does not end in understanding stage but continues, as it demands the efficient application of the knowledge.

1.1.3 Dimensions of Emotional Intelligence

In order to truly understand emotional intelligence a clear picture of the dimensions of EI will help. These areas are fundamentally linked to two primary skills, i.e., personal skill and social skill. Personal skill or competence includes self-awareness and self- management skills, which focus more on the development of the individual than on the interactions with others. Personal competence is the ability to stay focus on one's emotions and manage one's behaviour and tendencies. Whereas, social skill or competence involves social awareness and relationship management skills which are the ability to pick up other people's moods, ability to empathize with the behaviour and motives of others in order to improve the quality of the relationship. Let us discuss the dimensions of emotional intelligence in detail:

Daniel Goleman (1998) laid out five basic emotional and social competencies as components of Emotional Intelligence. The emotional competence framework includes:

- Self-awareness: emotional awareness, accurate self-assessment and self-confidence.
- Self-regulation: self-control, trustworthiness, conscientiousness, adaptability and innovation.
- Motivation: achievement drive, commitment, initiative and optimism.
(The above three competencies are components of personal competencies)
- Empathy: understanding others, developing others, service orientation, leveraging diversity, and political awareness.

- Social skill: influence, communication, conflict management, leadership, change catalyst, building bonds, collaboration and cooperation and team capabilities. (The last two competencies are components of social competencies)

Along these lines, let try to understand the dimensions of emotional intelligence in details.

- Self-awareness: Self-awareness is at the foundation of emotional skills. Bradberry & Greaves (2009) stated that “Self-awareness is the ability to accurately perceive one’s own emotions in the moment and understand the tendencies across situations.” In order to honestly make sense of our emotions, a keen understanding of our tendencies is essential. In the words of Holiday (2016), “self-awareness is the ability to objectively evaluate the self. It is the ability to question our own instinct, patterns and assumptions.” Self-awareness is having a realistic sense of self which leads to self-confidence. Grayson (2013), defined “self-awareness as the ability to recognize one’s feelings, to differentiate between them, to know what one is feeling and why, and to know what causes the feelings.” Goleman (1998) defined “emotional self-awareness as a way to identifying a person’s emotions and how it could effect.” It includes managing the reactions to specific events, complexities, and people. So, it involves a straightforward assessment of one’s capacities and drives as well as what motivates and satisfies a person. It is important to be self-aware as it leads to making better and realistic decisions.
- Self-regulation: This skill which is also referred to as self-management is the ability to handle or control feelings. Self-regulation skill is the second part of personal competence which comes after self-awareness. It involves self-control, having will power and redirecting our focus to ignore unnecessary things which distract our attention away from what is more important. Holiday (2014) rightly put it as “a calm equanimity that comes with the absence of irrational or extreme emotions.” It is the ability to differentiate what to ignore and what to pay attention to. Self-management or self-regulation is an active skill, it requires constant awareness of what to do and what not to do as the situation demands. It is the flexibility of a persons’

strength to direct his or her behaviour positively. It is the ability to stay calm in a difficult situation as a stoic like manner. It is not about simply avoiding the conflict and passively observing the situations but rather, it is mastering the art of staying put together amidst trouble and adversities which life throws at us. It involves the skill of knowing what to do and knowing when to act and also knowing when to stay quiet. Making decisions at the spur of the moment almost always leads to unrealistic conclusions. The sudden burst of emotions may create fear, anger, jealousy, distrust and paralyze logical thinking which results in unwise decision making. Consequently, it creates disharmony in oneself and causes chaos in one's relationship with other people. To regulate one's momentary desires for a long term goal leads to a more fulfilling life. Bradberry & Greaves (2009) highlighted that "Success comes to those who can put their needs on hold and continually manage their tendencies." In a similar tone, Peterson (2018) when emphasizing the power of delayed gratification stated that "we inhibit, control and organize our immediate impulses, so that we could stop interfering with other people and our future selves."

- **Self-Motivation:** We can say that it is the ability to encourage oneself to push forward to accomplish tasks. This skill takes into account, the ability to stay optimistic, enthusiastic, positive and confident in life's pursuit as Holiday (2014) puts it "persist in your effort, resist giving in to distraction, discouragement, or disorder." The success of solving life's problem and achieving a distant goal are thwarted when uncontrolled emotions get in the way. At the same time, the degree of motivations and enthusiasm that one possesses will enhance one's ability to think and plan, persist, resist the setbacks and will propel him to accomplish the set goal. Goleman (1996) pointed out the power of hope and optimism which makes a difference. They are the driving force to ardently striving for success. Optimism is an attitude to stand against hopelessness, falling into apathy, and depression. This skill helps a person to bounce back from set-backs in life. In other words, people who are motivated, hopeful and optimistic have high resilience and are tolerant of the distressful situations surrounding them.

- **Empathy:** This is the ability to recognize emotions in others and to view from different angles which different people may hold. This is the effective communication skill known as people skill that makes people connect better with their colleagues and friends in their profession such as teaching. It includes cognitive empathy-having deep insight into someone's perspective and understanding them, emotional empathy-feeling what others are feeling and empathic concern-sensing what another person needs from us without exhausting ourselves. It requires a person to be open and curious to understand others' feelings, actions and point of view. It requires a skill to often visualize oneself in a similar situation and position of other. This skill is the sensitivity that we have in picking up the moods of others, the concern that we feel when their well-being is tumbling with the imagination that we put ourselves in their shoes. This skill is the basis for social awareness. People who are able to empathize with others are effective communicators and are likely to be positively influential in the social settings. They are highly inspiring and encouraging to others; displaying character which has a calm and soothing effect.
- **Social Skills:** This ability stands on people skill and social awareness. It describes how people handle emotions in relationship effectively and accurately reading social situations. It is the competency required in productive leadership and interpersonal expertise. This skill requires the ability to get out of one's head occasionally to be able to look into others' perspective, while, staying focused and taking in crucial information. This skill involves the art of active listening without interrupting and observing without disturbing the natural state. This skill enables a person to gain a deep insight into the thinking, feelings and behaviours of others. The social competence skill should not be viewed as a way to have the upper hand, to get things done. Rather, it comes from the skills to understand people's emotions and to use it as a better communicating tool for the progress of both parties. This skill requires the expert handling of the other skills like self-awareness, self- management and empathy. This skill will enhance the bond between people, build trust, improve cooperation, promotes collaboration,

resolve issues practically, increase job performance and promote job satisfaction.

The above exploration into the dimensions of emotional intelligence suggests that the sub-skills of EI are not fixed and can be improved over time with conscious effort. Mastering the emotional intelligence competencies will immensely affect our lives individually and socially. In the realm of teaching profession, human interaction, communication, cooperation and fellow feeling make up the essence of a successful education. Intellectual prowess alone cannot deliver the anticipated quality education. A deep dive into the human emotions and the know-how to manage these emotions will bring forth teachers who are self-assured, creative, dedicated and ever trying to enhance learning and improve their working environment.

1.1.4 Importance of Emotional Intelligence for a teacher:

Every day teacher faces new challenges, new problems to solve, and one's emotions as well as others to understand, to manage and to deal with them effectively. Moreover, there is the duty of classroom delivery of lessons. In order to have a quality performance, teacher needs emotional intelligence. In recent years, many researchers have begun to investigate the role of emotions and emotional intelligence in education as a means to improve performance (Arnold, 2005). And it is interesting to find that the contribution of emotional intelligence towards teaching has a positive note. It is established that emotional intelligence plays an essential role in job satisfaction and job performance. George (2000) stated that, "Teachers who are skilled at evaluating their own emotions are better in communicating their needs and they would be able to be more concerned towards their own feelings in order for them to accomplish their goals resulting in better performance." According to Hayashi & Ewert (2006), "Teachers with high emotional intelligence exhibit outstanding performance." They possess the ability to process their emotional conditions efficiently and accurately.

1.1.5 Measurement of Emotional Intelligence:

Emotional intelligence is generally measured in three different ways. Self-report questionnaire, Other-Report and Ability measures. Self-report is the most common measure of emotional intelligence. It can be in a form of question or statement. The respondent has to choose from the options which best describe him. However, there can be drawbacks, as emotional intelligence contains a number of skills. Only self-report may not accurately assess these skills. Other report is also used for measuring emotional intelligence. Here, people make assessment based on their observation of a particular individual under study. The individual's behaviour, character and actions or reactions to certain situations are the basis for inferring his/her emotional intelligence. However, this type of test relies on the observation made by other people and their skills in accurately interpreting emotions of others. There can be many flaws. The observer can be biased. Yet, it gives a picture of how other perceived us. They may not provide accurate information on whether one is emotionally intelligent or not. Emotional expert can also make the assessment which is thought to be more accurate. The third measure of emotional intelligence is ability test, as emotional intelligence is a set of skills or abilities. The respondent is required to solve emotion-related problems that are considered to be right or wrong. This type of test seems to indicate a good report on the individual's ability to understand emotions and how they work. However as they are tests of maximal ability, they do not tend to predict typical behaviour as well as trait based measures.

The most popular tests for emotional intelligence are below;

- Mayer-Salovey-Caruso Emotional Intelligence Tests (MSCEIT) developed by Mayer et al., (2002a)
- Self-report Emotional Intelligence Test (SREIT) developed by Schutte et al., (1998)
- Trait Emotional Intelligence Questionnaire (TEIQue) developed by Petrides and Furnham (2001)
- Bar-On Emotional Quotient Inventory (EQ-i) developed by Bar-On (1997)

- The Situational Test of Emotional Management (STEM) and the Situational Test of Emotional Understanding (STEU) developed by MacCann and Roberts (2008)
- Emotional and Social Competence Inventory (ESCI) developed by (Boyatzis and Goleman (2007)
- Emotional Intelligence Scale (EIS) developed by Hyde, Pethe and Dhar (2010)

1.2.0 Self-perception

We observe people's behavior and make inferences. We attach their behavior to their character traits. Likewise, we also observe or make assessment about our own behavior and actions. Self-perception can be defined as the way we see ourselves in relation to others and the world. Self-perception is how we assess our abilities, intelligence, worth, in different ways in relation to others. It is our self-defined identity, our perceived ability, our self-conceived worth which are the foundations of how we feel, behave and react to the outside world. It influences our thoughts, moods and attitudes and determines our preferences.

1.2.1 Significance of self-perception

The ways we see ourselves make up most of our perceived mental environment and influenced our characters to a large extent. Positive self-perception is the result of self-regard, self-confidence and emotional self-awareness. An individual with positive self-perception is likely to be more effective in his dealings with his daily life expressing confidence in his conduct. A negative self-perception generates low self-confidence and poor self-efficacy; which hinders the performance of an individual and lowers his productivity.

1.2.2 Emotional Intelligence and Self-perception

The self-perception of how much an individual possesses emotional intelligence may not always be consistent with the scores on the Emotional Intelligence Scale. Some people may see themselves as having high EI while actually scoring low or average on Emotional Intelligence Scale. On the other hand, people

who underestimate their abilities presumably tend to judge themselves lower than they actually are. As a rule of thumb, we assumed that the degree of self-regard, self-confidence and emotional self-awareness that people have would affect their self-perception with regard to their emotional intelligence. How do the student teachers perceive their emotional intelligence? What degree of emotional intelligence that they think they have? Are the scores on EIS aligned with how they perceive themselves? Also, emotional intelligence has different dimension, an individual may not always be good in all the areas. They maybe well aware of their own emotions but lack the ability to interpret other's emotions accurately or vice versa. They may fall sort of social awareness or social management skill. How do they judge their emotional skills in these areas as perceived by them? By comparing the two findings on EI with self-perception, the harmony or discrepancy of it can be observed.

1.3.0 Teacher education in Mizoram

Teacher education provides teachers and aspiring teachers the necessary education and skills. Despite many challenges, Mizoram witnessed many developments in the quality of teacher education in Mizoram in recent years, at different stages. At present, elementary teacher education programme (D.EL.Ed) is provided by District Institute of Education and Training (DIET) at eight districts. Secondary and Higher Secondary teacher education programme (B.Ed) are provided by two DIETs, Institute of Advanced Studies in Education (IASE) and Department of Education at Mizoram University (MZU). And the State Council of Educational Research and Training (SCERT) provides special education programme for Hearing Impairment and Visual Impairment for pre-service secondary teachers. Also training programme of different kinds for teacher educators, elementary teachers, secondary and higher education are frequently conducted by SCERT and Department of Education, MZU.

DIETs are the nodal institutes for delivering quality elementary education in the District. They function under SCERT. Diploma in Elementary Education (D.EL.Ed) programme is offered in these institutions. In 2018, DIETs at Aizawl and Lunglei started Bachelor in Education (B.Ed) programme. DIET provides academic and resource support at the grass-root level. It organizes in-service and pre-service

teacher education for elementary stage. It also monitors and supervises elementary schools for school improvement, which helps in teachers' professional development. SCERT, IASE and Department of Education, MZU work towards the professional improvement of in-service and pre-service teachers at the secondary and higher secondary stage.

Teachers in Mizoram range from urban areas to remote rural areas. Problems and challenges faced by these teachers can widely vary, from infrastructure to different socio-economic background students they are dealing with. Teachers in the rural areas specifically are challenged to carry out teaching with little or without today's advanced technology. They faced insufficiency in equipment, tools and technology which aid teachings effectively. They have to be extra creative when it comes to improvising the readily available local resources and materials. Oftentimes, it would be disheartening for the teachers and as a result, their teachings, attitudes and overall efficiency may be disrupted. In the urban areas, teachers are also bombarded with larger number of students with different needs and characters. The situations are no less overwhelming than the rural areas. The challenges faced are different. No doubt, they are endowed with access to the internet of things and other modern classroom technology. However, in order to utilize them efficiently, they need training and guidance. Therefore, when teachers are faced with these challenges, in rural and urban areas, it impacts their mental state; feeling inadequate, incompetent, and ineffective, or perhaps they become lazy as a result of that. When these difficult situations arise, keeping a positive attitude toward the teaching profession may be a big task. However, most teachers in Mizoram are dedicated and enthusiastic about teaching and are willing to learn new skills. They are involved in their community and have maintained a good relation with their local or village community. They contribute immensely toward the greater good of the Mizo society.

1.4.0 Rationale of the study

What makes a person successful in life and in his/her profession? Does our level of intelligence play the most significant part? Or is it our personality traits? Is it something entirely different or a combination of many things? IQ is not everything but the other skills like our self-awareness, self-motivation, self-regulation, and

social skill play a more significant role in determining our success at our work place and how well we do in life. According to Bar-On, “Emotional Intelligence is an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures.” So, what a person does with his emotions is important to manage stress and pressures of life and work. When consciously acknowledged accurately and regulated effectively, emotions help us to focus on important tasks, empathize with others, make effective decisions, resolve work or life related conflict successfully, bring healthy relationships, and manage life’s ups and downs. As Emotional intelligence is the ability to identify, understand and manage our emotions it can be contributory in bringing harmony within oneself and with others in life and in the workplace for the attainment of overall effective performance. High level of emotional intelligence will lead to increased productivity, enhanced leadership skills, improved transaction of curriculum to the students and greater creativity that will facilitate the teacher’s performance to a high degree. This will result in the teacher feeling good about one-self and attain satisfaction in one’s performance.

To be a successful teacher, one needs to create an enthusiastic work environment, consider the well-being of colleagues and improve overall relationship. Teacher needs to resolve past issues, reduce stress levels and resolve emotional issues, regulate both external as well as internal conflicts resulting to clarity of thinking and wise decision making. Moreover, teachers deal with people and their emotions everyday especially those of young children. It is practical to possess a good amount of emotional intelligence to be a successful and ideal teacher. Hence, it is felt that there is a need to investigate the level of emotional intelligence of pre-service elementary student teachers of DIET, Lunglei as they are the prospective teachers. Moreover, as portrayed in the review of related studies, there were no studies conducted in the field of emotional intelligence for prospective teachers in Mizoram. Therefore, a comparison of the elementary student teachers taking emotional intelligence as dependent variable with selected variables would be an interesting study. Consequently, the following questions come to mind in the light of the above rationale:

- What is the level of emotional intelligence among pre-service elementary student teachers of District Institute of Education and Training, Lunglei?
- Are there any gender differences in emotional intelligence of pre-service elementary student teachers of DIET?
- Are there any age differences in emotional intelligence of pre-service elementary student teachers of DIET?
- Are there any differences in emotional intelligence of pre-service elementary student teachers of DIET based on their educational qualifications?
- Are there any differences in emotional intelligence of rural and urban pre-service elementary student teachers of DIET?

In order to answer these questions, a study in this field is required. And the findings in this study would highlight the needs of the elementary student teachers regarding emotional intelligence skills and enable the teacher educators to gear their classroom activities towards developing these skills among the student teachers and take effective measures. And since there is no study conducted on Emotional Intelligence among the pre-service student teachers at DIET Lunglei, a study in this field is imperative.

1.5.0 Statement of the Problem

In the fast-changing work environment, the teaching profession also requires high emotional intelligence skills for creating harmonious working environment with colleagues, dealing with students' issues productively, making the right decisions and solving everyday inside and outside school problems. So, emotional intelligence is perhaps the key factor in determining success in workplace and consequently, satisfaction in life. As the D.EL.ED student teachers studying in DIET, Lunglei will soon embark on a journey to the teaching profession; it is essential that they possess high emotional intelligence to meet the challenges of today's teaching profession. Therefore, the investigator felt the need to find out the amount of emotional intelligence they possess and suggest steps to improve their emotional skills if the need arise, so that they will be most effective while engaging in the teaching job and find satisfaction in their job and in their personal life. Hence, the present study on emotional intelligence among the teacher trainees is taken up

and the problem of the study is stated as “*Emotional Intelligence among Pre-service Elementary Student Teachers of District Institute of Education and Training, Lunglei.*”

1.6.0 Operational Definition of the Key Terms

Emotional Intelligence: It refers to the ability to accurately read one’s own emotion and of others, to manage them effectively to facilitate individual and social relationship.

In the present study emotional intelligence will be represented by the score which is obtained from the Emotional Intelligence Scale (EIS) developed by Hyde, Pethe and Dhar (2010).

Self-perception: It means an individual’s judgment or view of one’s own self, or of any of the mental or physical characteristics that make up the self.

For the present study self-perception on emotional intelligence will be represented by the score which is obtained from the self-constructed Self-Perception questionnaires.

Pre-service Elementary student teachers: For the present study, pre-service elementary student teachers refer to pre-service student teachers undergoing Diploma in Elementary Education course at DIET, Lunglei.

DIET: This means District Institute of Education and Training.

D.EL.ED: This means Diploma in Elementary Education.

1.7.0 Objectives of the Study

1. To find out the emotional intelligence among pre-service elementary student teachers of District Institute of Education and Training, Lunglei.
2. To compare the Emotional Intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their gender.
3. To compare the Emotional Intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their age.
4. To compare the Emotional Intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their educational qualification.

5. To compare the Emotional Intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their Locale (Urban and Rural background).
6. To find out self-perception of pre-service elementary student teachers of DIET, Lunglei with respect to their own emotional intelligence.
7. To make suggestions to improve Emotional Intelligence among the pre-service elementary student teachers of DIET, Lunglei.

1.8.0 Hypotheses of the Study

1. There is no significant gender difference in emotional intelligence of pre-service elementary student teachers at DIET, Lunglei.
2. There is no significant difference in emotional intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their age group
3. There is no significant difference in emotional intelligence among pre-service elementary student teachers at DIET, Lunglei with reference to their educational qualification.
4. There is no significant difference in emotional intelligence among pre-service elementary student teachers at DIET, Lunglei with reference to their locale.

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CHAPTER II

REVIEW OF RELATED STUDIES

This chapter attempts to highlight the relevant studies on emotional intelligence done in India and abroad to acquire a keen insight into the subject matter and to support the present study. The results and findings in these studies have provided a deep perspective into the subject matter laying out the need and relevance of the study.

2.1.0 Studies conducted in India

Pathan (2004) conducted a study on “Emotional Intelligence of Secondary Teachers at D.Ed College, Navapur, Maharashtra”. This study examined the level of emotional intelligence of secondary school teachers in relation to gender and age. The study revealed that a larger number of teachers possessed low level of emotional intelligence. And, it was found that there was no significant difference between the emotional intelligence of males and females, and age had no effect on of the level of EI.

Varghese (2004) studied the relationship between emotional intelligence and teaching competency of high school teachers on a sample of 500 teachers randomly selected from different high schools in the metropolis of Patna, in the state of Bihar, India. The purpose of the study was to find out the relationship and levels of emotional intelligence and teaching competency of high school teachers. The findings indicated that there was a significant relationship among emotional intelligence, self-awareness, teaching competency, self-regulation and social skills with teaching competency. The results revealed that those teachers who possessed high emotional intelligence had better teaching competency when compared with low emotional intelligent teachers. However, gender has no impact on their level of emotional intelligence.

Devi & Rayal (2004) examined male and female emotional intelligence among 292 students (Grade IX) in Aligarh district. Mangal Emotional Intelligence Inventory constructed by Mangal and Mangal was used for collecting data and data

was analyzed using Mean, Standard Deviation and 't' test. The finding suggested that there was no significant difference in emotional intelligence of male and female students.

Punia (2005) studied the impact of demographic variables on EI and leadership behavior of corporate executives on a sample of 250 executives working in different organizations in New Delhi. The study indicated that the higher the amount of emotional stability the more likely they were effective and gained competitive advantage. The result was also positive between emotional intelligence of leader and their performance.

Shah (2006) concluded that there was no significant difference on the level of emotional intelligence with respect to sex, and locale among the upper primary students of Gujarat State.

Manhas & Gakhar (2006) conducted a study on 400 9th grade male and female students from government and private schools in rural and urban areas. The results indicated that there was a positive significant correlation between emotional intelligence and academic stress. The study revealed that there was a significant difference in the emotional intelligence of male and female students. Streams of subject taken had caused a significant difference in the level of emotional intelligence of students as mean scores of students of art stream was lower than that of the students studying in the science stream. Also, there was a significant difference in the emotional intelligence of students regarding their locale, ie., urban and rural areas.

Singh (2007) conducted a study titled 'Competing through leadership: the role of emotional intelligence' on 340 samples constituting different professions to find out factually whether different professions need different levels of EQ. The study suggested that teaching among other professions such as legal, tourism, politics, entrepreneurship and police require a high level of emotional intelligence skills.

Singaravelu (2007) had undertaken a study on emotional intelligence of student teachers at primary level in Pondicherry and found that 68% student-teachers in Pondicherry region had above level of emotional intelligence.

Annaraja & Jose (2008) had undertaken a study to find out the emotional intelligence of Primary School Teacher Trainees, with regards to gender and economic status. The researcher had calculated the percentage of the data using 't' test, ANOVA and Chi-square analysis. The study has shown that there was no significant difference between male and female primary school teacher trainees with regards to their level of emotional intelligence and its dimensions such as Self-awareness, Self-management, Social-awareness and Relationship management. The study revealed that out of the 90 primary school teacher trainees studied, only 24.4% had high level of emotional intelligence.

Asthana et al. (2008) studied the emotional intelligence among rural and urban adolescents and found that urban respondents had higher emotional intelligence than their rural counterparts. However, it was found that gender had no significant impact on emotional intelligence as there was no significant difference between EI of male and female adolescents.

Shankar & Keerthi (2010) studied emotional intelligence among 300 Middle School teachers in Nagapatinam district of Tamil Nadu and found that male and female middle school teachers did not differ significantly with respect to their emotional intelligence and that male teachers exhibited higher level only in one specific emotional intelligence area.

Sahaya & Samuel (2010) conducted a study on emotional intelligence of student teacher in relation with gender and community. The study had shown that there was no significant difference in EI regarding these variables, ie., male and female student teachers, urban and rural student teachers exhibited the same level of emotional intelligence.

Bai (2011) conducted a study to examine anxiety proneness and emotional intelligence in relation to academic achievement of pre-university students in Bangalore. The study involved 500 pre- university College students selected from Bangalore, Urban and Rural areas who were studying in Science, Arts and Commerce stream. The researcher employed stratified random sampling procedure. The study revealed that there was a significant difference in the amount of emotional intelligence and its dimensions regarding streams of study. Arts, Commerce and

Science students of PUC had significant difference in anxiety proneness and emotional intelligence.

Subramanyam (2011) in his study had concluded that gender had no influence on the level of emotional intelligence as it was found that there was no significant difference in emotional intelligence of male and female high school students.

Gangal & Singh (2012) in their study on “Emotional Intelligence of Teacher Trainees of Meerut city” had employed Emotional intelligence inventory to find out the level of emotional intelligence of 201 teacher trainees at Meerut with respect to gender and locale (rural and urban). The researcher used standardized test of emotional intelligence scale constructed by Hyde, Pethe and Dhar for collecting data. Furthermore, Mean, Standard deviation and ‘t’ value were calculated; which suggested that there was no significant difference between male and female in the level of emotional intelligence. However, with regards to locale, it was found that teacher trainees from urban areas differed significantly in their level of emotional intelligence as compared to teacher trainees from rural areas.

Kenka & Kant (2012) undertook a study on “Emotional Intelligence of Secondary Teachers in Relation to their Professional Development” on a sample of 120 teachers from 12 different schools in Rampur District at Uttar Pradesh. The study revealed that there was a significant relationship between emotional intelligence and professional development of secondary teachers. The result also pointed out that there was a significant difference between highly emotional intelligent and low emotional intelligent teachers in relation to their professional development.

Thilagavathy (2013) conducted a study on “Adjustment and Emotional Intelligence of High School Teachers in Tiruvarur District” on a sample size of 250 teachers out of which 122 teachers were from rural schools and 128 teachers were from urban schools. The result revealed that there was no significant difference between rural and urban teachers with respect to emotional intelligence.

Paite (2014) in her study entitled ‘Emotional Intelligence and Teacher Effectiveness among High School teachers of Lunglei district of Mizoram’ had done an extensive comparison between male and female on different components of

emotional intelligence. The study revealed that there was no significant difference between male and female high school teachers on the dimensions of self-awareness, self-control, motivation, empathy and social skills. The study also indicated that emotional intelligence and teacher effectiveness were positively correlated among High school teachers of Lunglei District.

Sinha (2014) studied Emotional Intelligence amongst the employees of service sector with a sample of 100 employees of insurance companies and banks in Greater Noida region in India. The study revealed that above 50% employees under study possessed moderate or above moderate level of emotional intelligence. Employees who are in the sales associate grade required more motivation and confidence.

Singh (2015) studied the emotional intelligence of teacher educators in relation to certain demographical variables. The sample were taken from 35 teacher educators studying at ASC, Himachal Pradesh University, Shimla, of which 19 were males and 16 were females. The researcher employed interview schedule and self-constructed rating scale which contained 20 statements for collecting data. Data was analyzed with statistical techniques through SPSS, standard deviation and 't' test. The results revealed that a larger percentage of the teacher educators had average emotional intelligence. 26% of the teacher educators had high emotional intelligence. And there was no significant difference in emotional intelligence based on gender as well as age. However it was found that in case of urban and rural teacher educators that there was significant difference in their emotional intelligence.

Kumar (2016) had undertaken a study to find out the level of "Emotional Intelligence of Primary School Teacher Trainees" among 90 primary school teacher trainees in Meerut, out of which 16 were males and 74 were females. The study was carried out using the Emotional Intelligence Inventory developed by Thomas Alexander and Annaraja (2008) to find out the emotional intelligence of Primary School Teacher Trainees, with regards to gender and economic status. The researcher had calculated the percentage of the data using 't' test, ANOVA and Chi-square analysis. The study has shown that there was no significant difference between male and female primary school teacher trainees with regards to their level of emotional intelligence and its dimensions such as Self-awareness, Self-management, Social-

awareness and Relationship management. The study revealed that out of the 90 primary school teacher trainees studied, only 24.4% had high level of emotional intelligence.

Bakshi et al. (2016) studied emotional intelligence and academic achievement of 160 secondary school students. Emotional Intelligence scale by Dhar, Hyde and Pethe (2002) was used to assess emotional intelligence and the previous class marks score was used to assess academic achievement. The study revealed that there was no significant difference in male and female students with regard to emotional intelligence; however, a positive relationship was found between emotional intelligence and academic achievement among secondary school students.

Renthlei (2017) studied Emotional Intelligence and Academic achievement of College students in Aizawl city with reference to their gender and stream of study on a sample of 180 students, 30 males and 30 females from each stream of study, i.e., Arts, Science and Commerce of Pachhunga University College using Stratified Random sampling. The study suggested that with respect to emotional intelligence, there were no significant differences between male and female college students of Aizawl city with regard to their stream of study.

Dhani & Sharma (2017) studied the factors influencing the performance of IT employees specifically to investigate the nature and extent of the relationship between emotional intelligence and job performance with respect to the gender of the respondents. The results of this study has shown significant gender differences in emotional intelligence and job performance, suggesting that female employees scored more on EI than their male counterparts. This study also revealed that females are better performers than men.

Mokhlesi & Patil (2018) conducted a study on gender differences in emotional intelligence and learning behavior among 100 school going children (50 boys and 50 girls) in Kolhapur district using random sampling and Multifactor Emotional Intelligence scale 2004 constructed by Shanwal for measuring their emotional intelligence. The study indicated that there was no significant gender difference in emotional intelligence among the students.

Pugazhenthhi & Srinivasan (2018) in their study of emotional intelligence on the performance of 200 B.Ed teacher trainees had compared the emotional

intelligence of male and female teacher trainees and found out 03.60 t-value which is significant at .05 level. It means that there is significant difference on EI regarding gender.

Kant (2019) in his study titled 'Emotional intelligence: A study on University students' found out that all University students possessed high emotional intelligence. His study used data from 200 students of Central University of South Bihar, Gaya, India. His study revealed that female students were more emotionally intelligent than male student. And there was no significant difference in the level of emotional intelligence between undergraduate students and post graduate students. Also, place of residence had no significant impact on the students level of emotional intelligence.

2.2.0 Studies conducted abroad

Alexis-Boyd (1988) undertook a study among 18 public school teachers on "The emotional life of teachers: a heuristic inquiry" at the University of Cincinnati, Ohio, USA. The research revealed that there is a need of intervention to improve the emotional lives of the teachers as negative effects of teaching had adverse effect on their teachings.

Walker (2001) conducted quantitative and qualitative research on the "Emotional intelligence of the classroom teacher" at the Spalding University, Kentucky, USA to improve the emotional intelligence and self-esteem of the teachers within 30 days period. The experimental group which comprised of 12 samples and the control group of 14 samples were given pre-test and post-test through the Emotional Competence Inventory (ECI) constructed by Hay Acquisition Company, and self-report questionnaires. The study revealed that all the participants had above average and high emotional intelligence. However, after 30 days intervention, the participants in the experiment group showed greater improvement as compared to control group.

Haskett (2003) in his study on "Emotional intelligence and teaching success in higher education" at the Indiana University, USA suggested that the underlying emotions related to emotional intelligence have great impact on effective teaching.

Van Rooy et al. (2004) conducted a study on group differences in emotional intelligence scores pertaining to age, race and gender with a sample size of 275 undergraduate psychology students at Southeastern University. The sample consisted of 216 females and 59 males, representing different ethnic background such as Hispanic, Caucasian and African American. The emotional intelligence scale constructed by Schutte et al., 1998 was used. The result indicated that Female scored higher on emotional intelligence scale than male.

Okech (2004) studied emotional intelligence among 180 public school teachers in Texas of which 14 were male and 166 were female teachers. The study revealed that there was a significant difference in Emotional intelligence regarding gender.

Kafetsios (2004) in a study on attachment and emotional intelligence abilities across the life course found differences in emotional intelligence capacities between age and gender. Out of 239 samples older respondents scored higher on three areas of EI than younger respondents. Female score was higher than male on emotion perception of Mayer, Salovey and Caruso emotional intelligence test.

Hunt & Evans (2004) investigated how individual responds to traumatic experience based on the degree of emotional intelligence possessed, with a random sample of 414 individuals and found that male participants had higher emotional intelligence than females.

Boyd (2005) concluded that teachers with high emotional intelligence do not necessarily display their emotional intelligence in the classroom. He conducted a study on “The emotional intelligence of teachers and students’ perception of their teachers’ behavior in the classroom” at the Indiana University of Pennsylvania, USA. The study revealed that students’ perception of teachers’ behavior in the classroom do not always align with the teachers’ perception of themselves.

Phillips (2005) at the Walden University, Minnesota, USA conducted a study on “Emotional intelligence and faculty qualities necessary for success in a non-traditional classroom setting” with 52 participants. Based on the study, there was no significant relationship between score of EI and students’ academic achievement; however, those teachers who scored high on emotional intelligence scale had more

optimism in their teaching and exhibited strong interpersonal relationship between teacher and the taught.

Parker et al. (2005) had done a study on emotional intelligence: a cross-cultural study of North American aboriginal youth in a sample of 384 aboriginal youth and compared it with rural non-aboriginal Canadian sample of 384 youth. The study indicated that the aboriginal youth scored significantly lower than the non-aboriginal youth on emotional intelligence specifically in areas of interpersonal, adaptability and stress management dimensions.

Rosales (2005) conducted a study on emotional intelligence and its relationship with communication styles among the middle school teachers at St. Mary's University, Texas, USA with a sample size of 40 school teachers. For measuring the level of emotional intelligence, the researcher used Bar-On EQ-I and found that there was no significant relationship between EI and communication styles among the middle school teachers.

Austin et al. (2006) conducted a study on emotional intelligence, empathy and exam performance in first year medical students with a sample size of 156 medical students and found that females score was higher than males on emotional intelligence.

Depape et al. (2006) conducted a study to examine gender as a predictor of emotional intelligence on 126 undergraduate participants out of which 84 were female and 42 were male. The study revealed that the female score was significantly higher than the male score on emotional intelligence.

Hwang (2007) studied "the relationship between emotional intelligence and teaching effectiveness" among teachers of Institute of Technology in Taiwan. In this study, college students were asked to evaluate the teaching effectiveness of their teachers. The data was used to find out if there was a correlation with the teachers' emotional intelligence which was measured by Emotional Skills Assessment Process (ESAP). The data was analyzed with ANOVA and Pearson product-moment correlation coefficient and revealed that emotional intelligence was significantly related to teachers' effectiveness in teaching.

Drew (2007) conducted a study on "the relationship between emotional intelligence and student teacher performance" at the University of Nebraska-Lincoln

to find out whether the student teacher performance was linked with emotional intelligence. The study was conducted on a sample of 40 student-teachers through Bar-on EQ-i. The study revealed that there was significant relationship between emotional intelligence (specifically in areas of Intrapersonal, Interpersonal and General Mood Scales) and two or more aspect of student teacher performance.

Robitaille (2008) in a study “Emotional intelligence and teachers: an exploratory study of differences between general and special education teachers” at the Union Institute and University, Ohio, USA. With a sample size of 64 teachers, the study aimed at finding the relationship between emotional intelligence and teacher effectiveness and teacher qualification. Based on this study, educational qualification as in types of certification has no impact on emotional intelligence of the teachers.

Ogrenir (2008) investigated the relationship between pre-service teachers’ views of teacher effectiveness and emotional intelligence at the College of Education, Pennsylvania State University with 99 students using Bar-On Emotional Quotient Inventory Short Form and Teacher Effectiveness Beliefs Survey. Data was analyzed through descriptive statistics, ANOVA, and Pearson correlation. The study suggested that gender has an impact on the amount of emotional intelligence; and also there was significant relation between emotional intelligence skills and their beliefs about teacher effectiveness.

Carr (2009) in her study on emotional intelligence in 177 medical students employed MSCEIT (Meyer, Salovey, Caruso emotional intelligence Test, 1998) found that male participants had higher emotional intelligence than their female counterparts.

Tatawadi (2009) conducted a study on the differences in emotional maturity with respect to gender among students of management school and the result indicated that female emotional intelligence was higher than male specifically in areas of empathy, social competence and interpersonal relationships.

Mohamad & Jais (2015) in their study on emotional intelligence and its relation to job performance among 212 Malaysian teachers revealed that there was a significant correlation between emotional intelligence and job satisfaction. The study conducted had specifically looked into the four dimensions of emotional intelligence

such as self- awareness, self-motivation, self-regulation and social skill and their relation with job satisfaction.

Summary and Conclusion

The investigator have presented as much related studies as possible that are available in India and abroad regarding emotional intelligence with regards to variables like gender, age, educational qualification and locale (urban and rural). The review of related literature revealed that the relationship between emotional intelligence and other variables like academic achievement, gender, type of school, nature of profession, and stream of education had been studied by numerous researchers extensively.

Most studies revealed that there is no significant difference on emotional intelligence based on gender; however, some studies suggested that females have higher emotional intelligence than males, especially in areas like self –awareness, empathy, social skills, and interpersonal relationship. Where-as, few studies revealed that men have higher emotional intelligence than women. Goleman (1998) stated that “on average, women are more aware of their emotions, show empathy, and are more adept interpersonally. Men, on the other hand, are more self-confident and optimistic, adapt more easily, and handle stress better.”

Few studies have been found which compared people’s emotional intelligence in rural and urban areas. Some studies indicated that rural participants have lower emotional intelligence competence when compared with their rural counterparts. At the same time other studies found no significant difference in emotional intelligence based on locale.

Mayer, Caruso and Salovey (2000), Goleman (1996), the trailblazers in emotional intelligence field claimed that emotional intelligence developed and increased with age or grade. But most of the studies reviewed have revealed that age has no impact on emotional intelligence.

Also, most studies have indicated that educational qualification and stream of study have no significant impact on their emotional intelligence. It is significant, however to note that, these studies revealed that the smallest percentage of the sample studied always belong to high emotional intelligence and the larger

percentage belong to average or low emotional intelligence. It also revealed that the higher the emotional intelligence skill the higher the performance and the degree of satisfaction of the participants. And the level of emotional intelligence can be increased. The investigator concluded that it is imperative to assess and ascertain the level of emotional intelligence of pre-service elementary student teachers to gain a keen perspective so as to suggest measures to improve their skills as it plays an immense role to do well in different aspects of life, such as work place and in teaching profession.

Lastly, the investigator has not found many studies conducted on the self-perception on EI however, few of the studies touched upon the relationship between the emotional intelligence of teachers with perception of their students and revealed that the teacher's perception of having high EI does not always align with how others see them.

As the studies on Emotional Intelligence reviewed were conducted mostly in other parts of India and abroad there is little research in this field in Lunglei district of Mizoram especially among teacher trainees. The investigator found a gap in research and felt that there is a need to investigate the emotional intelligence of D.EL.ED teacher trainees of Lunglei District.

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CHAPTER III

METHODOLOGY

3.1.0 Introduction

This chapter deals with the procedure and techniques adopted by the investigator to conduct the present study. It consists of the following sections:

- The research design
- Population and sample
- Tools Used
- Collection of Data
- Tabulation of data
- Statistical treatment of data

3.2.0 Research Design

A descriptive survey approach is employed by the investigator to find out the level of emotional intelligence of pre-service elementary student teachers undergoing D.EL.ED training at DIET, Lunglei, and to compare their emotional intelligence with respect to their gender, age, educational qualification and locale. The present study also tries to find out the perception of their own emotional intelligence. Descriptive Survey is an approach which provides data and analyzed it by using various statistical techniques. Therefore, the present study is qualified to be designated as a quantitative type of research.

3.3.0 Population and Sample

Since the present study comprised of all pre-service elementary student teacher trainees of DIET Lunglei undergoing Diploma in Elementary Education programme, there cannot be such thing as sample. All the 1st semester and 3rd semester student were included in the study. As the number of pre-service elementary student teachers at DIET Lunglei is not large, only 170 in number, all of them are covered in the study. There are 74 male respondents and 96 female respondents. The distribution of the student teachers under study can be seen in the following table.

Table 3.1
Distribution of student teachers under study (N=170)

Variable	Category	No of Sample	Total no.
Gender	Male	74	170
	Female	96	
Age	Senior	73	170
	Junior	97	
Educational Qualification	Graduate	93	170
	Undergraduate	77	
Locale	Urban background	107	170
	Rural background	63	

As can be seen from the above table no 3.1, altogether there were 170 student teachers. Amongst these, there were 74 male and 96 female student teachers. There were also 73 senior and 97 junior student teachers. The above table also shows that 93 of them were graduates while 77 of the student teachers were undergraduates. At the same time, 107 of all student teachers hail from urban areas and 63 of them hail from rural areas.

3.4.0 Tools Used for the Study: The following were the tools used for the present study

1. *Emotional Intelligence Scale:* For the present study, a standardized scale is available, so the investigator used an English version of Emotional Intelligence Scale (EIS) developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar in the year 2010. There are 34 items in this Scale. The respondent is required to tick anyone from the column such as strongly agree, agree, neutral, disagree and strongly disagree. The tool developed by Anukool et al., (2010) is found to be very reliable scoring a high reliability coefficient of 0.88. The method's predictability with regards to emotional intelligence is also found to be highly accurate with a validity of 0.93 in the reliability index (Garrett, 1981). For the sake of categorizing the student teachers and for interpreting the raw score obtained from the above scale, the

investigator calculated the mean and standard deviation. Those student teachers who scored 1 SD above the mean were categorized as having high emotional intelligence. Those student teachers who scored 1 SD below the mean were categorized as possessing low emotional intelligence and those student teachers who score between -1SD and +1SD were categorized as having moderate emotional intelligence. The following table shows the norms for interpreting the raw scores.

Table 3.2
Norms for interpretation of raw scores

Level of emotional intelligence	Range of Score
High emotional intelligence	131 and above
Moderate emotional intelligence	Between 111 and 130
Low emotional intelligence	110 and below

A sample of the Emotional Intelligence Scale is attached in Appendix - 1

2. *Questionnaire on student teacher's perception of their own emotional intelligence:* A questionnaire on student teacher's perception of their own emotional intelligence is prepared by the investigator to find out how the respondents perceive their own emotional intelligence. This questionnaire has nine statements and three degree of choices for each statement, like high, moderate and low. For each statement, the respondent is required to put a tick mark out of the three options that best represent his or her perception of himself/herself. The areas of the constructed questionnaire are as follow:

- The amount of awareness of their own emotions.
- The extent of attention paid to the worries and concerns of their colleagues.
- The amount of ability to inspire themselves to continue to work in spite of disturbances.
- The amount of capacity to stay calm in good and bad situations.
- The amount of talent in encouraging others in unfavorable times.

- The amount of capacity possessed to stand up for their beliefs and values.
- The extent that they feel they must develop themselves.
- The degree of capacity to maintain standards of integrity and honesty.
- The extent of competence to meet commitments and keep promises.

A sample of the questionnaire is attached in Appendix - II

3.4.1 Collection of Data

The investigator collected primary data from pre-service elementary student teachers studying at DIET, Lunglei after procuring the permission from the Principal of DIET, Lunglei to conduct the present study. Since there were only 170 student teachers undergoing training in this institution, a survey of the whole population was conducted. This is done with the hope that the result will be more accurate. The investigator collected the data in three phases. First phase includes 50 student teachers from 1st Semester Section A, the second phase covered 57 students from 2nd Semester Section B and third phase covered 63 student teachers from 3rd Semester. Data were collected in their respective classrooms.

After careful instruction, the investigation handed out the Emotional Intelligence Scale along with the self-perception questionnaire to the pre-service elementary student teachers. Any inquiries regarding the test or statement were effectively answered by the investigator. Then, the test was administered by the investigator with the cooperation of the participants.

3.6.0 Tabulation of Data

The investigator tabulated the collected data systematically keeping in mind the objectives of the study. The collected data were organized into male and female, senior and junior, undergraduate and graduate, and urban and rural respectively.

3.7.0 The Statistical Treatment of Data

After the data were collected, the data were tabulated using appropriate software. To ensure the robustness of the data, the skewness and kurtosis of the data were analyzed. The investigator employed Descriptive statistics such as Mean, Standard Deviation, Variance and percentage to find out the nature of score

distribution and for describing the amount of respondents in different categories. The t-test is also employed to find out the significance of mean differences among different groups.

Reference:

Hyde, A., Pethe, S. & Dhar, U. (2010). *Manual for Emotional Intelligence Scale*.
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CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data collected. Analysis was done according to the objectives of the present study. Self-constructed Self-perception questionnaires and Emotional intelligence scale developed by Hyde, Pethe, and Dhar were administered to the student teachers to obtain data. For EIS, Four categories were made. All respondents were grouped into males and females, senior student teachers and junior student teachers, graduates and undergraduates, and urban student teachers and rural student teachers. In order to find out the difference between each of these two groups, mean and standard deviation were calculated. Then, in order to ascertain the difference between the two groups, t-value was then obtained.

4.1.0 Objective 1: To find out the emotional intelligence among pre-service elementary student teachers of District Institute of Education and Training, Lunglei.

The data for emotional intelligence of pre-service elementary student teachers at DIET, Lunglei had been collected through administering an emotional intelligence scale (EIS) developed by Hyde, Pethe, and Dhar. The test was administered to 170 student teachers. Then, the scores were tabulated and calculated using SPSS. The norm for interpretation of the scores obtained was established by calculating the mean and standard deviation. Those scoring one SD above the mean were categorized as having high emotional intelligence. Those scoring one SD below the mean were categorized as having low emotional intelligence and those scoring between -1 and +1 SD were categorized as having moderate emotional intelligence. Therefore, scores of 131 and above were taken as High Emotional Intelligence, and scores between 111 and 130 were taken as Moderate Emotional intelligence. Lastly, scores of 110 and below were taken as Low Emotional Intelligence.

The following table – 4.1 shows the categories of student teacher's emotional intelligence

Table- 4.1

Categories of students teacher's Emotional Intelligence

Level of Emotional intelligence	No. of Student teachers	Percentage
High Emotional intelligence	24	14.12%
Moderate Emotional Intelligence	123	72.35%
Low Emotional Intelligence	23	13.53%
Total	170	100%

Interpretation of the result

The above table 4.1 indicates that 14.12% of elementary student teachers have high emotional intelligence. A large number of elementary student teachers (72.35%) have moderate emotional intelligence. And 13.53% of elementary student teachers have low emotional intelligence. The data here in table 4.1 is graphically represented with pie chart in figure 4.1

The following Table – 4.2 shows the gender-wise student teacher's emotional intelligence.

Table- 4.2

Gender-wise Student teachers' Emotional Intelligence

Gender	High Emotional Intelligence	Moderate Emotional Intelligence	Low Emotional Intelligence
Male	14.86%	70.27%	14.86%
Female	13.54%	73.96%	12.5%
Overall	14.12%	72.35%	13.53%

Interpretation of the result

This table 4.2 shows that 14.86% of elementary male student teachers have high emotional intelligence while 13.54% of elementary female student teachers have high emotional intelligence. Among male student teachers, the majority of them, i.e., 70.27% have moderate emotional intelligence which is also the case with female student teachers because 73.96% of them have moderate emotional intelligence. Also, 14.86% of elementary male student teachers have low emotional intelligence and 12.5% of elementary female student teachers have low emotional intelligence.

Figure-4.1

Level of Emotional Intelligence of Pre-service Elementary student teachers

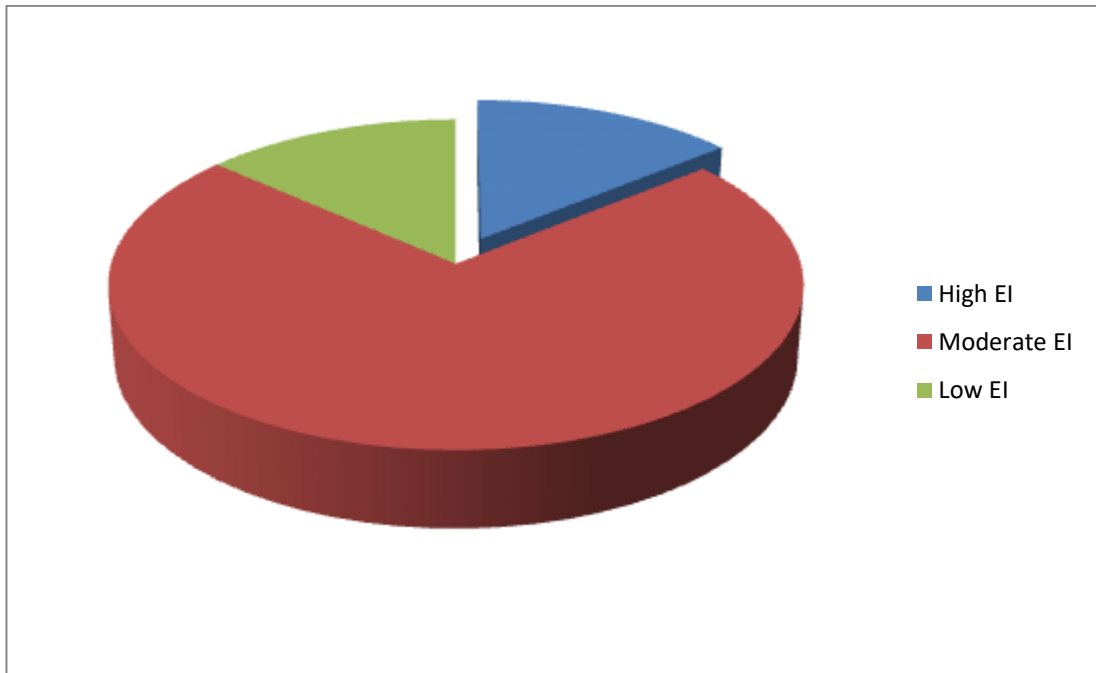
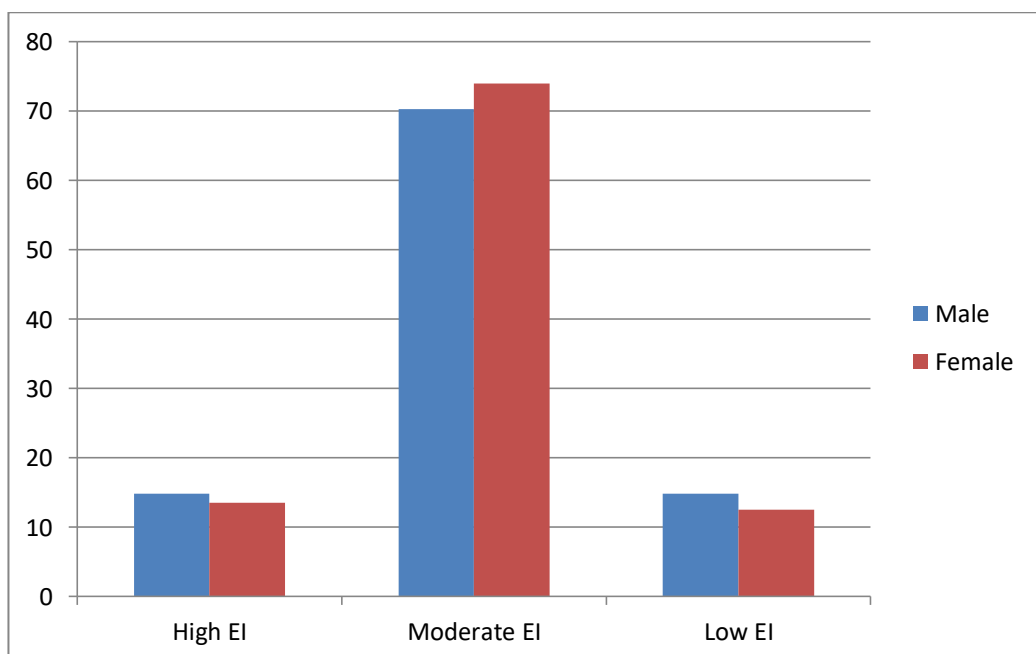


Figure 4.2 represents the male and female emotional intelligence of student teachers as shown as follows:

Figure 4.2

Gender-wise level of Emotional intelligence



4.2.0 Objective 2: To compare the Emotional Intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their gender.

Emotional intelligence of male and female student teachers was compared by determining t-value from the obtained mean and standard deviation. Table 4.3 shows the mean, SD, Mean difference and t-value for the two groups being compared. And to compare these two groups, hypothesis was formulated:

H1: There is no significant gender difference in emotional intelligence of pre-service elementary student teachers at DIET, Lunglei.

Table 4.3 shows the comparison of male and female pre-service elementary student teachers on their emotional intelligence.

Table 4.3
Emotional intelligence of pre-service elementary student teachers with reference to their gender

Groups	Number	Mean	SD	MD	SEM	t-value	Sig level
Male	74	121.95	9.906	2.561	1.542	1.661	NS
Female	96	119.39	10.046				

Interpretation of the result

The above table shows that the mean of emotional intelligence in male and female pre-service elementary student teachers are 121.95 and 119.39 respectively. The value of standard deviation of male student teachers is 9.906 and for female student teachers, it is 10.046. The t-value obtained for these two groups is 1.661. Since the calculated ‘t’ value is lesser than the criterion ‘t’ value, it can be concluded that there is no significant difference between the male and female student teachers with respect to their emotional intelligence. Hence, the hypothesis (1) “There is significant no significant gender difference in emotional intelligence of pre-service elementary student teachers at DIET, Lunglei.” is accepted. Though no significant difference is observed between the genders with respect to emotional intelligence, the mean of the male student teachers is slightly higher than the female student teachers. This may indicate that male student teachers may be having slightly higher emotional intelligence than the female student teachers, although this could be only a chance factor.

4.3.0 Objective 3: To compare the emotional intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their age.

The 170 pre-service elementary student teachers of DIET, Lunglei are divided into senior and junior groups. Senior group consists of student teachers who are ages 25 and above, and junior group consists of below 24 years of age. Therefore, with reference to their age group, that is, older and younger student teachers, the level of emotional intelligence was compared by employing t-test. The hypothesis 2 was formulated to compare these two groups.

H2: There is no significant difference in emotional intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their age group.

Table 4.4 shows the comparison of Senior and junior pre-service elementary student teachers on their emotional intelligence.

Table 4.4
Emotional Intelligence of Pre-service elementary student teachers with reference to their age

Groups	Number	Mean	SD	MD	SEM	t-value	Sig level
Senior	73	122.08	11.217	2.773	1.595	1.738	NS
Junior	97	119.31	8.924				

Interpretation of the result

The above table indicates that 122.08 is the mean score of 73 pre-service elementary student teachers who are older in their age group irrespective of their semester and 119.31 is the mean score of 97 student teachers who are younger in their age group. The standard deviation for senior student teachers is found to be 11.217 and for the junior student teachers, 8.924 is the standard deviation. And the t-value for the two groups is obtained, and is found to be 1.738. Since the calculated 't' value is lesser than the criterion 't' value, it can be concluded that there is no significant difference between the senior and junior student teachers with respect to their emotional intelligence. Therefore, it is concluded that there is no significant difference in the emotional intelligence of pre-service elementary student teachers with respect to their age. And the hypothesis (2) "There is no significant difference in emotional intelligence of pre-service elementary student teachers of DIET, Lunglei

with reference to their age group” is accepted. Here too, the mean of the senior student teachers is slightly higher than the mean of the junior student teachers. Therefore, although no significant difference is found between the senior and the junior student teachers, the senior student teachers seem to possess slightly better emotional intelligence than the junior student teachers although this too could only be a chance factor.

4.4.0 Objective 4: To compare the Emotional Intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their educational qualification.

For studying the above objective, the respondents are grouped into graduates and undergraduates. The mean score and standard deviation were calculated and the two groups were compared using t-test. The following hypothesis was formulated to study the difference between these two groups.

H3: There is no significant difference in emotional intelligence among pre-service elementary student teachers at DIET, Lunglei with reference to their educational qualification.

Table 4.5 shows the comparison of graduate and under-graduate pre-service elementary student teachers on their emotional intelligence

Table 4.5
Emotional Intelligence of Pre-service elementary student teachers with reference to their educational qualification

Groups	Number	Mean	SD	MD	SEM	t-value	Sig level
Graduate	93	121.29	10.078				
Under Graduate	77	119.55	9.969	1.745	1.544	1.130	NS

Interpretation of the data

The above table reveals that the mean score of pre-service elementary student teachers who are graduate is 121.29 whereas, 119.55 is the mean score of undergraduate pre-service elementary student teachers. 10.078 is the standard deviation for graduate student teachers and 9.969 is the standard deviation for undergraduate student teachers. The calculated t-value is found to be 1.130. Since the calculated ‘t’ value is less than the table value, it can be concluded that there is no

significant difference in emotional intelligence of pre-service elementary student teachers with reference to their educational qualification. Therefore, the hypothesis (3) “There is no significant difference in emotional intelligence among pre-service elementary student teachers at DIET, Lunglei with reference to their educational qualification” is accepted. The mean of graduate student teachers is slightly higher than those of undergraduate student teachers, therefore, the graduate student teachers appear to have better emotional intelligence compared to the undergraduate student teachers. But, this could be because of chance factor as the difference between the mean of these two groups is not significantly different.

4.5.0 Objective 5: To compare the Emotional Intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their Locale (Urban and Rural background).

For comparing the level of emotional intelligence of student teachers, t-value was calculated between the two groups i.e. student teachers coming from urban areas and student teachers coming from rural areas. Then, the formulated hypothesis was tested.

H4: There is no significant difference in emotional intelligence among pre-service elementary student teachers at DIET, Lunglei with reference to their locale.

Table 4.6 shows the comparison of urban and rural pre-service elementary student teachers on their emotional intelligence.

Table 4.6
Emotional intelligence of Pre-service elementary student teachers with reference to their locale

Groups	Number	Mean	SD	MD	SEM	t-value	Sig level
Urban	105	120.90	10.323	1.034	1.560	0.663	NS
Rural	65	119.86	9.601				

Interpretation of the data

Here, 120.90 is the mean score of pre-service elementary student teachers coming from urban areas and 119.86 is the mean score of student teachers coming from rural areas. The standard deviation stands at 10.323 for urban student teachers

and it was 9.601 for that of rural student teachers. The calculated t-value for the two groups is found to be 0.663. Since the calculated ‘t’ value is less than the table value, it can be concluded that there is no significant difference in emotional intelligence among student teachers who come from urban areas as compared to that of rural areas. Therefore, the hypothesis (4) “There is no significant difference in emotional intelligence among pre-service elementary student teachers of DIET, Lunglei with reference to their locale” is accepted. Looking at the above table, it can be seen that the mean of student teachers who come from urban areas is slightly more than those of student teachers who hail from rural areas. This looks like the urban student teachers have better emotional intelligence than those of rural student teachers. Nevertheless, this could only be by chance as the difference in the mean is not significant at either .05 or .01 level.

4.6.0 Objective 6: To find out self-perception of pre-service elementary student teachers of DIET, Lunglei with respect to their Emotional Intelligence.

Pre-service elementary student teachers were also given questionnaire on perception of their own emotional intelligence. The tool for determining the self-perception on emotional intelligence was constructed by the investigator. It has nine items in which the respondent had to tick against the three criteria. This questionnaire was administered to the student teachers along with the EIS. The data collected was treated with simple frequency and percentage techniques. The following tables show the question and the number and percentage of the responses obtained from the student teachers out of the three options given.

Table 4.7

ITEM 1: In your opinion, how aware are you of your own feelings and sentiments?

Options	Extremely aware	Moderately aware	Not at all aware	Total
Number & percentage	47 (27.65%)	113 (66.47%)	10 (5.88%)	170 100%

The above table no. 4.7 shows that 27.65% of pre-service elementary student teachers thought they were extremely aware of their own feelings and

emotions, while 5.88% student teachers felt they were not at all aware of their own emotions. The largest percentage, i.e. 66.47% of student teachers perceived themselves to be moderately aware of their emotions. This indicates that majority of the student teachers see themselves as being moderately aware of their own feelings and sentiments.

Table 4.8

ITEM 2: To what extent do you think you pay attention to the worries and concerns of your colleagues?

Options	To a very great extent	To a moderate extent	To a very small extent	Total
Number & Percentage	61 (35.88%)	90 (52.94%)	19 (11.18%)	170 100%

The analysis of the above data vide table 4.8 indicates that 35.88% of student teachers thought that they paid attention to the worries and concerns of colleagues to a very great extent, whereas only 11.18% assumed they paid attention to a very small extent. And 52.94% of student teachers perceived that they paid attention to their colleagues' worries and concerns to a moderate extent. This denotes that majority of student teachers thought they paid moderate attention to the worries and concerns of their colleagues.

Table 4.9

ITEM 3: What according to you is your ability to inspire yourself to continue on working in spite of various disturbances?

Options	Enormous ability	Reasonable ability	Slight ability	Total
Number & Percentage	29 (16.47%)	117 (69.41%)	24 (14.12%)	170 100%

This table no. 4.9 shows that 69.41% of student teachers considered they were able to inspire themselves reasonably to work in spite of disturbances. And only

16.47% of student teachers reasoned that they had enormous ability to inspire themselves to work in spite of disturbances, whereas, 14.12% of the student teachers opined that they had a slight ability to inspire themselves to work in spite of disturbances. In conclusion this suggests that majority of student teachers perceive themselves to have reasonable ability to inspire themselves to continue working in spite of various disturbances.

Table 4.10

ITEM 4: In order to stay calm in both good and bad situations, what capacity do you think you possessed?

Options	Immense capacity	Judicious capacity	Slight capacity	Total
Number & Percentage	33 (19.41%)	98 (57.65%)	39 (22.94%)	170 100%

From the above table no. 4.10 it can be said that 19.41% of student teachers reflected they had immense capacity to stay calm in good and bad situations. 57.65% respondents imagined they had judicious capacity to stay calm in good and bad situations. And 22.94% respondents felt that they had slight capacity to stay calm in the said situations. In a nutshell, this reveals that majority of the student teachers thought they had judicious capacity to stay calm in both good and bad situations

Table 4.11

ITEM 5: How much talent do you think you have in encouraging others in times when things may not seem favourable?

Options	Large amount of talent	Average amount of talent	Less amount of talent	Total
Number & Percentage	25 (14.71%)	111 (65.29%)	34 (20.00%)	170 100%

Table no. 4.11 indicates that 14.71% of student teachers contemplated that they had large amount of talent to encourage others when times are not favourable,

65.29% considered they had average amount of talent and 20% believed they had less amount of talent to encourage others in an unfavourable times. To sum up, majority of the student teachers thought they have average amount of talent to encourage others in times when things may not seem favourable

Table 4.12

ITEM 6: What capacity do you think you have in order to stand up for your beliefs and values?

Options	Great capacity	Moderate capacity	Little capacity	Total
Number & Percentage	50 (29.41%)	93 (54.71%)	27 (15.88%)	170 100%

From the above table, we can see that 29.41% student teachers perceived themselves to possess great capacity to stand up for their beliefs and values while 15.88% of them believed they had little capacity and 54.71% of them thought they possessed moderate capacity to stand up for their beliefs and values. One may summarize that majority of student teachers thought they had moderate capacity to stand up for their beliefs and values.

Table 4.13

ITEM 7: Even if no one demands it, how strong do you feel that you must develop yourself?

Options	Very strong feelings	Moderate feelings	Weak feelings	Total
Number & Percentage	105 (61.76%)	49 (28.82%)	16 (9.42)	170 100%

Table no. 4.13 indicates that a large percentage of student teachers i.e., 61.71% had very strong feelings that they must develop themselves even if no one demands it. And from the total population, 28.82% of respondents felt that they had moderate feelings to develop themselves. Only 9.42% of the respondents thought that

they had weak feelings to develop themselves if no one demands it. This shows that majority of student teachers had very strong feelings that they must develop themselves even though no one demands it.

Table 4.14

ITEM 8: How do perceive yourself in being able to maintain standards of integrity and honesty?

Options	Great ability	Normal ability	Slight ability	Total
Number & Percentage	35 (20.6%)	131 (77.05%)	4 (2.35%)	170 100%

From the above table, we can conclude that 77.05% of the student teachers believed that they had normal ability to maintain standards of integrity and honesty while 20.6% said that they had great ability and only 2.35% considered themselves to have slight ability to maintain standards of integrity and honesty. This implies that majority of the student teachers perceive themselves as having normal ability to maintain standards of integrity and honesty.

Table 4.15

ITEM 9: How far do you believe you are competent to meet commitments and keep promises?

Options	Very much competent	Moderately competent	Hardly competent	Total
Number & Percentage	67 (9.41%)	90 (52.94%)	13 (7.65%)	170 100%

The above table no 4.15 shows that 39.41% of respondents believed that they were very much competent to meet their commitments and keep their promises. 52.94% of respondents perceived themselves to have moderate competence to meet their commitments and keep their promises, while 7.65% thought that they were hardly competent to meet their commitments and their promises. This suggests that

majority of the student teachers believe that they are moderately competent to meet commitments and keep promises.

4.7.0 Objective 7: To make suggestions to improve Emotional Intelligence among the pre-service elementary student teachers of DIET, Lunglei.

The findings on the level of emotional intelligence of pre-service elementary student teachers of DIET, Lunglei on the basis of different categories suggest that majority of student teachers had only moderate emotional intelligence and lesser number of the respondents possessed high emotional intelligence. Hence, the investigator opined that suggestions need to be made to improve the emotional intelligence among the student teachers. Here are lists of suggestions proposed by the investigator:

- For making aware of the importance of emotional intelligence, workshops and seminars relating to emotional intelligence must be organized so that this may improve the student teacher's emotional intelligence.
- At least one unit on emotional intelligence should be included in the D.El.Ed syllabus.
- The D.EL.Ed paper 'Towards self understanding and evolving an educational vision' should be introduced right from first semester as it is indirectly effective in improving emotional intelligence.
- Working with community once a month will be helpful for the student teachers to develop empathy, to cultivate curiosity, to immerse themselves in a new situation and to listen to other's viewpoint.
- Happiness curriculum must be introduced
- Mindfulness activities must be practiced in and outside the classroom to observe how one feels, how others feel, and to be aware of the vibes of the surroundings. For example, mindful breathing, mindful observation and mindful walk in and around the campus, mindful listening which can be richly incorporated with music.
- Activity like 'Getting to know each other' at the beginning of the class will help them understand each other and be more receptive to new ideas.

- Practicing gratitude and self-acceptance through reflections on one's life and events at the end of every week.
- Teaching student teachers that failure and set-backs come in everyone's life, but to accept these events and use them as stepping stones to success.
- Practicing humility and forgiveness will be helpful in understanding other's emotions and circumstances.
- Practicing resilience is the need of the student teachers. Teaching how to face obstacles and disappointments resiliently, to endure it, to extract meaning from it and to walk out of it confidently.
- Controlling one's mind and perception will benefit the student teachers for managing their negative emotions and to achieve their goals.
- Practicing self-discipline and self-control are helpful for managing emotions. Emphasis must be given to Conflict management.
- Having a back-up plan, assessing what could go wrong and planning ahead steps to counter possible mishaps.
- Practicing good work ethics is essential for self-management. Learning to overcome procrastination in student teachers is a must for timely accomplishment of work and assignments. Art of effective time management, maintaining a schedule and to stick to it should be taught.
- Lastly, perseverance and determination should be taught to the student teachers in order to avoid unnecessary feelings of self-hate, self-deprecation and even self-destruction.

CHAPTER -V

MAJOR FINDINGS, DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This chapter deals with findings of the study, discussion of the findings and their educational implications, recommendations for improving one's emotional intelligence, as well as suggestions for further studies.

5.1.0 Major findings of the study

The following are the major findings of the present study.

5.1.1 Findings relating to pre-service student teacher's Emotional Intelligence

- Out of 170 pre-service elementary student teachers 24 respondents (14.12%) have high emotional intelligence
- Out of 170 pre-service elementary student teachers 123 respondents (72.35%) have moderate emotional intelligence.
- Out of 170 pre-service elementary student teachers 23 respondents (13.53%) have low emotional intelligence.
- Out of 74 male respondents, 11 student teachers (14.86%) have high emotional intelligence.
- Out of 74 male respondents, 52 student teachers (70.27%) have moderate emotional intelligence.
- Out of 74 male respondents, 11 student teachers (14.86%) have low emotional intelligence.
- Out of 96 female respondents, 13 student teachers (13.54%) have high emotional intelligence.
- Out of 96 female respondents, 71 student teachers (73.96%) have moderate emotional intelligence.
- Out of 96 female respondents, 12 student teachers (12.5%) have low emotional intelligence.

5.1.2 Findings relating to differences in emotional intelligence of pre-service student teachers

- There was no significant difference in emotional intelligence between male and female pre-service elementary student teachers at DIET, Lunglei.
- There was no significant difference in emotional intelligence between senior and junior pre-service elementary student teachers.
- There was no significant difference in emotional intelligence between graduate and undergraduate pre-service elementary student teachers.
- There was no significant difference in emotional intelligence between rural and urban pre-service elementary student teachers at DIET, Lunglei.

5.1.3 Findings relating to perception of pre-service student teachers on their own emotional intelligence.

- Majority (66.47%) of the pre-service elementary student teachers at DIET, Lunglei perceived themselves to be moderately aware of their own feelings and emotions.
- Majority (52.94%) of the pre-service elementary student teachers at DIET, Lunglei believed themselves to have paid moderate attention to the worries and concerns of colleagues.
- Majority (69.41%) of the pre-service elementary student teachers at DIET, Lunglei considered themselves to have a reasonable ability to inspire themselves to continue working in spite of disturbances.
- Majority (57.65%) of the pre-service elementary student teachers at DIET, Lunglei thought they possessed judicious capacity to stay calm in good and bad situations.
- Majority (69.29%) of the pre-service elementary student teachers at DIET, Lunglei reflected that they had average amount of talent to encourage others in times when things may not seem favourable.
- Majority (54.71%) of the pre-service elementary student teachers at DIET, Lunglei thought they had moderate capacity to stand up for their beliefs and values.

- Majority (61.71%) of the pre-service elementary student teachers at DIET, Lunglei felt that they have very strong feelings that they must develop themselves even if no one really demands it
- Majority (77.05%) of the pre-service elementary student teachers at DIET, Lunglei perceived themselves as having normal ability to maintain standards of integrity and honesty.
- Majority (52.94%) of the pre-service elementary student teachers at DIET, Lunglei believed that they were moderately competent to meet their commitments and keep their promises.

5.2.0 Discussion of the Findings: Discussions of some of the present findings are presented in the following;

5.2.1 Discussion with respect to pre-service student teacher's Emotional Intelligence

With regards to the overall level of emotional intelligence of pre-service elementary student teachers of DIET, Lunglei, majority of the student teachers were found to have moderate emotional intelligence, only a small percentage of them possessed high emotional intelligence and the smallest percentage belonged to low emotional intelligence. This finding is similar with the findings of Singh (2015) and Sinha (2014) among many other studies where the largest percentage of teacher educator with regards to level of emotional intelligence belonged to moderate Emotional Intelligence. Lesser number of teacher educators had high Emotional Intelligence. The reason for this finding may be due to the lack of awareness about emotional intelligence and its importance in teacher's life and for effective classroom transaction.

The present study also found that there was no significant difference in the emotional intelligence of male and female student teachers. This finding was similar with the findings of Asthana et al. (2008), Paite (2014) Gangal & Singh (2012), and Mokhlesi & Patil (2018). Many people assume that females are more emotionally intelligent than males perhaps because females are inclined to express their emotions more than the males. However, among the millions of people who have measured

their emotional intelligence worldwide, males and females have been found to be equally emotionally intelligent. Therefore, finding no significant difference between the male and female pre-service student teachers of DIET, Lunglei is not without a reason.

Salovey, Caruso, and Mayer (2000), Goleman (1996) from their studies concluded that emotional intelligence developed and increased with age or grade. However, the present study gave a different scenario as there was no significant difference on emotional intelligence with reference to age among the respondents. It was found that senior and junior pre-service student teachers do not differ significantly in their emotional intelligence. Countless people considered that there is a positive relationship between age and emotional intelligence because older people have learnt so much and their knowledge has accumulated considerably and they have acquired tremendous experience in life. But, on the other hand, there are certain other aspect which is liable to deteriorate with age for example, physical health and intellectual capacity. Therefore, one cannot just conclude that the emotional intelligence significantly differ among younger and older people. One reason why the present study found no significant difference in emotional intelligence between senior and junior student teachers could be because of this fact. Another reason could be because the study was confined only to pre-service elementary student teachers of only one institution.

It was also found that there was no significant difference in the emotional intelligence of graduate and undergraduate student teachers of DIET, Lunglei. This finding was similar with the finding of Kant (2019). He found that level of emotional intelligence among student teachers with different educational qualifications were the same. Contrary to our findings, Amirtha and Kadheravan (2006) found that educational qualification influenced the emotional intelligence of school teachers. Although our findings show that graduate and undergraduate student teachers do not differ significantly, the mean score for graduate respondents was slightly higher than that of the undergraduate respondents. This might formulate an assumption in the mind of the public that graduate student teachers might be having slightly higher emotional intelligence than the undergraduate student teachers, but one should

remember that slight differences in mean does not necessitate significant difference in people as this could be the result of just a chance factor.

The present findings also uncovered no significant difference between student teachers with urban background and student teachers with rural background. This finding is in line with the findings of Annaraja and Jose (2008) who also found that rural and urban B.Ed., trainees did not differ in their self-awareness, self-control, social skills and emotional intelligence. The possible reason for the present findings may be due to the fact that in Mizoram, the family structure and life in general do not differ much in rural and urban areas. The moral belief system among the Mizos throughout Mizoram is influenced by Christianity which teaches to love one's neighbour as oneself, to help others in need without expecting anything in return, to have courage in times of difficulties, to live by such virtues as honesty, sincerity, patience, hope, tolerance and compassion. Therefore, most normal family could be developing similar kind of emotional intelligence which could be the reason for the present findings.

5.2.2 Discussion with respect to pre-service student teacher's perception on their own Emotional Intelligence

With regards to the findings on self-perception, in almost all the item, except item no 7, majority of them opted for the moderate case. Discussion of student teachers perception on their own emotional intelligence is presented item wise as follows:

In item one, majority of the respondents perceive themselves to be *moderately aware* of their own feelings and sentiments however, lesser number of respondents perceive themselves to be *extremely aware* of it. This shows that most pre-service student teachers of DIET have moderate emotional intelligence in this area. In order to develop high emotional intelligence, majority of them needs to know and understand their own feelings. Sometimes people get angry but do not know that they are angry. It is only by being aware of their anger that they will be able to control their anger. Therefore, being aware of our feelings and sentiments is an important step in developing emotional intelligence.

In item two, the finding revealed that majority of the respondents see themselves as paying *moderate attention* to the worries and concerns of their colleagues while lesser number of the respondents said they paid attention to the worries and concern of their colleagues to a *great extend*. This shows majority of the student teachers have moderate emotional intelligence in this particular area. In order to improve their emotional intelligence, the student teachers have to learn to show more empathy to their colleagues when their colleagues are faced with worries and concern. It is important to understand that anxiety, worries and concerns are human feature, and not a flaw. By paying attention on how anxiety, worries and concerns manifest in a person, one can learn their pattern and this way one will be in a position to help their colleague.

The finding on item three indicated that majority of the respondents believed that they had *reasonable ability* to inspire themselves to continue on working in spite of various disturbances while lesser number of respondents thought they had *enormous ability* to inspire themselves. This finding also showed that majority of the student teachers had moderate emotional intelligence in this field. Therefore to improve their emotional intelligence the student teachers may learn to inspire others not by telling them what to do or giving them precise direction, but by changing their character and behaviour as this will inspire others more than anything else.

The result on item four revealed that majority of respondents believed that they possessed *judicious capacity* to stay calm in both good and bad situations, whereas smaller number of respondents assumed they had *immense capacity* to stay calm. This indicates that majority of student teachers possessed moderate emotional intelligence in this area. So, majority of student teachers need to learn to stay calm in all kinds of situation in order to improve their emotional intelligence. Staying calm in stressful situations is indeed possible, all one need is some daily practice. Taking deep breaths and eating mindfully are some simple ways to train ones brain to be more patient. Changing the way one think of a situation and staying positive are most important in keeping cool whenever one feels overwhelmed and stressful.

Also in item five, majority of respondents were found to perceive themselves as having *average amount* of talent to encourage others in times when things were not favourable, meanwhile fewer number of respondents believed they had *large amount* of talents. This suggests that majority of student teachers possess only average amount of emotional intelligence in this matter, consequently, for increasing the emotional intelligence of the student teachers, they should learn to bring friendly speech in their relationship with others. Complementing and acknowledging others abilities and effort will go a long way in encouraging others in times when things seem unfavourable.

The findings on item six indicated that majority of the respondents thought they had *moderate capacity* to stand up for their beliefs and values, in the meantime, lesser number of respondents said they had *great capacity* to stand for it. This implies that majority of the student teachers had moderate emotional intelligence in this area. Hence, for them to improve their emotional intelligence, they had to know what they believe and stand for. They can dedicate some quality time to prioritize their important beliefs, write them down in order of importance so they can clearly see what matters most in their life. Since they have to stand up for their belief, they should not try to change another person's belief. This way their emotional intelligence will be developed.

The finding on item seven presented a different picture, where the biggest percentage of respondents *very strongly* felt they must develop themselves even if no one demands for it. This suggests that the student teachers have high emotional intelligence in this area. This may be because the student teachers have always felt the need to improve themselves, to develop new skills and acquire new knowledge.

The finding on item eight showed that majority of the respondent perceive themselves as having *normal ability* to maintain standards of integrity and honesty whilst a slighter number of respondents perceive themselves as having *great ability* to maintain it. This confirms that majority of the student teachers had only normal emotional intelligence in this area. Thus, for the student teachers to increase their emotional intelligence, they had to learn certain values and principles like keeping

their words and making fair decisions, giving due credits and being honest. This will definitely enhance their ability to maintain standards and honesty.

Item nine revealed that, majority of the respondents believed that they are *moderately competent* to meet commitments and keep promises, at the same time a smaller number of respondents believed they are *very much competent* to meet and keep promises. This denotes that majority of the student teachers had moderate emotional intelligence in this matter. For this reason to enhance their emotional intelligence, the student teachers had to believe and trust themselves more. When they learn to believe and trust themselves it means they will open up others to actually be able to learn from them and to grow from them. Some of the best leaders in the world have a very strong sense of self and they keep commitments that they make to themselves.

From the discussion, we can conclude that the findings of self-perception on emotional intelligence were in line with the findings of the level of emotional intelligence of pre-service elementary student teachers at DIET, Lunglei. It was found that majority of the student teachers had moderate emotional intelligence and at the same time majority of the student teachers perceive themselves to have moderate emotional intelligence. The investigator believes that this is an interesting finding as it shows the validity and reliability of the present research outcomes.

5.3.0 Educational Implication

The present study highlighted the level of emotional intelligence of pre service student teachers and their self-perception about their own emotional intelligence. This may be valuable for the students under study and for the teachers. Also, the study revealed that gender, age, educational qualification and locale had made no significant difference on their emotional intelligence. This means that anyone can improve our emotional intelligence regardless of our gender, age, educational qualification and place of residence. With enough practice and education in this regard, our emotional intelligence can be increased.

This study would be helpful for teachers in general and for curriculum framers as it has thrown light on the importance of integrating subjects pertaining to emotional intelligence in the school curriculum and most essentially in the teacher education curriculum. The investigator made suggestions to include topics on emotional intelligence, happiness activities in the curriculum. The present study again can serve as a resource and tool for further studies in the same field.

5.4.0 Recommendations

From the discussions of the findings of the present study it was clear that emotional intelligence needs more emphasis among teachers of all stages across the country. As an individual's emotional intelligence can be improved the investigator suggested simple yet practical steps. In order to have high level of emotional intelligence, practice of the following points on a regular basis will greatly benefit the teachers.

- Doing one thing at a time- not multi-tasking, so that we can focus on one thing and get things done systematically.
- Getting up early in the morning to have a head start and to have a healthy mind and body.
- Having a long walk in the woods occasionally. The Japanese called it 'shinrin-yoku' which means forest-bathing. It has many health benefits.
- Writing journal which keeps us on track and also we can reflect the past and improve upon it.
- Meditating on our own mortality. The ancient stoic called it 'Memento mori' which means 'remember you will die'. This is a good practice because reminding ourselves we could die any moment makes us conscious of our limited time. So, we are careful of our actions. It makes us more tolerant and kind towards others.
- Imagining the worse-case scenario. Knowing that our plans can fail will help us formulate back-up plan and know how to face that situation.
- Knowing what we can control and what things are not in our control, so that we can spend our time judiciously and efficiently.

- Prioritising. When we do the most important task first, we can achieve quality product even if we do less.
- Learning how to read people by their micro-behaviour, knowing what makes them tick.
- Improving our listening skill will lead to empathy. We should listen to people with the idea that they know something we don't.
- Reading good books will help in many ways.

5.5.0 Suggestions for further Research

The present study has only focussed on the level of emotional intelligence of pre-service elementary student teachers of DIET, Lunglei and to compare the emotional intelligence of these student teachers with respect to gender, age, educational qualification and locale. In light of the present study, the following topic may be suggested for further studies:-

- The same study can be taken up on a larger sample including all district institutions for teacher education and training in Mizoram.
- Studies on emotional intelligence of in service elementary teachers, secondary teachers and teacher educators on a large scale.
- Studies on the role of social norms and beliefs in shaping an individual's emotional intelligence.
- Impact of excess use of social media on emotional intelligence among the youth in Mizoram.
- Studies on relationship between personality type and emotional intelligence among teachers in Mizoram.
- Studies on relationship between socio-economic status and emotional intelligence.
- Studies on impact of parenting style on emotional intelligence.

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SUMMARY AND CONCLUSION

In today's society, intelligence and knowledge are highly valued. But, we often neglect the understanding of our emotions and how they influence our lives. The role played by emotional intelligence in our daily life may be hidden from our purview considering the over emphasis of intelligence in any pursuit of life. Therefore, it is essential to grasp the concept as well as the application of emotional intelligence in life which should not be separated. Emotional intelligence is the understanding of our emotions and feelings, where they emanate from and how to express them in a desirable and effective manner. Knowing where our emotions came from will help us to best channelize or manage our fears and our wishes. So, Emotional intelligence is the quality that enables us with courage, hope and insight to confront the many challenges that are faced in relationships with other people and with ourselves.

According to Goleman (1996) "Emotional intelligence is being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope."

Emotional intelligence has different dimension, an individual's perception of his own emotions may be different from the perception of others. On the other hand, people may underestimate their abilities and judge themselves harshly. Or they may be well aware of their own emotions but lack the ability to see other's emotions accurately or vice versa. They may fall sort of social management skill.

Rationale of the study

As Emotional intelligence is the ability to identify, understand and manage our emotions it can be contributory in bringing harmony within oneself and with others in life and in the workplace for the attainment of overall effective performance. When we consider the multi-faceted roles and duties of teachers in today's era, they are demanding and overwhelming from intellectual skills to dedication to the profession. Teachers can be overburdened between works and

dealing with different emotional situations, which somehow could disrupt the mental health of teachers unless they are equipped with emotional intelligence.

Hence, the investigator felt the need to investigate the level of emotional intelligence of pre-service elementary student teachers of DIET, Lunglei as they are the future teachers; and to find out their self-perception about their emotional intelligence. Consequently, the following research questions come to mind in the light of the above rationale:

- What is the level of emotional intelligence among pre-service elementary student teachers of District Institute of Education and Training, Lunglei?
- Are there any gender differences in emotional intelligence of pre-service elementary student teachers of DIET?
- Are there any age differences in emotional intelligence of pre-service elementary student teachers of DIET?
- Are there any differences in emotional intelligence of rural and urban pre-service elementary student teachers of DIET?

Statement of the Problem

The problem of the present study is stated as “Emotional Intelligence among Pre-service Elementary Student Teachers of District Institute of Education and Training, Lunglei.”

Objectives of the Study

- To find out the emotional intelligence among pre-service elementary student teachers of District Institute of Education and Training, Lunglei
- To compare the Emotional Intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their gender.
- To compare the Emotional Intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their age.
- To compare the Emotional Intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their educational qualification.

- To compare the Emotional Intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their Locale (Urban and Rural background).
- To find out self-perception of pre-service elementary student teachers of DIET, Lunglei with respect to their Emotional Intelligence.
- To make suggestions to improve Emotional Intelligence among the pre-service elementary student teachers of DIET, Lunglei.

Hypotheses

- There is no significant gender difference in emotional intelligence of pre-service elementary student teachers at DIET, Lunglei.
- There is no significant difference in emotional intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their age group
- There is no significant difference in emotional intelligence among pre-service elementary student teachers at DIET, Lunglei with reference to their educational qualification.
- There is no significant difference in emotional intelligence among pre-service elementary student teachers at DIET, Lunglei with reference to their locale.

Research Design

For the present study, a descriptive survey approach is employed by the investigator to find out the level of emotional intelligence of pre-service elementary student teachers undergoing D.EL.ED training at DIET, Lunglei, and to compare their emotional intelligence with respect to their gender, age, educational qualification and locale. Perception of their own emotional intelligence by the student teachers were also studied.

Population and Sample

The population of the present study comprised of all pre-service elementary student teachers of DIET Lunglei undergoing Diploma in Elementary Education

programme. All the 1st semester and 3rd semester students are included in the sample. As the number of pre-service elementary student teachers at DIET Lunglei is not large, only 170 in number, all of them are covered in the study. There are 74 male respondents and 96 female respondents.

Tools Used for the Study

- *Emotional Intelligence Scale:* For the present study, the investigator used an English version of Emotional Intelligence Scale (EIS) developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar in the year 2010.
- *Questionnaire on perception of emotional intelligence:* A questionnaire on perception of emotional intelligence is prepared by the investigator to find out how the respondents perceive their own emotional intelligence. The questionnaire consists of nine statements. For each statement, the respondent is required to put a tick mark on anyone of the three options that best represent his or her perception of his/her emotional intelligence.

Statistical Treatment of Data

After the data were collected, the data were tabulated using appropriate software. To ensure the robustness of the data, the skewness and kurtosis of the data were analyzed. The investigator employed Descriptive statistics such as Mean, Standard Deviation, Variance and percentage to find out the nature of score distribution and for describing the amount of respondents in different categories. Then, t-test is employed to find out the significance of mean differences among different groups.

Findings of the study

- Majority of the pre-service elementary student teachers have moderate emotional intelligence.
- Majority of the male student teachers have moderate emotional intelligence.
- Majority of the female student teachers have moderate emotional intelligence.

- There was no significant difference in emotional intelligence between male and female pre-service elementary student teachers at DIET, Lunglei.
- There was no significant difference in emotional intelligence between senior and junior pre-service elementary student teachers at DIET, Lunglei.
- There was no significant difference in emotional intelligence between graduate and under-graduate.
- There was no significant difference in emotional intelligence between rural and urban pre-service elementary student teachers at DIET, Lunglei.
- Majority of the pre-service elementary student teachers at DIET, Lunglei perceived themselves to be moderately aware of their own feelings and emotions.
- Majority of the pre-service elementary student teachers at DIET, Lunglei believed themselves to have paid moderate attention to the worries and concerns of colleagues
- Majority (69.41%) of the pre-service elementary student teachers at DIET, Lunglei considered themselves to have a reasonable ability to inspire themselves to continue working in spite of disturbances.
- Majority (57.65%) of the pre-service elementary student teachers at DIET, Lunglei thought they possessed judicious capacity to stay calm in good and bad situations.
- Majority (69.29%) of the pre-service elementary student teachers at DIET, Lunglei reflected that they had average amount of talent to encourage others in times when things may not seem favourable.
- Majority (54.71%) of the pre-service elementary student teachers at DIET, Lunglei thought they had moderate capacity to stand up for their beliefs and values.
- Majority (61.71%) of the pre-service elementary student teachers at DIET, Lunglei felt that they have very strong feelings that they must develop themselves even if no one really demands it.

- Majority (77.05%) of the pre-service elementary student teachers at DIET, Lunglei perceived themselves as having normal ability to maintain standards of integrity and honesty
- Majority (52.94%) of the pre-service elementary student teachers at DIET, Lunglei believed that they were moderately competent to meet their commitments and keep their promises.

Suggestions

As the present study found out that most student teachers possessed moderate emotional intelligence, the investigator suggested the following recommendations to increase their emotional intelligence.

- Awareness workshops and seminars on the importance of emotional intelligence.
- At least one unit on emotional intelligence should be included in the D.El.Ed syllabus.
- The D.El.Ed paper 'Towards self-understanding and evolving an educational vision' should be introduced right from first semester as it is indirectly effective in improving emotional intelligence.
- Working with community once a month will be helpful for the student teachers to develop empathy, to cultivate curiosity, to immerse themselves in a new situation and to listen to other's viewpoint.
- Mindfulness activities must be practiced in and outside the classroom to observe how one feels, how others feel, and to be aware of the vibes of the surroundings
- Practicing humility, tolerance, resilience through practical activities.
- Developing a healthy attitude towards oneself. Practicing self-discipline and self-control are helpful for managing emotions.
- Practicing good work ethics is essential for self-management and effective time management.

- Keeping journal, reading good books, getting up early in the morning, walk in the forest, and meditation.
- Learning the art of prioritising to avoid procrastination and delay.
- Improving one's observation skill and listening skill to develop empathy.

Conclusion

The awareness of one's feelings and emotions, ability to accurately read other's emotions, the skill of managing emotions in a healthy way and professing appropriate social conduct are the core of emotional intelligence. These sets of skills are essential for a harmonious life at home as well as at work place. Considering teachers' hectic schedule, the present study of finding out the level of emotional intelligence among student teachers of DIET, Lunglei would prove to be helpful.

The findings of the study presented that most student teachers had moderate emotional intelligence. Also, gender, age, educational qualification and place of living had no significant impact on the level of emotional intelligence of the respondents. As stated before, the level of emotional intelligence among the respondents was not as high as it was demanded by the teaching profession. The study has also given a valuable insight into the respondents' self-perception about their emotional intelligence which was also reflected in their score on EIS. This may mean that student teachers were generally honest or consistent with their response.

Due to time constraint, the study was confined to pre-service elementary student teachers at DIET, Lunglei. Due to this, the findings may not represent the level of emotional intelligence of the whole student teacher population of Mizoram. However, a fraction of idea was gained through this study regarding emotional intelligence of pre-service student teachers. From the study, we can safely say that teacher educators need to be more conscious of the importance of emotional intelligence and incorporate the subject matter in their class whenever they can.

APPENDIX – I

EMOTIONAL INTELLIGENCE SCALE

Hyde, Pethe & Dhar

Name:

Age:

Locale:

Gender:

Educational Qualification:

S.A.-Strongly Agree, A-Agree, N-Neutral, D-Disagree, S.D-Strongly Disagree

S.no	Statement	SA	A	N	D	SD
1.A	I can encourage other to work even when things are not favourable.					
2.C	People tell me that I am an inspiration for them.					
3.J	I am able to encourage people to take initiative.					
4.C	I am able to make intelligent decision using a healthy balance of the emotions and reason.					
5.E	I do not depend on others' encouragement to my work well.					
6.A	I can continue to do what I believe in even under severe criticism.					
7.C	I am able to assess the situation and then behave.					
8.C	I can concentrate on the task at hand in spite of disturbances.					
9.B	I pay attention to the worries and concerns of others.					
10.B	I can listen to someone without the urge to say something.					
11.E	I am perceived as friendly and outgoing.					
12.A	I have my priorities clear.					
13.J	I can handle conflicts around me.					
14. D	I do not mix unnecessary emotions with issues at hand.					
15.B	I try to see the other person's point of view.					

16.F	I can stand up for my beliefs.					
------	--------------------------------	--	--	--	--	--

S.no.	Statement	SA	A	N	D	SD
17.E	I can see the brighter side of any situation.					
18.A	I believe in myself.					
19.D	I am able to stay composed in both good and bad situations.					
20.B	I can stay focussed under pressure.					
21.H	I am able to maintain the standards of honesty and integrity.					
22.H	I am able to confront unethical actions in others.					
23.I	I am able to meet commitments and keep promises.					
24.I	I am organized and careful in my work.					
25.B	I am able to handle multiple demands.					
26.D	I am comfortable and open to novel ideas and new information.					
27.F	I pursue goals beyond what is required of me.					
28.D	I am persistent in pursuing goals despite obstacles and setbacks.					
29.A	I have built rapport and made and maintained personal friendships with work associates.					
30.G	I am able to identify and separate my emotions.					
31.C	I think feelings should be managed.					
32.F	I am aware of my weaknesses.					
33.G	I feel that I must develop myself even when my job does not demand it.					
34.C	I believe that happiness is an Attitude.					

APPENDIX-II

QUESTIONNAIRE ON STUDENT TEACHERS' PERCEPTION OF THEIR OWN EMOTIONAL INTELLIGENCE

1. In your opinion, how aware are you of your own feelings and sentiments?

- (a) Extremely aware
- (b) Moderately aware
- (c) Not at all aware

2. To what extent do you think you pay attention to the worries and concerns of your colleagues?

- (a) To a very great extent
- (b) To a moderate extent
- (c) To a very small extent

3. What according to you is your ability to inspire yourself to continue on working in spite of various disturbances?

- (a) An enormous ability
- (b) A reasonable ability
- (c) A slight ability

4. In order to stay calm in both good and bad situations, what capacity do you think you possessed?

- (a) An immense capacity
- (b) A judicious capacity
- (c) A slight capacity

5. How much talent do you think you have in encouraging others in times when things may not seem favourable?

- (a) Large amount of talent
- (b) Average amount of talent
- (c) Less amount of talent

6. What capacity do you think you have in order to stand up for your beliefs and values?

- (a) Great capacity
- (b) Moderate capacity
- (c) Little capacity

7. Even if no one demands it, how strong do you feel that you must develop yourself?

- (a) Very strong feelings
- (b) Moderate feelings
- (c) Weak feelings

8. How do you perceive yourself in being able to maintain standards of integrity and honesty?

- (a) Great ability
- (b) Normal ability
- (c) Slight ability

9. How far do you believe you are competent to meet commitments and keep promises?

- (a) Very much competent
- (b) Moderately competent
- (c) Hardly competent

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1. DRC: 15th April 2019
2. BOS : 26TH APRIL 2019
3. SCHOOL BOARD : 8TH MAY 2019
4. MZU REGISTRATION NO: 55 of 2004-05
5. M.PHIL REGISTRATION NO. & DATE : MZU/M.Phil./508 of 08.05.2019
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XII	MBOSE	1998	I
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M.A.	NEHU	2003	I
B.ED.	MIZORAM UNIVERSITY	2004	I (1 st Position)
NET	UGC	2016	
M.PHIL	MIZORAM UNIVERSITY	Coursework completed in 2019	A

ABSTRACT

**EMOTIONAL INTELLIGENCE AMONG PRE-SERVICE
ELEMENTARY STUDENT TEACHERS OF DISTRICT
INSTITUTE OF EDUCATION AND TRAINING, LUNGLEI**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF PHILOSOPHY IN
EDUCATION**

JANET ZONUNMAWII HAUHNAR

MZU Regn No: 55 of 2005-06

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**DEPARTMENT OF EDUCATION
SCHOOL OF EDUCATION AND HUMANITIES**

JULY, 2020

INTRODUCTION

In today's society, intelligence and knowledge are highly valued. But, we often neglect the understanding of our emotions and how they influence our lives. The role played by emotional intelligence in our daily life may be hidden from our purview considering the over emphasis of intelligence in any pursuit of life. Therefore, it is essential to grasp the concept as well as the application of emotional intelligence in life which should not be separated. Emotional intelligence is the understanding of our emotions and feelings, where they emanate from and how to express them in a desirable and effective manner. Knowing where our emotions came from will help us to best channelize or manage our fears and our wishes. So, Emotional intelligence is the quality that enables us with courage, hope and insight to confront the many challenges that are faced in relationships with other people and with ourselves.

According to Goleman (1996) "Emotional intelligence is being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope."

Emotional intelligence has different dimension, an individual's perception of his own emotions may be different from the perception of others. On the other hand, people may underestimate their abilities and judge themselves harshly. Or they may be well aware of their own emotions but lack the ability to see other's emotions accurately or vice versa. They may fall sort of social management skill.

Rationale of the study

As Emotional intelligence is the ability to identify, understand and manage our emotions it can be contributory in bringing harmony within oneself and with others in life and in the workplace for the attainment of overall effective performance. When we consider the multi-faceted roles and duties of teachers in today's era, they are demanding and overwhelming from intellectual skills to dedication to the profession. Teachers can be overburdened between works and

dealing with different emotional situations, which somehow could disrupt the mental health of teachers unless they are equipped with emotional intelligence.

Hence, the investigator felt the need to investigate the level of emotional intelligence of pre-service elementary student teachers of DIET, Lunglei as they are the future teachers; and to find out their self-perception about their emotional intelligence. Consequently, the following research questions come to mind in the light of the above rationale:

- What is the level of emotional intelligence among pre-service elementary student teachers of District Institute of Education and Training, Lunglei?
- Are there any gender differences in emotional intelligence of pre-service elementary student teachers of DIET?
- Are there any age differences in emotional intelligence of pre-service elementary student teachers of DIET?
- Are there any differences in emotional intelligence of rural and urban pre-service elementary student teachers of DIET?

Statement of the Problem

The problem of the present study is stated as “Emotional Intelligence among Pre-service Elementary Student Teachers of District Institute of Education and Training, Lunglei.”

Objectives of the Study

- To find out the emotional intelligence among pre-service elementary student teachers of District Institute of Education and Training, Lunglei
- To compare the Emotional Intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their gender.
- To compare the Emotional Intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their age.
- To compare the Emotional Intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their educational qualification.

- To compare the Emotional Intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their Locale (Urban and Rural background).
- To find out self-perception of pre-service elementary student teachers of DIET, Lunglei with respect to their Emotional Intelligence.
- To make suggestions to improve Emotional Intelligence among the pre-service elementary student teachers of DIET, Lunglei.

Hypotheses

- There is no significant gender difference in emotional intelligence of pre-service elementary student teachers at DIET, Lunglei.
- There is no significant difference in emotional intelligence of pre-service elementary student teachers of DIET, Lunglei with reference to their age group
- There is no significant difference in emotional intelligence among pre-service elementary student teachers at DIET, Lunglei with reference to their educational qualification.
- There is no significant difference in emotional intelligence among pre-service elementary student teachers at DIET, Lunglei with reference to their locale.

Research Design

For the present study, a descriptive survey approach is employed by the investigator to find out the level of emotional intelligence of pre-service elementary student teachers undergoing D.EL.ED training at DIET, Lunglei, and to compare their emotional intelligence with respect to their gender, age, educational qualification and locale. Perception of their own emotional intelligence by the student teachers were also studied.

Population and Sample

The population of the present study comprised of all pre-service elementary student teachers of DIET Lunglei undergoing Diploma in Elementary Education

programme. All the 1st semester and 3rd semester students are included in the sample. As the number of pre-service elementary student teachers at DIET Lunglei is not large, only 170 in number, all of them are covered in the study. There are 74 male respondents and 96 female respondents.

Tools Used for the Study

- *Emotional Intelligence Scale:* For the present study, the investigator used an English version of Emotional Intelligence Scale (EIS) developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar in the year 2010.
- *Questionnaire on perception of emotional intelligence:* A questionnaire on perception of emotional intelligence is prepared by the investigator to find out how the respondents perceive their own emotional intelligence. The questionnaire consists of nine statements. For each statement, the respondent is required to put a tick mark on anyone of the three options that best represent his or her perception of his/her emotional intelligence.

Statistical Treatment of Data

After the data were collected, the data were tabulated using appropriate software. To ensure the robustness of the data, the skewness and kurtosis of the data were analyzed. The investigator employed Descriptive statistics such as Mean, Standard Deviation, Variance and percentage to find out the nature of score distribution and for describing the amount of respondents in different categories. Then, t-test is employed to find out the significance of mean differences among different groups.

Findings of the study

- Majority of the pre-service elementary student teachers have moderate emotional intelligence.
- Majority of the male student teachers have moderate emotional intelligence.
- Majority of the female student teachers have moderate emotional intelligence.

- There was no significant difference in emotional intelligence between male and female pre-service elementary student teachers at DIET, Lunglei.
- There was no significant difference in emotional intelligence between senior and junior pre-service elementary student teachers at DIET, Lunglei.
- There was no significant difference in emotional intelligence between graduate and under-graduate.
- There was no significant difference in emotional intelligence between rural and urban pre-service elementary student teachers at DIET, Lunglei.
- Majority of the pre-service elementary student teachers at DIET, Lunglei perceived themselves to be moderately aware of their own feelings and emotions.
- Majority of the pre-service elementary student teachers at DIET, Lunglei believed themselves to have paid moderate attention to the worries and concerns of colleagues
- Majority (69.41%) of the pre-service elementary student teachers at DIET, Lunglei considered themselves to have a reasonable ability to inspire themselves to continue working in spite of disturbances.
- Majority (57.65%) of the pre-service elementary student teachers at DIET, Lunglei thought they possessed judicious capacity to stay calm in good and bad situations.
- Majority (69.29%) of the pre-service elementary student teachers at DIET, Lunglei reflected that they had average amount of talent to encourage others in times when things may not seem favourable.
- Majority (54.71%) of the pre-service elementary student teachers at DIET, Lunglei thought they had moderate capacity to stand up for their beliefs and values.
- Majority (61.71%) of the pre-service elementary student teachers at DIET, Lunglei felt that they have very strong feelings that they must develop themselves even if no one really demands it.

- Majority (77.05%) of the pre-service elementary student teachers at DIET, Lunglei perceived themselves as having normal ability to maintain standards of integrity and honesty
- Majority (52.94%) of the pre-service elementary student teachers at DIET, Lunglei believed that they were moderately competent to meet their commitments and keep their promises.

Suggestions

As the present study found out that most student teachers possessed moderate emotional intelligence, the investigator suggested the following recommendations to increase their emotional intelligence.

- Awareness workshops and seminars on the importance of emotional intelligence.
- At least one unit on emotional intelligence should be included in the D.El.Ed syllabus.
- The D.El.Ed paper ‘Towards self-understanding and evolving an educational vision’ should be introduced right from first semester as it is indirectly effective in improving emotional intelligence.
- Working with community once a month will be helpful for the student teachers to develop empathy, to cultivate curiosity, to immerse themselves in a new situation and to listen to other’s viewpoint.
- Mindfulness activities must be practiced in and outside the classroom to observe how one feels, how others feel, and to be aware of the vibes of the surroundings
- Practicing humility, tolerance, resilience through practical activities.
- Developing a healthy attitude towards oneself. Practicing self-discipline and self-control are helpful for managing emotions.
- Practicing good work ethics is essential for self-management and effective time management.

- Keeping journal, reading good books, getting up early in the morning, walk in the forest, and meditation.
- Learning the art of prioritising to avoid procrastination and delay.
- Improving one's observation skill and listening skill to develop empathy.

Conclusion

The awareness of one's feelings and emotions, ability to accurately read other's emotions, the skill of managing emotions in a healthy way and professing appropriate social conduct are the core of emotional intelligence. These sets of skills are essential for a harmonious life at home as well as at work place. Considering teachers' hectic schedule, the present study of finding out the level of emotional intelligence among student teachers of DIET, Lunglei would prove to be helpful.

The findings of the study presented that most student teachers had moderate emotional intelligence. Also, gender, age, educational qualification and place of living had no significant impact on the level of emotional intelligence of the respondents. As stated before, the level of emotional intelligence among the respondents was not as high as it was demanded by the teaching profession. The study has also given a valuable insight into the respondents' self-perception about their emotional intelligence which was also reflected in their score on EIS. This may mean that student teachers were generally honest or consistent with their response.

Due to time constraint, the study was confined to pre-service elementary student teachers at DIET, Lunglei. Due to this, the findings may not represent the level of emotional intelligence of the whole student teacher population of Mizoram. However, a fraction of idea was gained through this study regarding emotional intelligence of pre-service student teachers. From the study, we can safely say that teacher educators need to be more conscious of the importance of emotional intelligence and incorporate the subject matter in their class whenever they can.