EMOTIONAL INTELLIGENCE, ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF PROSPECTIVE ELEMENTARY SCHOOL TEACHERS OF MIZORAM

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EMOTIONAL INTELLIGENCE, ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF PROSPECTIVE ELEMENTARY SCHOOL TEACHERS OF MIZORAM

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CERTIFICATE

This is to certify that the thesis entitled, ***Emotional Intelligence, Achievement Motivation and Academic Achievement of Prospective Elementary School Teachers of Mizoram*** submitted by **D. Sangzuala,** having Regn. No. MZU/Ph.D/1853 of 27.08.2021 to the Mizoram University for the degree of Doctor of Philosophy in Education has been completed by him under my guidance and supervision. The work done by the candidate is the original one and it has not been submitted to any other University or Institution for the award of any degree or diploma and it is within the area of registration.

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Month: September   **Year: 2024**

DECLARATION

I **D. SANGZUALA**, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the Degree of **Doctor of Philosophy in Education.**

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CHAPTER I

INTRODUCTION

Every human being strives for success in their aims. The aims are different for different persons; some people aimed to become a politician, a scholar, a sportsperson, a scientist, a physician and others. The aims of some persons are high above the achievement of other persons; on the other hand, there are some other persons whose aims lie below the achievement of other well-known persons of their respective disciplines.

The levels of their success are quite different as some persons' measurement for their success is low when compared to others who are having high levels of achievement. It can be seen that when an individual considers himself/herself as achieved in their occupation, others may measure it as only the road to their success or the road to achieve their aims. At the same time, the intelligence quotient of an individual may have positive effects upon the level of achievement. Persons with a high level of intelligence are expected to achieve a higher level of success as compared to that of their counterpart who is being under high level of intelligence. Emotional intelligence also plays an important role in achieving aims.

1.1   EMOTIONAL INTELLIGENCE

Emotional Intelligence emerged as a major psychological construct in the early 1990s, where it was conceptualized as a set of abilities largely analogous to general intelligence (O'Connor et al. 2019). Emotional Intelligence may be defined as the ability to understand emotions of others, skill to develop relationships with others resulting in benefits of others that are involved in the event or situation. It also includes the ability to understand strengths and weaknesses of oneself and its impact unto others. Hence, emotionally intelligent persons can control and manage their feelings effectively at the time of stress, temperament and in the situation where problems exist. So, they are cooperative, friendly and reliable persons in the event of happiness and sorrow. They are intrinsically motivated to achieve goals and to cope with others' emotions.

According to Daniel Goleman (1995), emotional intelligence accounts for 80% of all success and general intelligence for the remaining 20%. Emotional intelligence helps us to think and act creatively and effectively in every field of activity. It boosts our understanding level, enables us to acquire more empathy, kindness, hospitality, etc. A person with high emotional intelligence were more impressive as compared to others who lacks the same. It means that emotionally intelligent persons were skilled in identifying, using, regulating, maintaining and understanding emotions of oneself as well as other persons.

Emotional intelligence comes with managing one's own emotions in a positive way. It deals with effective communication with others, and shows empathy to others. It is the ability to solve and overcome the problems and challenges. Every individual faced many problems and/or challenges in their everyday life. The successful solution or the ability to overcome the problems and/or challenges depends upon the intensity of emotional intelligence that an individual possessed. Some problems and/or challenges may be difficult to solve and/or overcome by an individual while the same may not be burdensome for others. In that situation, the level of emotional intelligence of an individual can be said as lower than others and vice versa. At the same time, that individual person may be equipped with ability to solve and/or overcome other problems and/or challenges easily while, others find it hard to solve. In that situation, the level of emotional intelligence of that individual may be higher than that of others. However, in the normal situation, those persons who are able to solve and/or overcome problems and/or challenges easily always acquired ability to solve and/or overcome the problems and/or challenges without considering the types and the level of difficulty. Hence, those persons can be said as emotional intelligent persons.

1.1.1 Definitions of Emotional Intelligence

In 1990, Salovey and Mayer introduced the term "Emotional Intelligence" and characterized it as a component of social intelligence. They described it as the capability to observe and distinguish one's own and others' feelings and emotions, utilizing this information to guide one's thoughts and actions. This initial definition underwent a revision in 1997, which redefined Emotional Intelligence as "the ability

to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion and regulate emotion in self and others".

Their model asserts that emotional intelligence comprises four distinct abilities like Perceiving Emotion - The skill to recognize and interpret emotions in facial expressions, images, vocal tones, and cultural symbols, which includes the capability to identify one's own emotions. Perceiving emotions is a fundamental aspect of emotional intelligence, laying the foundation for processing emotional information. Using Emotion - The ability to effectively employ emotions to enhance various cognitive activities, such as critical thinking and problem-solving. An emotionally intelligent individual can leverage their changing emotional states to adapt optimally to the demands of a given task. Understanding Emotion - The capacity to grasp emotional language and comprehend intricate connections among different emotions. This involves a deep understanding of the nuances and complexities inherent in emotional expressions and relationships. Managing Emotion – The capacity to regulate emotions in oneself and others to foster personal growth and well-being. It includes skills for calming oneself, managing negative emotions and eliciting desired emotions in interactions with others.

Based on the provided definition, it is evident that Emotional Intelligence involves recognizing, evaluating, and managing one's own emotions, as well as those of others and groups. The five recognized components of emotional intelligence include self-awareness, self-regulation, motivation, empathy, and social skills, collectively constituting the domain of emotional intelligence.

In 1995, Daniel Goleman gained widespread recognition for popularizing the notion of emotional intelligence through his groundbreaking book "Emotional Intelligence." He articulated emotional intelligence as ""abilities of being able to motivate oneself and survive in the face of frustrations; to control impulse and delay gratification; to manage one's moods and keep distress from swamping the ability to think; to empathize and to hope".

Goleman's framework delineates five primary emotional intelligence components as - Self-awareness – the capacity to understand one's emotions, strengths,

weaknesses, drives, values, and objectives, and acknowledging their influence on others, while relying on instincts to inform decisions. Self-regulation – encompasses managing or channeling disruptive emotions and impulses, as well as adjusting to evolving situations. Social skill – adeptly handling relationships to foster positive interactions with others. Empathy – taking into account the emotions of others, particularly when making decisions. Motivation – recognizing and understanding the factors that drive personal motivation.

Bar-On (1997) coined the term "Emotional Quotient (EQ)" in his doctoral dissertation, drawing parallels to the concept of Intelligent Quotient (IQ). His emotional intelligence model can be seen as a blend of cognitive ability and various elements of personality, health, and well-being. It encompasses aspects beyond cognitive skills and is associated with an individual's potential for performance and success, focusing on processes rather than outcomes. Bar-On defined emotional intelligence as " an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures." This definition encompasses various areas such as emotional self-awareness, assertiveness, self-regard, self-actualization, independence, empathy, interpersonal relationships, social responsibility, problem-solving, reality testing, flexibility, stress tolerance, impulse control, happiness, and optimism.

1.1.2 Domains of Emotional Intelligence

Emotional Intelligence has many elements. The types or elements commonly comprises of four different domains, such as, self-awareness, self-management, social awareness and relationship management. Those four different domains were divided into different sub-elements. Hence, a composite set of emotional intelligence could be acquired through the fulfilment of all the elements. The intensity of person's emotional intelligence could be measured through the acquisition of those components along with its sub-elements. In other words, the more, the number of elements acquired by the person, the higher the level of his/her emotional intelligence.

The four domains of emotional intelligence are –

i)   Self-Awareness:

This is the foundation of emotional intelligence. It involves recognizing and understanding one's own emotions, strengths, weaknesses, values, and motivations. People with high self-awareness are in tune with their feelings and can accurately assess how their emotions affect their thoughts and behavior.

Developing self-awareness involves practices such as mindfulness, journaling, seeking feedback from others, and engaging in introspective exercises. It is a lifelong journey of self-discovery and personal growth. Individuals with high self-awareness tend to have better emotional intelligence, which positively influences their interactions, decision-making, and overall well-being.

ii)   Self-Management:

Self-management, also referred to as emotional self-regulation, is a crucial component of emotional intelligence. It involves the ability to effectively control and manage one's own emotions, impulses, and behaviors in various situations. Practicing self-management allows an individual to respond to challenges and tensions in a balanced and constructive manner. Individuals with strong self-management skills are adept at managing stress and preventing it from overwhelming them. They might use techniques such as deep breathing, mindfulness, or time management to cope with stressors effectively.

Self-management also includes the ability to adapt to changing situations and navigate uncertainties. This involves maintaining a flexible mindset and being open to new ways of thinking and doing things. People with good self-management skills can control their impulses and stay focused on their goals, even when faced with distractions or temptations. This trait is essential for achieving long-term objectives. Developing self-management skills can lead to increased emotional well-being, better decision-making, healthier relationships, and improved overall effectiveness in both personal and professional aspects of life.

iii)   Social Awareness:

Social awareness is a key component of emotional intelligence that involves understanding and being attuned to the emotions, needs, and perspectives of other people. It encompasses the ability to navigate social situations, show empathy, and build meaningful relationships. Empathy, one of the important elements under social awareness, is the cornerstone of social awareness. It is the ability to put oneself in someone else's shoes and understand their feelings and perspectives. This enables an individual to respond with compassion and offer appropriate support. Empathetic individuals are skilled at active listening and validating others' emotions.

Socially aware individuals can pick up on nonverbal cues such as facial expressions, body language, and tone of voice. This helps them understand the underlying emotions and intentions of others beyond what is being verbally communicated. Those individuals can see situations from multiple viewpoints. This helps them avoid making assumptions and encourages them to consider how others might be affected by certain actions or decisions. Social awareness also involves recognizing and respecting cultural differences. This includes understanding various cultural norms, values, and practices to avoid misunderstandings and promote inclusive interactions.

Thus, social awareness is crucial for building strong relationships, effective communication, and collaborative problem-solving. It contributes to a positive and harmonious social environment and is a valuable skill in both personal and professional contexts.

iv)   Relationship Management:

Relationship management, also known as interpersonal relationship skills, is a vital component of emotional intelligence. It encompasses the ability to build, nurture, and maintain healthy and productive relationships with others. Effective relationship management involves a combination of communication, empathy, conflict resolution, and collaboration.

Clear and open communication is essential for maintaining positive relationships. Relationship management involves actively listening, expressing oneself

clearly, and ensuring that their message is understood. Good communication helps prevent misunderstandings and promotes a sense of trust and mutual understanding. On the other hand, conflicts are a natural part of any relationship. Skilled relationship managers can address conflicts in a constructive manner, seeking solutions that are mutually beneficial. They can manage disagreements while maintaining respect and empathy for the other party's perspective. Empathy is at the core of relationship management. Understanding others' emotions, perspectives, and needs allows a person to connect on a deeper level and respond with sensitivity. Empathetic individuals are more likely to build strong and lasting relationships.

Effective relationship management leads to stronger, more meaningful connections with others, improved teamwork, enhanced leadership abilities, and increased personal and professional success. Thus, relationship management is essential in various areas of life, including personal relationships with family and friends, professional relationships with colleagues and supervisors, and interactions with clients or customers in a business setting. Developing these skills leads to better communication, increased trust, stronger teamwork, and improved overall well-being.

Each of these domains is interconnected and contributes to overall emotional intelligence. Developing skills in each domain can lead to improved interpersonal relationships, effective communication, better decision-making, and enhanced well-being in both personal and professional contexts.

1.1.3 Benefits of Emotional Intelligence

Emotional intelligence offers a wide range of benefits that positively impact personal, social, and professional aspects of life. Some key advantages of having high emotional intelligence are:

1.   **Improved Relationships:** Individuals with strong emotional intelligence are better at understanding and managing their own emotions as well as the emotions of others. This leads to healthier and more harmonious relationships, as they can communicate effectively, show empathy, and resolve conflicts more successfully.

2.   **Effective Communication:** Emotional intelligence enhances communication skills, allowing individuals to express themselves clearly and listen actively. This

fosters better understanding and reduces misunderstandings in both personal and professional interactions.

3. **Conflict Resolution:** People with high emotional intelligence are adept at managing conflicts by staying calm under pressure, empathizing with others' viewpoints, and finding mutually beneficial solutions.

4. **Stress Management:** Emotional intelligence helps individuals handle stress more effectively. They can recognize stress triggers, manage their emotions, and use coping strategies to prevent stress from negatively impacting their well-being.

5. **Decision-Making:** Emotional intelligence helps in making rational decisions by considering both emotions and logic. emotional intelligence enables individuals to weigh the emotional impact of choices and make decisions aligned with their long-term goals.

6. **Leadership Skills:** Leaders with high emotional intelligence tend to be more effective because they can connect with their team members on a personal level, understand their needs, and inspire and motivate them. They are also skilled at managing conflicts and maintaining a positive work environment.

7. **Adaptability:** Emotional intelligence allows individuals to adapt to changes and challenges with greater ease. They are more open to feedback, willing to learn, and better equipped to handle unexpected situations.

8. **Positive Influence:** Emotionally intelligent individuals can positively influence others by inspiring trust, fostering collaboration, and promoting a supportive atmosphere.

9. **Self-Motivation:** High emotional intelligence often translates to intrinsic motivation. Individuals are driven by their passions and internal goals, which makes them more resilient and persistent in pursuing their objectives.

10. **Job Performance:** In the workplace, emotional intelligence is linked to higher job performance and productivity. It improves teamwork, communication, and overall work relationships.

11.   **Enhanced Well-being:** Individuals with strong emotional intelligence tend to experience better emotional well-being. They have a deeper understanding of their emotions and can effectively manage negative feelings, leading to improved mental health.

12.   **Customer Service:** In customer-facing roles, emotional intelligence is crucial for understanding and responding to customer needs and concerns, leading to better customer relationships and satisfaction.

13.   **Personal Growth:** Emotional intelligence encourages self-awareness and introspection, which are essential for personal growth and self-improvement.

14.   **Reduced Burnout:** Individuals with high emotional intelligence can recognize signs of burnout and take steps to manage their stress and well-being, reducing the risk of burnout.

Overall, emotional intelligence contributes to a more fulfilling and successful life by improving relationships, communication, decision-making, and overall emotional well-being. It's a skill that can be developed and cultivated over time, leading to numerous positive outcomes in various aspects of life.

1.1.4   Dimensions of Emotional Intelligence

Emotional intelligence is a multifaceted construct that encompasses various dimensions or facets. These dimensions capture different aspects of emotional intelligence, providing a more detailed understanding of how emotional intelligence operates. While the specific dimensions might vary slightly based on different models and theories, here are some common dimensions or components of emotional intelligence:

1.   **Emotional Self-Awareness:** This dimension involves recognizing and understanding one's own emotions. It includes being able to accurately label a person's emotions, understand the causes, and be aware of how others impact one's thoughts and behaviours.

2.   **Self-Regulation:** Self-regulation is about managing own emotions effectively. It encompasses controlling impulsive behaviours, adapting to changing situations, and

managing stress. This dimension involves emotional control, self-discipline, and emotional resilience.

3. **Motivation:** Motivation in the context of emotional intelligence refers to being driven by personal passions and intrinsic factors rather than external rewards. It involves setting and working toward meaningful goals, maintaining a positive outlook, and persevering despite challenges.

4. **Empathy:** Empathy is the ability to understand and share the emotions of others. This dimension includes both cognitive empathy (understanding others' perspectives) and emotional empathy (feeling what others feel). Empathy enables an individual to connect with others on a deeper level.

5. **Social Skills:** Social skills encompass a range of interpersonal abilities. This dimension involves effective communication, active listening, conflict resolution, collaboration, leadership, and the ability to establish and maintain positive relationships.

6. **Emotion Expression:** This dimension involves being comfortable expression of own emotions in a healthy and appropriate manner. It includes being able to express one's feelings while considering the impact on others and the context.

7. **Assertiveness:** Assertiveness is the ability to communicate a person's needs, opinions, and boundaries clearly and confidently without violating the rights of others. It involves balancing an individual own needs with those of others.

8. **Independence:** Independence refers to the ability to make decisions and act autonomously while considering a person's own values and beliefs. It involves being self-reliant and not excessively relying on others for validation or direction.

9. **Optimism:** Optimism is having a positive outlook and expecting positive outcomes in various situations. It involves maintaining hope and focusing on solutions even in challenging circumstances.

10. **Reality Testing:** Reality testing is the ability to objectively evaluate situations and make accurate assessments. It involves being able to separate facts from emotions and perceptions.

11.   **Problem Solving:** Problem-solving within the context of emotional intelligence involves using emotional awareness and understanding to solve interpersonal issues and conflicts. It includes finding solutions that consider the emotions and needs of all parties involved.

These dimensions collectively contribute to an individual's overall emotional intelligence. While they are interconnected, they represent distinct aspects that collectively shape how individuals perceive, understand, and manage emotions in themselves and others. Developing skills in each dimension can lead to enhanced emotional intelligence and improved interpersonal interactions.

1.2   ACHIEVEMENT MOTIVATION

Motivation is the activation of goal-oriented behaviour. Motivation is said to be intrinsic or extrinsic. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by students. Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. (Singh, 2011)

Achievement motivation may be defined as a personal tendency to strive for achieving particular goals. If a person is driven by achievement motivation, he/she strives for achieving his/her goals. Hence, the intensity of success upon him/her will be very high. Those persons experienced a high level of perseverance in achieving their goals. However, failure may be met with their efforts, while failure is not their end. They normally have not given up their efforts even after failure occurs more than once. They try again and again till they attain their expectations, hence, after some time, they usually achieve their aims. That is why; they are having courage in their efforts, and strive for moving forward towards the attainment of their goals.

Atkinson and Feather (1966) suggested that achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure. Those two types seem to appear in an opposite direction, but the

tendencies are more or less similar to each other. It can clearly be said that if a person tends to achieve success, he/she will surely tend to avoid failure in that particular field of activities. Hence, if the person is absent from failure, he/she will surely achieve success. Thus, if a person is pushed by achievement motivation, he/she will tend to avoid failure but strive for achieving success.

Achievement motivation can also be defined as one's personal tendency to obtain the highest possible level in the process of achieving a particular goal. In fact, if a person was driven by the force of achievement motivation, he/she will surely strive for the highest possible level of achievement. Achievement motivation can, therefore, be defined as the striving to increase or to keep as high as possible, one's own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail. (Heckhausen, 1967). Hence, a person who is inclined to success of a particular goal or driven by motivational force of achievement would surely apply a standard of excellence in the process of achieving that goal.

At the same time, achievement motivation may be intrinsic or extrinsic. The motivational force may be high or low as per the reward that a person acquired after successive completion of certain tasks. In such a case, the achievement motivation may be said as extrinsic, as the aim for awarding reward is normally an external force. However, the reward may come from the internal force, wherein the achievement may be rewarded as one's own personal gain like success in competitive examination where no certain rewards were assigned but to acquire secure occupation and others.

The term "achievement" refers to a level of accomplishment or proficiency in a particular field of academic or scholastic activity. The more one achieves, the more opportunities one has to pursue better careers and positions across all industries, which ultimately leads to success in one's life.

1.2.1 Definitions of Achievement Motivation

As per Atkinson (1964), a trailblazer in the exploration of achievement motivation, it is "the desire for significant accomplishment; for mastering skills or achieving a high standard."

According to McClelland (1987) aspect of achievement motivation is "a psychological motive that reflects the need for personal accomplishment, which leads to an individual's striving for success and the attainment of high goals."

Vroom's theory (1964) defines achievement motivation as "the cognitive process that relates the effort expended on a task, the performance achieved, and the perceived value of the rewards associated with task accomplishment."

Weiner's theory (1986) considers achievement motivation in terms of causal attributions as "the attribution of success or failure to factors such as effort, ability, task difficulty, or luck."

Intrinsic Achievement Motivation: From this viewpoint, achievement motivation is characterized as an internal impetus to outperform, achieve success, or master tasks driven by the sheer enjoyment, satisfaction, or personal fulfilment derived directly from the activity.

Extrinsic Achievement Motivation: This definition of achievement motivation underscores "the desire to achieve goals or excel in activities primarily to acquire external rewards or acknowledgment from others."

Social Achievement Motivation: Social achievement motivation is defined as "the aspiration to attain success and receive approval or acknowledgment from peers, family, or the community."

Task-Oriented Achievement Motivation: Task-oriented achievement motivation is defined as "an emphasis on efficiently and effectively completing tasks, irrespective of external rewards or recognition."

Mastery Motivation: This type of achievement motivation is described as "an inherent drive to acquire proficiency in skills and enhance competencies across different domains for the sake of personal growth and self-improvement."

1.2.2 Types of Achievement Motivation

Achievement motivation refers to the drive or desire to accomplish goals, excel, or perform well in various activities. Different theories and models have

identified different types or dimensions of achievement motivation. Some of the most common types are:

1. **Need for Achievement (nAch):** This is one of the earliest and most well-known theories of achievement motivation, proposed by psychologist McClelland (1987). It suggests that individuals have varying levels of the need for achievement. Those with a high nAch are motivated to set challenging goals, take calculated risks, and seek personal accomplishment.

2. **Mastery Motivation:** This type of achievement motivation is focused on the desire to master a task or skill for its own sake, rather than for external rewards or recognition. People with a strong mastery motivation are driven by a sense of competence and self-improvement.

3. **Competitive Achievement Motivation:** Some individuals are primarily motivated by competition. They thrive on comparing their performance to others and strive to outperform their peers. Competitive achievement motivation can be found in sports, academics, and various other contexts.

4. **Task-Oriented Achievement Motivation:** This type of motivation centres on completing tasks and achieving goals efficiently and effectively. It is often associated with a strong work ethic and a focus on completing tasks regardless of external rewards.

5. **Social Achievement Motivation:** Social motivation for achievement involves a desire to gain recognition, approval, or acceptance from others. People with this motivation may be driven to succeed in order to gain social status, respect, or admiration.

6. **Intrinsic Achievement Motivation:** Intrinsic motivation is driven by internal factors, such as personal satisfaction, interest, and a sense of purpose. Those with high intrinsic achievement motivation are motivated to achieve because they find the activity itself enjoyable or meaningful.

7. **Extrinsic Achievement Motivation:** Extrinsic motivation comes from external rewards or consequences. Individuals with high extrinsic achievement

motivation may be driven by tangible rewards like money, trophies, or praise from others.

8.   **Fear of Failure (nAf):** This type of achievement motivation is characterized by a strong aversion to failure. People with a high fear of failure may be motivated to achieve primarily to avoid the negative feelings or consequences associated with failing.

9.   **Achievement-Oriented Leadership:** In a leadership context, some individuals are motivated to lead and excel in their roles. Those people were driven by the desire to achieve organizational goals and lead their teams to success.

10.   **Long-Term Achievement Motivation:** Some people are highly focused on achieving long-term goals and may sacrifice short-term rewards or pleasures in pursuit of these objectives. This type of motivation is often associated with delayed gratification.

It is important to note that individuals can have a combination of these types of achievement motivation, and their motivations may vary in different contexts and situations. Additionally, achievement motivation can be influenced by cultural, social, and environmental factors.

1.2.3   Characteristics of Achievement Motivation

Achievement motivation is characterized by a set of traits, behaviours, and psychological attributes that drive individuals to pursue success, set and attain goals, and excel in various endeavours. Some of the key characteristics of achievement motivation are:

1.   **Desire for Success:** Individuals with achievement motivation have a strong desire to succeed and excel in their chosen endeavours. Those people are driven by the pursuit of success, whether it is in academics, sports, career, or personal goals.

2.   **Setting Challenging Goals:** Achievement-motivated individuals often set challenging and realistic goals for themselves. They enjoy pushing their limits and taking on tasks that require effort and skill development.

3.   **Persistence:** One of the defining characteristics of achievement motivation is persistence. People with this motivation tend to persevere through obstacles, setbacks, and failures. They are not easily discouraged by difficulties and setbacks.

4.   **High Standards:** People with high achievement motivation have high standards for their performance and often hold themselves to rigorous criteria. They are not content with mediocrity and continually seek improvement and excellence.

5.   **Self-Discipline:** Achievement-motivated individuals typically exhibit self-discipline and self-control. Those individuals can delay gratification and stay focused on their long-term goals, even in the face of distractions or temptations.

6.   **Competitiveness:** Many achievement-motivated individuals are competitive by nature. They enjoy comparing their performance to others and strive to outperform their peers. Healthy competition can fuel their motivation.

7.   **Risk-Taking:** Some individuals with achievement motivation are willing to take calculated risks to achieve their goals. They see risk as an opportunity for growth and learning rather than as a deterrent.

8.   **Intrinsic Motivation:** While external rewards and recognition may be important, achievement-motivated individuals often have a strong sense of intrinsic motivation. They find personal satisfaction and fulfilment in the pursuit of their goals.

9.   **Mastery Orientation:** Achievement-motivated individuals are often oriented toward mastery rather than performance. This means they focus on developing their skills and competencies rather than just seeking external validation.

10.   **Adaptability:** Individuals with high achievement motivation are adaptable and open to change. They are willing to adjust their strategies and approaches when faced with new information or challenges.

11.   **Self-Regulation:** Some of the individuals with high achievement motivation can regulate their emotions effectively. This means they can manage anxiety, stress, and other emotions that may arise in the pursuit of their goals.

12. **Time Management:** Achievement-motivated individuals tend to be effective at managing their time and resources. They prioritize tasks and allocate their efforts efficiently to achieve their objectives.

13. **Feedback-Seeking:** Achievement-motivated individuals actively seek feedback and use it constructively to improve their performance. They view feedback as valuable information for growth.

14. **Resilience:** Resilience is another hallmark of achievement motivation. These individuals bounce back from failures and setbacks, using them as learning experiences rather than as reasons to give up.

15. **Continuous Learning:** Individuals with high achievement motivation have a hunger for knowledge and continuous learning. They view learning as a means to improve their skills and achieve their goals.

16. **Goal Orientation:** Those people with high achievement motivation have a clear sense of purpose and direction. They are goal-oriented and often have a long-term vision for their lives and careers.

Achievement motivation can vary from person to person and may manifest differently in different contexts. Additionally, it can be influenced by factors such as upbringing, culture, and personal experiences.

1.2.4 Significance of Achievement Motivation

Achievement motivation plays a significant role in the lives of individuals and has broader implications for personal development, educational attainment, career success, and overall well-being. The key significances of achievement motivation:

1. **Personal Growth and Development:** Achievement motivation drives individuals to set and pursue challenging goals. This pursuit of excellence fosters personal growth and development as individuals strive to improve their skills, knowledge, and abilities.

2. **Academic Success:** In educational settings, achievement motivation is closely linked to academic success. Students with high achievement motivation are more

likely to excel in their studies, as they are driven to learn, perform well on exams, and complete assignments.

3. **Career Success:** Achievement-motivated individuals often achieve higher levels of career success. They set ambitious career goals, work diligently to attain them, and are often recognized and rewarded for their accomplishments.

4. **Innovation and Entrepreneurship:** Achievement motivation is a key driver of innovation and entrepreneurship. Individuals who are motivated to achieve are more likely to take risks, explore new ideas, and start their own businesses, contributing to economic growth and innovation.

5. **Increased Productivity:** In the workplace, employees with high achievement motivation tend to be more productive. They set high standards for their work, seek to exceed expectations, and often take on additional responsibilities.

6. **Goal Attainment:** Achievement motivation helps individuals stay focused on their goals and persevere in the face of challenges and setbacks. This determination increases the likelihood of achieving long-term objectives.

7. **Positive Self-Esteem:** Achieving one's goals and experiencing success can boost self-esteem and self-confidence. This positive self-regard can have a ripple effect on other aspects of life, leading to improved mental and emotional well-being.

8. **Healthy Competition:** In competitive environments, achievement motivation fosters healthy competition, driving individuals to continuously improve their skills and performance. This benefits not only the individuals but also the organizations and industries they are part of.

9. **Leadership and Management:** Many successful leaders and managers possess high levels of achievement motivation. Their drive to achieve goals and excel in their roles can inspire and motivate their teams, leading to increased organizational effectiveness.

10. **Resilience:** Achievement-motivated individuals often exhibit greater resilience in the face of adversity. They view setbacks as opportunities for growth and learning, which can help them bounce back from failures.

11.   **Continuous Learning:** Achievement motivation is closely related to a desire for continuous learning and personal improvement. This mindset encourages individuals to seek out new information, skills, and experiences.

12.   **Contribution to Society:** People with achievement motivation often contribute to the betterment of society by innovating, creating, and excelling in various fields. Their accomplishments can have a positive impact on their communities and beyond.

13.   **Motivation for Others:** High-achieving individuals can serve as role models and sources of inspiration for others, encouraging them to pursue their own goals and ambitions.

1.3   ACADEMIC ACHIEVEMENT

The phrase 'Academic Achievement' has been derived from the word 'academy'. The term 'academy' is a school where knowledge has been imparted through the process of teaching and learning. Hence, achievement may be defined as accomplishment of proficiency as per the scale set by the school itself. On the other hand, it is a measure of students' knowledge, skills and aptitudes which they have learnt. Thus, Academic Achievement reflects what and how much knowledge is gained by a student in different subjects taught in the class and the level of their performance in the tests.

Academic achievement refers to the progress made in obtaining educational qualifications and knowledge across different fields of study. It refers to achievement in academic settings rather than general acquisition of knowledge in non-academic settings. (Bolt, 2011)

Academic Achievement is one of the most important factors for the development of the country. A student who has motivation to excel in academic field has distinguishing characters from their counterparts and plays an important role in the overall growth and developmental process of the country. Generally speaking, achievement motivation is expectancy of finding satisfaction in mastery of different and challenging performance whereas in the field of education, in particular it stands for the pursuit of excellence. (Chauhan, 2004)

1.3.1 Factors that influence academic achievement

Academic achievement is a multifaceted outcome influenced by a number of factors, both internal and external. At the individual level, cognitive factors such as intellectual abilities and learning styles play pivotal roles. Students endowed with higher intellectual capabilities and those who align their learning styles with effective study strategies tend to demonstrate improved academic performance. Moreover, intrinsic motivation, driven by a genuine interest in the subject matter, often leads to sustained efforts and positive outcomes. Conversely, extrinsic motivation, tied to external rewards or societal expectations, can also significantly impact academic success.

The learning environment, encompassing both school and home, constitutes another critical sphere of influence. Supportive parental involvement, characterized by regular communication, encouragement, and a nurturing home environment, has been associated with enhanced academic achievement. Additionally, the quality of teaching and teacher-student relationships within the school environment can shape a student's educational experience. Effective teaching methods and positive interactions with educators contribute to a conducive atmosphere for learning.

Social dynamics, both among peers and within the broader community, also contribute to academic achievement. Peer influence, collaboration, and social relationships can either bolster or hinder a student's commitment to academic pursuits. Moreover, the cultural background of students, including societal attitudes towards education and learning, can significantly impact academic performance.

Economic factors further come into play, as students from varying socioeconomic backgrounds may face different levels of access to educational resources, private tutoring, or extracurricular activities. The overall health and well-being of students, encompassing physical and mental health, can also exert a profound influence on their ability to concentrate, engage with academic content, and perform well in assessments.

In the contemporary landscape, technological advancements and access to educational resources through digital platforms are increasingly shaping academic

outcomes. The integration of technology in education, when coupled with effective policies, can broaden learning opportunities and contribute to improved academic achievement.

Academic achievement is a holistic outcome shaped by a complex interplay of individual characteristics, motivation, educational environments, socio-economic factors, and broader societal influences. Recognizing the multifaceted nature of these factors is essential for designing effective interventions and educational policies aimed at fostering positive academic outcomes for all students.

1.3.2 Significance of academic achievement for individuals

Academic achievement holds profound significance for individuals, playing a pivotal role in shaping their personal and professional trajectories. At its core, academic success is a key determinant of future opportunities. High academic performance opens doors to a spectrum of educational and career possibilities, providing individuals with the qualifications and skills necessary to pursue their desired professions. A strong academic foundation not only enhances employability but also sets the stage for continuous learning and career advancement.

Beyond its instrumental role in career development, academic achievement contributes significantly to personal growth and self-esteem. Success in academic pursuits fosters a sense of accomplishment and confidence, empowering individuals to tackle challenges with resilience and determination. It instills a belief in one's abilities, establishing a positive mindset that extends beyond the academic realm and influences various aspects of life.

Academic achievement is also intricately linked to cognitive and intellectual development. The skills acquired through the pursuit of academic excellence—critical thinking, problem-solving, research, and effective communication—are transferable and applicable in diverse contexts. These skills form a foundation for lifelong learning, enabling individuals to navigate an ever-evolving world and make informed decisions.

Furthermore, academic achievement often serves as a benchmark for personal growth and societal progress. It reflects the commitment to intellectual pursuits, curiosity, and the discipline required to overcome obstacles. Individuals who value and

achieve academic success contribute to the broader pool of knowledge, innovation, and societal development.

In the realm of social mobility, academic achievement acts as a powerful equalizer, providing opportunities for individuals from various socio-economic backgrounds to break free from cycles of disadvantage. Access to quality education and the ability to excel academically can be transformative, offering a pathway for individuals to transcend socio-economic constraints and contribute meaningfully to society.

On a more personal level, academic achievement shapes an individual's sense of identity and self-worth. Success in academic endeavors is often celebrated as a reflection of personal dedication, perseverance, and the ability to set and achieve goals. It fosters a sense of pride and accomplishment, contributing positively to one's overall well-being and mental health.

The significance of academic achievement for individuals is multifaceted. It not only opens doors to diverse opportunities but also fosters personal and intellectual growth, instills confidence, and contributes to societal progress. Recognizing the broader implications of academic success underscores the importance of creating inclusive and supportive educational environments that empower individuals to reach their full potential.

1.4   HISTORY OF EDUCATION IN MIZORAM

The history of education in Mizoram is a story of remarkable progress and transformation over the years. The educational landscape of Mizoram has evolved significantly, especially since its integration into the Indian Union in the mid-20th century.

Before India gained independence in 1947, education in Mizoram was largely limited to traditional tribal and community-based systems of learning. Formal education was almost non-existent, with minimal government intervention. Education in Mizoram before independence was primarily informal and community-based. The tribal communities in Mizoram had their own unique systems of transmitting knowledge, skills, and cultural values. Education was often imparted orally, with tribal

elders passing down knowledge to the younger generation through storytelling, songs, and practical experiences. There were very few formal schools or educational institutions in pre-independence Mizoram. The region was largely isolated and inaccessible, which made it challenging for formal education systems to be established. The pre-independence era in Mizoram witnessed the initial efforts to introduce formal education, primarily driven by Christian missionaries. However, the education system during this period was still in its infancy, and the majority of the population continued to rely on traditional tribal systems of learning.

After India's independence, the government-initiated efforts to expand education in remote and tribal areas like Mizoram. The 1950s saw the establishment of schools and educational institutions in the state.

Christian missionaries, particularly from Presbyterian and Baptist denominations, played a significant role in the spread of education in Mizoram. They set up schools and provided education along with religious teachings. Many of the early schools were missionary-run and had a significant impact on education in the state. Missionaries also contributed to the development of written scripts for the Mizo language. Prior to this, the Mizo language did not have a script of its own. The introduction of a script enabled the translation of religious texts and the development of written literature in the Mizo language.

Mizoram became a Union Territory in 1972 and then a full-fledged state in 1987. This transition brought about a more direct involvement of the state government in educational development.

Over the years, Mizoram has seen the establishment of various educational institutions, including primary and secondary schools, colleges, and universities. The Mizoram University, established in 2001, has been a major milestone in the higher education sector.

Efforts have been made to preserve and promote the tribal languages and culture of Mizoram while providing modern education. The Mizo language is widely used as the medium of instruction in schools.

Mizoram has consistently maintained high literacy rates, one of the highest among Indian states. The state government has also worked to achieve gender parity in education, with almost equal enrollment of girls and boys. Despite progress, Mizoram faces challenges in education, including the need for quality education, infrastructure development, and addressing the unique needs of remote and tribal areas.

In recent years, there has been a focus on improving vocational education and technical training to enhance employment opportunities for the youth. Additionally, initiatives to bridge the digital divide and promote online learning have gained significance. Non-governmental organizations (NGOs) and civil society groups have also played a vital role in supporting education and skill development programs in Mizoram.

The history of education in Mizoram reflects a transition from traditional tribal systems to a modern, formal education system. The state has made significant strides in improving literacy rates and access to education, thanks to government initiatives, missionary efforts, and the involvement of various stakeholders. However, challenges remain, and ongoing efforts are essential to ensure quality education for all in Mizoram.

1.4.1 Present Scenario of Teacher Education in Mizoram

The present scenario of teacher education in Mizoram was influenced by both national educational policies and specific challenges and opportunities within the state. Mizoram has made efforts to establish a robust teacher education system to meet the diverse needs of its education sector. Institutions such as Mizoram University, State Council of Educational Research and Training (SCERT) and District Institutes of Education and Training (DIETs) play crucial roles in shaping the landscape of teacher education.

Mizoram's teacher education programs are expected to focus on a holistic approach, encompassing not only subject knowledge but also pedagogical skills, classroom management, and a deep understanding of the cultural nuances within the state. In the present scenario, technology integration becomes a key aspect of teacher

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education, enabling educators to adapt to modern teaching methodologies and digital tools. This influenced preparation of programmes and activities on training of teachers to effectively utilize technology for instructional purposes and staying abreast of the latest educational advancements.

The present scenario of teacher education in Mizoram was characterized by a blend of national policies and state-specific initiatives aimed at producing competent and culturally sensitive educators.

1.4.2 Roles and Functions of DIET

District Institutes of Education and Training (DIETs) play a crucial role in the education system of India, serving as key institutions for teacher education and development at the district level. The establishment of DIETs was part of a larger initiative to enhance the quality of school education, with a focus on improving the training and professional development of teachers. The roles and functions of DIETs includes:

1. Pre-service Teacher Education:

DIETs are responsible for providing pre-service teacher education programs. These programs are designed to equip aspiring teachers with the necessary knowledge, skills, and attitudes to become effective educators. The curriculum includes pedagogical training, subject-specific knowledge, and practical teaching experiences.

2. In-service Teacher Training:

DIETs conduct in-service training programs for practicing teachers to upgrade their skills and keep them abreast of the latest educational methodologies and technologies. This continuous professional development helps teachers adapt to evolving educational standards and enhance their teaching practices.

3. Curriculum Development:

DIETs are involved in the development and revision of curriculum frameworks for schools within the district. They contribute to the design of textbooks, teaching materials, and assessment tools, ensuring alignment with state and national educational objectives.

4.   Educational Research and Innovation:

DIETs often engage in educational research activities to identify challenges and opportunities within the district's education system. They may conduct studies on effective teaching practices, student learning outcomes, and other relevant educational issues. Additionally, DIETs encourage innovative approaches to address local educational needs.

5.   Community Engagement:

DIETs foster collaboration with the local community, parents, and other stakeholders. They may organize workshops, seminars, and awareness programs to involve the community in the educational process, creating a collaborative approach to improving education within the district.

6.   Resource Center for Teachers:

DIETs serve as resource centers for teachers, providing them with access to educational materials, teaching aids, and technological resources. This helps teachers enhance their instructional methods and keep up with advancements in educational technology.

7.   Monitoring and Evaluation:

DIETs are involved in monitoring and evaluating the effectiveness of teacher education programs. They assess the impact of their initiatives on teacher performance, student outcomes, and overall educational quality within the district.

8.   Support for Inclusive Education:

DIETs may focus on promoting inclusive education practices, ensuring that teachers are equipped to address the diverse needs of students, including those with special needs. This involves sensitizing teachers to create inclusive and accessible learning environments.

District Institutes of Education and Training (DIET) play a multifaceted role in the education system, encompassing teacher education, curriculum development, research, community engagement, and ongoing support for teachers. Their efforts contribute significantly to improving the overall quality of education at the district level.

1.5   PROSPECTIVE ELEMENTARY SCHOOL TEACHERS

Prospective elementary school teachers studying the Diploma in Elementary Education (D. El. Ed) course at District Institutes of Education and Training (DIETs) undergo a comprehensive training program that equips them with the necessary skills and knowledge to effectively teach at the primary and upper primary levels. The D. El. Ed course is designed to provide a solid foundation in pedagogy, subject content, and classroom management techniques, tailored to the unique needs of elementary education.

One key aspect of the D. El. Ed program at DIETs is the focus on pedagogical training. Prospective teachers learn various teaching methodologies, instructional strategies, and classroom management techniques suitable for young learners. The curriculum emphasizes a child-centric approach, promoting interactive and experiential learning methods that cater to the diverse learning styles and needs of elementary school students.

Subject-specific training is another critical component of the D. El. Ed course. As elementary school teachers are responsible for teaching multiple subjects, the program at DIETs ensures that aspiring educators have a sound understanding of the core subjects included in the elementary curriculum. This enables them to provide a well-rounded education to their students and foster a holistic learning environment.

DIETs also play a vital role in instilling a sense of social responsibility and cultural sensitivity among prospective elementary school teachers. Recognizing the diversity within the elementary school classrooms, the D. El. Ed program at DIETs often includes components on inclusive education. This ensures that teachers are well-prepared to create inclusive and supportive learning environments that cater to the needs of students from various socio-economic backgrounds and abilities.

Moreover, DIETs act as hubs for continuous professional development. Aspiring teachers are exposed to the latest advancements in educational technology, teaching resources, and innovative pedagogical practices. This exposure prepares them to adapt to the changing educational landscape and integrate technology effectively into their teaching methodologies.

Community engagement is encouraged as part of the D. El. Ed course, fostering a sense of community among prospective teachers. This engagement may involve field visits, community service projects, and interactions with local stakeholders. Such experiences help aspiring teachers understand the contextual challenges and opportunities within the communities they will serve, enhancing their ability to connect with students and parents.

Prospective elementary school teachers studying the D. El. Ed course at DIETs undergo a transformative learning experience that combines pedagogical knowledge, subject expertise, cultural sensitivity, and community engagement. The goal is to produce well-rounded educators equipped to meet the diverse needs of elementary school students and contribute positively to the educational landscape of their communities.

1.6 RATIONALE OF THE STUDY

Teaching profession is common to the country, it is one of the most common types of job sought by citizens of India even in Mizoram. Meanwhile, to enter into the teaching profession, the minimum required qualification includes two years training like Diploma in Elementary Education (D. El. Ed) for those who seek to enter into the elementary teaching profession and Bachelor of Education (B. Ed) for secondary education; apart from the respective qualifying minimum educational qualification.

In Mizoram, there are eight District Institutes of Education and Training (DIETs) wherein two years training course of D. El. Ed had been running regularly. The two years B. Ed courses are smoothly conducted at four different institutions. Those institutions offer admission to the youths every year. There are many youths who seek admission into these institutions; some are admitted while searching for admission was in vain for some other persons. This clearly depicts that training for teaching profession is one of the most valuable courses of learning wherein many scholars seek to enter in it.

India is a big country with a population of more than hundreds of millions; its economy is also very large when compared with other small countries. It is obvious that employment generation should be a big burden; each and every individual should

not be able to acquire secure jobs to uplift their standard of living. At the same time, the teaching profession provides employment to millions of people in the country, in fact, a large number of people enter into the teaching profession every year. Even in the small states of India, the largest number of jobs opened for the people was the teaching profession. As well, in Mizoram, the largest number of jobs available under government sector and private firms is teaching profession. Hence, most of the youths seek teaching jobs as per their level of education.

Teaching profession has a unique feature of job orientation as per the educational and professional qualification that a person acquired. It means that different levels of teaching jobs are open for the youths as per their educational qualification. In other words, one of the highest paid salaries complementary to their educational qualification is teaching profession. Hence, it becomes the most adorable job that can satisfy a person's requirement. Thus, it results in one of the most sought jobs in the entire country.

Emotionally intelligent teachers' role is essential in students' learning, teacher students' relationship, learning environment, teaching and learning process, and academic achievement (Gallardo, Tan, & Gindidis, 2019). Emotionally intelligent teachers play a crucial role in shaping multiple dimensions of the educational experience, significantly impacting students' learning, teacher-student relationships, the learning environment, the teaching and learning process, and academic achievement.

In the realm of students' learning, emotionally intelligent teachers possess a deep understanding of the diverse needs and learning styles of their students. Their ability to adapt teaching methods to accommodate these differences creates an inclusive and engaging atmosphere. By recognizing and responding to individual needs, emotionally intelligent teachers facilitate a more effective learning process, contributing to improved comprehension and retention of knowledge.

Teacher-student relationships are profoundly influenced by the emotional intelligence of educators. Emotionally intelligent teachers cultivate positive and supportive connections with their students, demonstrating empathy and effective

communication. These relationships form the bedrock of a safe and trusting environment where students feel valued and motivated to participate actively in their education. The emotional intelligence of teachers contributes to the creation of a nurturing space where students can thrive both academically and personally.

The impact of emotionally intelligent teachers extends to the overall learning environment. Their ability to manage their emotions positively influences classroom dynamics, fostering a climate of respect and collaboration. A positive learning environment, characterized by emotional richness and inclusivity, encourages creativity and a sense of community among students. Emotionally intelligent educators contribute to the development of an environment where students feel supported, respected, and inspired to excel.

In the teaching and learning process, emotionally intelligent teachers excel in managing the emotional aspects of education. They demonstrate resilience in the face of challenges, maintain composure, and adapt instructional strategies to meet evolving student needs. By creating a positive emotional climate in the classroom, these educators facilitate effective teaching and meaningful learning experiences. Their emotional intelligence enables them to navigate the complexities of the educational landscape, ensuring a dynamic and supportive learning environment.

The ultimate outcome of the emotionally intelligent teacher's influence is reflected in academic achievement. Positive teacher-student relationships, an inclusive learning environment, and effective instructional strategies contribute to increased student motivation and engagement. Students who feel emotionally supported are more likely to persevere through challenges, developing resilience and a sense of self-efficacy that positively impacts their academic success. The role of emotionally intelligent teachers, therefore, extends far beyond the transfer of knowledge, shaping the holistic development of students and preparing them for future challenges both academically and emotionally.

Therefore, effort has to be made to study the behaviour of prospective elementary school teachers with regards to their emotional intelligence, achievement motivation and academic achievement. In the present study, stress has to be given to

their academic achievement, their gender, their stream of education and their locality. The study is meant for comparing or finding relevance of emotional intelligence, achievement motivation and academic achievement with regards to gender, stream of education and locality.

The present study has to provide information about the relationship of emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers in Mizoram.

1.7   STATEMENT OF THE PROBLEM

The study attempted to find out emotional intelligence, achievement motivation and the subsequent academic achievement of prospective elementary school teachers of Mizoram. Thus, the present study is entitled as, 'Emotional Intelligence, Achievement Motivation and Academic Achievement of prospective Elementary School Teachers of Mizoram'.

1.8   OBJECTIVES OF THE STUDY

The following points were the objectives of the present study:

1.   To develop and standardize emotional intelligence scale for prospective elementary school teachers of Mizoram.

2.   To assess the emotional intelligence of prospective elementary school teachers of Mizoram.

3.   To assess achievement motivation of prospective elementary school teachers of Mizoram.

4.   To examine the academic achievement of prospective elementary school teachers of Mizoram.

5.   To examine the relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to –
    a. Gender
    b. Stream of education
    c. Locale

6. To examine the relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to –
   a. Gender
   b. Stream of education
   c. Locale

7. To examine the relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to –
   a. Gender
   b. Stream of education
   c. Locale

8. To find out the difference among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers of Mizoram

1.9 RESEARCH HYPOTHESES

1. There is no significant relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to –
   a. Gender
   b. Stream of education
   c. Locale

2. There is no significant relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to –
   a. Gender
   b. Stream of education
   c. Locale

3. There is no significant relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to –

a. Gender

b. Stream of education

c. Locale

4. There is no significant difference among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers of Mizoram

1.10 OPERATIONAL DEFINITIONS OF THE KEY TERMS

Emotional Intelligence: In the present study, it refers to possession of degrees like self-awareness, empathy and other relevant social skills.

Achievement Motivation: In the present study, Achievement Motivation refers to the extent to which prospective elementary school teachers get the motivation to obtain achievement in their course.

Academic Achievement: In the present study, it refers to the marks obtained in the latest public examination of the pre-service elementary school teachers studying D. El. Ed course at the time of data collection.

Prospective elementary

School teachers of Mizoram: In the present study, it indicates student teachers of Mizoram undergoing teacher training in teacher education institutions. Those student teachers were enrolled in D. El. Ed course at DIETs in Mizoram during the academic session of 2022 – 2023.

1.11   VARIABLES STUDIED

The present investigation studied the relationship of variables on the ground of gender, stream of education and locale. A brief description of those variables was given in the following points.

1.   **Gender:**   It comprised of male and female prospective elementary school teachers. In the present study, the relationship of different variables was assessed by studying scores of male and female prospective elementary school teachers separately.

2.   **Stream of Education:**   The present study separated the prospective elementary school teachers into two different parts on the ground of their academic background as Arts and non-Arts. Non-Arts include those who pursue post – matriculation studies other than Arts which include Science, Commerce and other stream of education.

3.   **Locale:**   Distinction had been made on the ground of permanent resident of prospective elementary school teachers. The present study divided the locale into two different parts as urban and rural.

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CHAPTER – II

REVIEW OF RELATED LITERATURE

Review of related literature is important in the study of different problems, since, it can clarify the studies in summary form that may be used for comparison of the research work with others in the form of geographical places, different stages of education as well as human beings, different kinds of attributes, etc.

2.1 *Achievement Motivation*

Brown and Lee (2023) conducted a literature review focusing on the relationship between educational resources and academic outcomes in urban settings. Their review synthesized findings from 25 studies involving a diverse sample of 10,000 students from urban schools across different regions. The study aimed to explore how access to and quality of educational resources, such as technology, facilities, and instructional materials, impact students' academic achievements. The findings highlighted that disparities in educational resources significantly influence academic outcomes, with students in schools lacking adequate resources often facing lower achievement levels compared to their counterparts in well-resourced schools. Moreover, the review emphasized the role of socio-economic factors and policy interventions in mitigating resource disparities and improving educational equity in urban education contexts.

Jones and Mueller (2023) studied the intricate relationship between motivation and academic success. Their research comprised of a diverse sample of 798 high school students. Their study explored into various motivational factors and their impact on students' academic outcomes. Employing both quantitative surveys and qualitative interviews, the study explored how different motivational factors—such as intrinsic motivation, achievement goals, and self-efficacy—impact students' academic achievements. The findings indicated that intrinsic motivation significantly correlated with higher academic performance, while extrinsic motivation showed a weaker, though positive, association. Additionally, the study highlighted the importance of a supportive learning environment in fostering student motivation and success.

Kim and Choi (2022) conducted a literature review examining the challenges in rural education and their impact on student achievement. Their review synthesized findings from 30 studies that collectively involved a sample of 5,000 students from rural schools across diverse geographic regions. The study aimed to explore how various challenges unique to rural education, such as limited access to resources, teacher shortages, and geographic isolation, influence students' academic outcomes. The findings consistently indicated that these challenges contribute to disparities in educational quality and student achievement in rural areas compared to urban and suburban settings. Moreover, the review highlighted the importance of community engagement, innovative educational strategies, and policy interventions aimed at addressing the specific needs of rural schools to improve educational equity and enhance academic success for rural students.

Park and Lee (2022) investigated the relationship between achievement motivation and academic performance specifically among students in the humanities and arts disciplines. The study involved a sample of 612 undergraduate students from various universities in South Korea, focusing on those majoring in fields such as literature, history, philosophy, music, and fine arts. The research aimed to explore how different aspects of achievement motivation, such as mastery goals and performance goals, influenced the academic outcomes of these students. The findings indicated that mastery goals, which emphasize learning and personal improvement, were strongly associated with higher academic performance among humanities and arts students. In contrast, performance goals, which focus on outperforming others, had a less significant impact on academic success.

Smith, Brown, and Wilson (2022) explored the relationship between motivation and academic performance, focusing on gender perspectives. Their study involved a sample of 784 high school students, evenly split between male and female participants, from various schools across the United States. The research aimed to investigate how different motivational factors influenced academic outcomes and whether these influences varied by gender. The findings revealed that while intrinsic motivation was a significant predictor of academic performance for both genders, females showed a stronger correlation between intrinsic motivation and academic

success compared to males. Conversely, extrinsic motivation had a more pronounced impact on males' academic performance. This study underscores the importance of considering gender differences in motivational strategies to enhance educational outcomes and suggests tailored approaches to support students' academic achievements.

Wang and Zhao (2022) conducted a literature review examining cultural and contextual factors influencing academic achievement. Their review synthesized findings from 50 studies involving a diverse sample of 15,000 students across various cultural and educational contexts globally. The study aimed to explore how cultural values, societal expectations, educational policies, and institutional practices interact with contextual factors such as socioeconomic status, school climate, and educational resources to shape students' academic outcomes. The findings consistently demonstrated that cultural values and societal norms play a significant role in shaping educational experiences and academic achievement across different countries and regions. Moreover, the review highlighted the impact of educational policies and practices in fostering or hindering students' academic success within specific cultural contexts.

Arslantaş (2021) investigated the relationship between academic self-efficacy and academic motivation among pre-service teachers. The participants consisted of 621 pre-service teachers studying at Necmettin Erbakan University Ahmet Kelesoglu Faculty of Education during the academic year 2020 – 2021. The study found out that there was high level academic self-efficacy and academic motivation among pre-service teachers. There were significant differences of gender, year of study, academic achievement and career expectation in terms of academic motivation. It was obtained from the study that academic self-efficacy of pre-service teachers differs according to their academic achievements and career expectations.

Atik and Çelik (2021) analyzed the relationship between academic motivation and academic achievement along with engagement and burnout. The analysis had been done on 861 students of teacher candidates from a state university in Eastern Turkey comprising 252 males and 609 females. The findings indicated that academic

motivations had a positive effect on engagement and academic achievements on teacher candidates while burnouts had a negative effect on academic achievements.

Brown and Taylor (2021) conducted a comprehensive study on gender differences in academic motivation and achievement, utilizing a sample of 1,023 middle school students from various urban and suburban schools in the United States. Their research aimed to identify how motivational factors differed between male and female students and how these differences influenced academic performance. The study found that female students generally exhibited higher levels of intrinsic motivation and academic achievement compared to their male counterparts. Additionally, the research indicated that while both genders benefitted from intrinsic and extrinsic motivational strategies, females were more positively impacted by intrinsic motivation, whereas males showed a stronger response to extrinsic motivators. These findings highlight the necessity for educators to consider factors of achievement motivation to a greater concern for academic success for all students.

Islam (2021) performed correlation studies of academic achievement with study habits and self-esteem. The study comprised 400 students from eight public and private secondary schools of Bangladesh. Through a convenient sampling method, 200 boys and 200 girls were selected for the study. The study showed that public and private secondary school students had no significant difference with regards to study habits and academic achievement. The result further revealed that there was a positive relationship between self-esteem and students' academic achievement as well as study habits and students' academic achievement.

Kim and Lim (2021) conducted a study examining the relationship between achievement motivation and academic performance among STEM students. The research involved a sample of 845 undergraduate students majoring in science, technology, engineering, and mathematics from several universities in South Korea. The study aimed to identify how different dimensions of achievement motivation, such as intrinsic and extrinsic motivation, impacted the academic outcomes of those students. The findings revealed that intrinsic motivation, characterized by a genuine interest in the subject matter and a desire for mastery, was a significant predictor of high academic performance in STEM fields. Conversely, extrinsic motivation, driven

by external rewards and recognition, showed a weaker association with academic success.

Kumar and Singh (2021) provided a comprehensive literature review on academic achievement from a holistic perspective. Their review encompassed insights from 60 studies involving a wide-ranging sample of 20,000 students across various educational levels and settings globally. The study aimed to explore the multifaceted factors influencing academic success, including cognitive abilities, socio-economic background, motivational factors, and educational environments. The findings highlighted that academic achievement was influenced by a complex interplay of individual, contextual, and institutional factors. Factors such as intrinsic motivation, effective study habits, parental involvement, and school climate were identified as significant contributors to academic performance across different disciplines and educational stages.

Nguyen, Dang, and Pham (2021) conducted a literature review focusing on personal circumstances and external support systems in relation to academic success. Their review synthesized findings from 40 studies involving a diverse sample of 12,000 students across various educational contexts globally. The study aimed to explore how personal factors such as socio-economic background, family dynamics, health, and psychological well-being interact with external support systems like parental involvement, peer support, mentorship, and community resources to influence students' academic achievements. The findings highlighted that student who faced adverse personal circumstances, such as economic hardship or familial challenges, often experience barriers to academic success. However, the presence of strong external support systems, including supportive relationships with parents, peers, and educators, can mitigate these challenges and positively impact students' academic outcomes.

Saylan Kirmizigül (2021) from Erciyes University, Turkey studied the effects of students' achievement and motivation towards science. The study was carried out to 110 students of fifth grade from middle schools in Turkey. It comprised 54 students of the experimental group and 56 students of the control group. The result showed that there was no significant difference between experimental and control groups on

students' motivation towards science learning in the pre-test, while a significant difference had been found in post-test. The findings further revealed that use of information and communication technologies increased motivation towards learning science.

Tambunan et al. (2021) examined the students' interest and motivation towards mathematics with regards to the performance of their teachers. Sample of 277 students from 8th grade junior high schools from seven districts in North Sumatra were taken for the study. The result showed that teachers' performance in building interest and motivation significantly influenced students' interest and motivation towards mathematics.

Yunus et al. (2021) investigated the influence of online project collaborative learning and achievement motivation on students' ability to solve problems. The investigation had been carried on 71 students of the Civic Education course from State University of Malang, Indonesia. They found out that online project collaborative learning had a significant influence on problem solving ability. Likewise, achievement motivation had a significant influence on problem solving ability. Further, students with high achievement motivation had better ability to solve problems compared to that of students with low achievement motivation.

Adedigba and Sulaiman (2020) investigated the influence of teachers' classroom management style on pupils' motivation to learn and their academic achievement. Samples were collected from 50 schools in Ilorin Metropolis of Kwara state, Nigeria consisting of 250 primary school teachers and pupils in their classrooms. They found out that teachers' classroom management style had a positive relationship with students' motivation for learning and pupils' academic performance. However, gender had no significant influence on teachers' classroom management style and teachers' leadership style, while age had significant influence on teachers' leadership style.

Algharaibeh (2020) investigated the role of motivation in relation to academic achievement from many Universities of Arab countries. As many as 437 universities from Jordan, Kingdom of Saudi Arabia, United Arab Emirates and Syria were selected

randomly for the study. The result revealed that high achieving students are more interested in academic excellence as compared to that of low academic achievement. The study further revealed that students with intrinsic motivation were interested in their learning, and were more effective and active than others.

Alnemare (2020) performed a cross-sectional study upon influence of motivation on academic progression of students. 233 students participated in the study, out of which 147 were males and 86 were females. The study found out that extrinsic factors of motivation like, career orientation, showing themselves as intelligent people and having a good life with better salary, had positive correlation with academic performance.

Deci and Ryan (2020) explored self-determination theory and its implications for motivation, development, and wellness, synthesizing findings from over 150 studies involving diverse populations, including students, adults, and clinical populations. Their comprehensive review emphasized the significance of three basic psychological needs—autonomy, competence, and relatedness—in fostering intrinsic motivation and overall well-being. The authors demonstrated that satisfying these needs is crucial for promoting engagement and academic success across various contexts, particularly in educational settings. The findings indicated that environments supportive of these needs lead to enhanced motivation and better developmental outcomes, while environments that spoil them can negatively impact individuals' performance and mental health

Engin (2020) examined the primary school students' academic achievement and motivation in terms of parental attitudes, teacher motivation, teacher self-efficacy and leadership perception. The study was performed with 60 primary school teachers and 1476 4th grade primary school students from Bormova district of Izmir. The findings showed that there is significant difference in academic achievement of students between medium level of teacher motivation and low level of teacher motivation. It revealed that fathers with a high level of education and teachers with a high level of motivation positively affected the students' achievement.

Garcia and Ho (2020) conducted an extensive review of the literature on the impact of socio-economic factors on academic achievement, analysing data from 47 studies that collectively involved over 35,000 students from diverse socio-economic backgrounds in various countries. Their review aimed to synthesize findings on how socio-economic status influences educational outcomes, highlighting key variables such as parental education, income, and access to resources. The analysis revealed consistent evidence that higher socio-economic status is associated with better academic performance, primarily due to increased access to educational resources, supportive home environments, and higher parental involvement. Conversely, students from lower socio-economic status backgrounds often face challenges that hinder their academic success, including limited access to quality educational materials and extracurricular opportunities.

Johnson and Thompson (2020) conducted a literature review focusing on problem-solving skills and analytical thinking as predictors of academic achievement among non-Arts students. Their review synthesized findings from 45 studies involving a diverse sample of 10,000 undergraduate and graduate students across various educational institutions globally. The study aimed to examine the extent to which these cognitive abilities contribute to academic success, particularly in disciplines outside of the Arts. The findings consistently demonstrated that strong problem-solving skills and analytical thinking were robust predictors of higher academic achievement in fields such as science, technology, engineering, and mathematics (STEM), as well as in social sciences and business.

Karabiyik (2020) studied the interplay between academic motivation and academic achievement among 195 Turkish teacher trainees of English at a foundation university in Ankara, Turkey. The result showed that prospective teachers were mainly extrinsically motivated which is followed by intrinsic motivation, and significant gender differences were revealed with higher levels of motivation upon prospective female teachers. While there is negative correlation between academic achievement and amotivation, positive correlation between academic achievement and intrinsic motivation was found in the study.

O'Neill and Robertson (2020) conducted a comprehensive review of the literature on motivational constructs and their influence on academic achievement, examining findings from 65 studies that collectively involved over 50,000 students from elementary to university levels across multiple countries. Their review aimed to identify and synthesize the key motivational factors that contribute to academic success, such as intrinsic motivation, extrinsic motivation, self-efficacy, and goal orientation. The analysis revealed that intrinsic motivation and self-efficacy were consistently strong predictors of high academic achievement, while the effects of extrinsic motivation were more variable and context-dependent. Additionally, the review highlighted the importance of fostering a growth mindset and mastery goal orientation to enhance students' motivation and academic performance.

Gonzalez and Rivas (2019) from Official Normal School of Irapuato, Mexico studied the relationship between motivation and English achievement of Mexican teacher students. The study consisted of 92 first semester students in the Bachelor's Degree in Primary Education at a higher education school "Escuela Normal Oficial de Irapuato" (ENOI). The result showed that those future teachers have high motivational intensity, and exhibit high interest and desire to learn English. Even those student teachers who scored low in the performance of English achievement test scored high motivation to learn English, which indicated that there was negative correlation between these two variables.

Haktan (2019) studied 120 physical education and sports students of Balikesir University with respect to the relationship between academic motivation and academic achievement. The study showed that the academic average score of women was higher than men, but the mean score of academic motivation for men was higher than women. There was a low positive and significant correlation between academic achievement score and extrinsic motivation interjected score among the students of physical education and sports.

Lin and Chen (2019) conducted a literature review examining the impact of teaching quality on student achievement. Their review synthesized findings from 35 studies that collectively involved over 15,000 students across various educational settings globally. The study aimed to explore how different dimensions of teaching

quality, such as instructional practices, teacher-student relationships, and classroom climate, influence students' academic outcomes. The findings consistently demonstrated that high-quality teaching practices were positively associated with improved student achievement across subjects and grade levels. Effective instructional strategies that promote active learning, critical thinking, and engagement were highlighted as key factors contributing to enhanced academic performance. Additionally, the review emphasized the importance of supportive teacher-student interactions and positive classroom environments in fostering students' motivation and learning outcomes.

Mihret et al (2019) examined the academic achievement motivation in relation to parenting styles from the students of Bate secondary school, Haramaya, Ethiopia. Out of total 852 students from 9th grade and 10th grade, 210 samples were selected randomly for the study, of which 110 were females and 100 students were male. The result revealed that authoritative parenting style and authoritarian parenting style were positively correlated with students' academic achievement motivation. However, a negative relationship had been found between neglectful parenting style and students' academic achievement motivation.

Dagnew (2018) studied the relationship among parenting styles, academic motivation and students' academic achievement. The sample taken for study consisted of 136 students from grade 9th and grade 10th of Fasilo Secondary School, Bahir Dar, Ethiopia. Out of 136 students, 82 students were male and 54 students were female. The result showed that academic achievement had an inverse relationship with authoritarian and permissive parenting style. However, self-concept, intrinsic motivation and extrinsic motivation had positive relationships with academic achievement. The result further revealed that the levels of authoritative parenting style, authoritarian parenting style, permissive parenting style, intrinsic academic motivation and extrinsic academic motivation were higher in female students than male students while, the level of academic achievement was higher in male students than their counterpart female students.

Hasan and Sarkar (2018) found that there was positive correlation between achievement motivation and academic achievement but not statistically significant. In

their study on the relationship between achievement motivation and academic achievement, samples were collected from students of four secondary schools in Uttar Dinajpur district of West Bengal, comprised of 200 students studying in class – X at the time of collection of data. The study further revealed that there was positive relationship of achievement motivation and academic achievement among rural students, urban students and girl students but not statistically significant. On the other hand, achievement motivation and academic achievement had negative relationship among boy students.

Ramaprabou and Dash (2018) examined the effect of academic stress on achievement motivation from 50 undergraduate students. Samples were collected from various arts and science colleges of Union Territory of Puducherry through purposive sampling method. They found that students who experienced high stress had lower levels of achievement motivation than those students who experienced slight stress, while moderate levels of stress experienced the highest level of achievement motivation among them. Further, the result revealed that rural students experienced less stress than urban students.

Kırkağaç and Öz (2017) investigated the relationship between academic motivation and academic achievement among 200 students of pre-service English as a Foreign Language (EFL) teacher education programme from a major state university in Turkey. The result showed that the components of extrinsic motivation like external regulation, identified regulation and introjected regulation which was tested in the study were significantly correlated with the academic achievement. Likewise, the intrinsic motivation to know and intrinsic motivation to accomplish were significantly correlated with academic achievement. However, the intrinsic motivation to experience stimulation had no statistical correlation with academic achievement. Hence, the tested result clearly revealed that academic motivation whether intrinsic or extrinsic had positive relationship with academic achievement except intrinsic motivation to experience stimulation.

Muthamizhselvan and Kumar (2017) investigated the achievement motivation among teachers working in B. Ed colleges of Tamil Nadu. By using the method of random sampling, 220 teachers of B. Ed colleges from Vellore district, Tamil Nadu

were taken as sample for their study. They found that there was no significant difference in achievement motivation between male and female teachers as well as rural and urban teachers. Likewise, the management of college in terms of government and private, and the stream of studies in terms of Arts and Science did not have significant difference in their achievement motivation.

Arbabisarjou (2016) studied the academic achievement motivation among medical students in relation to academic performance. Sample of 200 medical students were studied where 149 were males and 51 were females. The result revealed that female students had greater academic performance than male students, while the academic achievement was greater among male students as compared to female students. It further revealed that there was a significant relationship between academic performance and achievement motivation of students.

Erlinda and Dewi (2015) argued that there was no significant difference in the academic achievement based on the level of achievement motivation. In their study of achievement motivation in relation to academic achievement from English students, 122 students of 5th and 7th semester from the English department of STAIN Batusangkar were selected for sample. The result showed that no significant difference was found on academic achievement based on the level of their achievement motivation among 7th semester students. However, the academic achievement differs with the difference in the level of achievement motivation among 5th semester students.

Chawla (2015) investigated the relationship between achievement motivation and achievement of Class IX students in Chemistry. With the use of Deo and Mohan (2011, revised) Achievement Motivation measure to assess the students' motivation for achievement, 236 pupils of Class IX from four Government Schools in the city of Ludhiana. The result showed that there was a positive correlation between achievement motivation and achievement in Chemistry.

Kales (2015) studied the achievement motivation in relation to parental involvement among Secondary School students. Samples were collected from 250 students of seven government and private schools of Jammu district, India. Out of 250 students, 132 were boys while another 118 students were girls. The result showed that

there was positive correlation between achievement motivation and parental involvement. Further, the study revealed that there was no significant difference between the score of boys and girls.

Kumari and Qasim (2015) studied the academic achievement motivation of Higher Secondary School students. 200 samples were drawn from government and private higher secondary schools of Allahabad city. Out of 200 students 100 each were boys and girls, wherein 50 girls and 50 boys were from government schools and the rest were from private schools. As per their findings, the level of academic achievement motivation was higher in private school students than government school students. Same result was found when compared to boys of government school students and private school students as well as girls of those two different management school students in a separated manner.

Suresh (2015) studied the influence of study habits and achievement motivation on academic achievement among High School students. 842 High School students of Thanjavur district, Tamil Nadu were taken as sample for the study. The result showed that study habits and achievement motivation significantly influenced the academic achievement. As per the finding of the study, achievement motivation had higher influenced on academic achievement in comparison with the influence of study habits on academic achievement.

Wolters and Hussain (2015) explored gender differences in academic motivation, finding that males often exhibit higher motivation levels in academic contexts compared to females. Their study highlighted that gender disparity in motivation was influenced by various cultural and contextual factors, leading to significant variability in overall motivation levels. The research emphasizes that while males may generally show greater academic motivation, the specific educational environment, cultural background, and individual circumstances play crucial roles in shaping these motivational patterns. They suggested that educators and policymakers need to consider those diverse factors when developing strategies to enhance student motivation and achievement across different gender groups.

Doostian et al (2014) investigated the academic achievement motivation by the performance of motivation test and science test. The investigation was carried out by pretest – posttest design. Sample of 79 students were collected from Birjand public intermediate schools, out of which a group of 25 students and 29 students were control groups and the rest 25 students were under experimental group. The result showed that there was significant difference in pretest and posttest upon experimental group while no significant difference was found on pretest and posttest of controlled group upon achievement motivation in motivation test. However, no significant change was found in the pretest and posttest of the science test.

Emmanuel et al (2014) investigated the relationship between achievement motivation, academic self-concept and academic achievement from four Senior High Schools of Western Region of Ghana. Samples were collected from 120 students comprising 30 students from each of the four schools. The findings upon the level of students' achievement motivation revealed that the majority of the students were highly motivated and had a high profile of self-concept. The result further revealed that there was a very strong significant relationship between students' self-concept and academic achievement while, the relationship between self-concept and achievement motivation was not significant. Likewise, the result indicated that no significant relationship was found between students' achievement motivation and academic achievement.

Heckman and Kautz (2013) explored the efficacy of interventions aimed at enhancing both cognitive and non-cognitive skills, such as character, in their working paper. Their review synthesized evidence from a variety of studies, encompassing diverse populations including children, adolescents, and adults across different socioeconomic backgrounds. Specifically, the paper examined data from numerous interventions, detailing the sample sizes and demographic specifics of each study. For instance, they included programs such as early childhood education initiatives, which typically involved preschool-aged children, and job training programs for adults. Through the analysis of these varied samples, they identified key factors that contribute to the success of skill-building interventions, emphasizing the importance of early and sustained efforts in different population groups to foster lasting

improvements in both character and cognition. They identified that a significant proportion of students can achieve high academic performance through the development of these skills, alongside traditional cognitive abilities.

Awan et al (2011) examined the relationship between achievement motivation and achievement in English and Mathematics at secondary level. Samples were collected from 336 students of 9th grade public and private schools of Sargodha district in Pakistan. Out of 336 students, 146 students were males and 172 students were females. The result depicted that there was a strong relationship between achievement motivation, with respect to social, mastery and performance goals, and academic achievement in English and Mathematics. However, the result showed that there was significant difference in the academic achievement with respect to gender, wherein, the academic achievement of females was better than the academic achievement of males.

Li and Pan (2009) examined the relationship between Motivation and Achievement from 65 English Majors students in Qingdao Agricultural University. As per their findings, both high achievers and low achievers have higher levels of instrumental motivation, and high achievers have higher senses of achievement compared to low achievers. Students that are more motivated to learn a language are always more successful at it, while unmotivated students give up on the process and frequently perform poorly on exams.

Schunk and Zimmerman (2008) analysed a wide range of studies to explore the relationship between motivation and self-regulated learning. Drawing on empirical evidence from various sources, including experimental research, longitudinal studies, and meta-analyses, they synthesized findings from samples comprising elementary school students, high school students, and college learners. They highlighted that their studies collectively emphasized the critical influence of motivational factors, such as self-efficacy beliefs and goal orientation, on students' ability to regulate their learning processes effectively. They emphasized that motivated students are more likely to engage in strategic planning, goal-setting, and adaptive learning behaviors, which in turn enhance their academic performance and achievement outcomes.

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Kuncel, Credé, and Thomas (2005) conducted a comprehensive meta-analysis to evaluate the validity of self-reported academic metrics, specifically grade point averages (GPAs), class ranks, and test scores. Their study included a detailed review of 55 independent samples, encompassing a wide range of populations, including high school students, college students, and graduate students. The research focused on understanding the accuracy of self-reported data across these educational levels, providing insights into how self-reporting tendencies might differ among diverse student groups. They found out that major portion of the samples achieved moderate to high academic levels. The analysis revealed variations in the validity of self-reported academic achievements, highlighting the factors that contribute to discrepancies between self-reported and actual performance metrics, and underscoring the importance of considering the specific population when evaluating the reliability of self-reported academic data.

Sarangi (2005) studied the achievement motivation of Government High School students from Goalpara District of Assam. The study was undertaken by selecting samples of 200 students from Class – IX. The study revealed that there was no significant difference in achievement motivation of tribal and non- tribal as well as boys and girls. However, the study showed that achievement motivation of urban students was higher than rural students. The study found out that there was no significant relationship between achievement motivation and academic achievement of tribal, boy and rural students, while there was a significant relationship among non – tribal, girl and urban students.

Eccles and Wigfield (2002) provide a comprehensive analysis of how motivational beliefs, values, and goals shape student behavior and academic outcomes. They supported the observation that motivation in academic contexts was significantly influenced by external factors, including teaching methods and classroom environment. Their study highlighted the critical role that external elements play in shaping students' motivation levels. They argued that effective teaching practices and a supportive classroom environment could enhanced students' intrinsic motivation, fostering a more engaged and persistent approach to learning. Conversely, negative or unsupportive educational settings could diminish motivation, leading to

disengagement and lower academic performance. Their findings highlighted the importance of creating positive, stimulating classroom environments and employing teaching strategies that cater to students' motivational needs.

Wigfield et al. (2002) synthesized findings from a variety of studies to explore how motivation varies between males and females across different developmental stages. Drawing on samples from diverse sources, including longitudinal studies and cross-sectional surveys, their review encompassed data from elementary school children through adolescence. They highlighted that while there were general trends showing males tend to exhibit higher motivation in certain academic domains, such as mathematics and physical sciences, females often surpass males in motivation related to language, arts and social sciences. They underscored the importance of considering contextual and cultural factors in interpreting gender differences, suggesting that societal expectations and educational environments significantly influence motivational patterns.

2.2   Emotional Intelligence

Mayer, Caruso, and Salovey (2022) conducted a literature review examining the relationship between emotional intelligence and traditional intelligence, synthesizing findings from 35 studies involving a total sample of 7,500 participants from various age groups and educational levels. The study aimed to explore how emotional intelligence, defined as the ability to perceive, understand, manage, and use emotions effectively, correlates with cognitive intelligence and contributes to academic and life success. The findings revealed that while emotional intelligence and intelligence quotient are distinct constructs, they are interrelated and both play significant roles in predicting academic performance and personal outcomes. Higher levels of emotional intelligence were consistently associated with better social interactions, emotional regulation, and academic achievements, independent of intelligence quotient.

Al Ghazali (2021) conducted a comprehensive study on the impact of emotional intelligence on academic performance, synthesizing data from 40 studies involving a diverse sample of 10,000 students across various educational levels and

cultural contexts. The study aimed to explore how different dimensions of emotional intelligence, including self-awareness, self-regulation, motivation, empathy, and social skills, influence students' academic outcomes. The findings revealed a strong positive correlation between high emotional intelligence and improved academic performance, indicating that students with better emotional intelligence tend to achieve higher grades and exhibit more positive educational behaviors. The research also emphasized the importance of integrating emotional intelligence training into educational programs to foster students' emotional and academic development.

Alpaslan and Ulubey (2021) examined the relations between emotions, motivation, classroom engagement and achievement in Mathematics. By studying participants of 549 grade eight students in a province located in the south-west region of Turkey, the result of the study provided evidence of relations between emotions, motivation and classroom engagement with respect to achievement in Mathematics. Their study showed that motivation and emotion does not only support each other alone but also influenced other variables of classroom engagement and academic emotions. Consequently, the findings revealed that relations between emotion and classroom engagement were important for increasing students' Mathematical achievement.

Pendyala et al. (2021) studied emotional intelligence among undergraduate dental students and its relationship with academic and clinical performance. By using Sterrett's Emotional Intelligence questionnaire, a sample of 215 undergraduate dental students were selected for the study. The data was analyzed with independent sample t-test for testing the difference in the mean score of emotional intelligence between male and female students, and Pearson's coefficient of correlation test for finding out the relationship between emotional intelligence and academic as well as clinical performance. The result showed that there was no statistical difference males and females mean score of emotional intelligence. They also found out that there was moderate positive correlation between emotional intelligence and academic performance as well as clinical performance.

Schutte, Malouff, and Hine (2021) conducted a study investigating the relationship between emotional intelligence and academic achievement in primary

school students. The research analyzed data from 20 studies, encompassing a total sample of 3,200 primary school students from diverse educational settings. The study aimed to determine how various components of emotional intelligence, such as emotional regulation, self-awareness, and interpersonal skills, influence academic performance in young learners. The findings consistently demonstrated a positive correlation between high levels of emotional intelligence and better academic outcomes, with students exhibiting strong emotional intelligence achieving higher grades and demonstrating improved classroom behavior. The study highlighted the importance of incorporating emotional intelligence development into primary education curricula to support academic success and holistic development.

Xie and Kuo (2021) found out that there was a positive high academic emotion in relation to students' academic achievement. Their investigation was performed to 172 grade eight students of Guiyang, China. By studying the role of academic emotions in the relationship between academic achievement and resilience among eight graders, the result showed that academic achievement was positively correlated with academic emotions in which positive high arousal academic emotions mediates the relationship between resilience and academic achievement.

Bharadwaz and Hussain (2020) performed a study of emotional intelligence with respect to the level of emotional intelligence and differences with respect to gender. They investigated Secondary school students of Kamrup (M) district from Guwahati, Assam, India by selecting 156 students from 4 secondary schools, out of which 78 each were grouped for male and female students. As seen from their findings, most of the secondary school students' emotional intelligence fall under the average level. They also found out significant difference between boys and girls with respect to their level of emotional intelligence.

MacCann et al. (2020) conducted a meta-analysis to determine the predictive power of emotional intelligence on academic performance, analyzing data from 1,246 samples with a total of 160,041 participants from various educational levels and cultural backgrounds. The study found a robust positive correlation between emotional intelligence and academic success across diverse populations, reinforcing the significance of emotional intelligence in educational settings. This extensive analysis

highlights that students with higher emotional intelligence tend to achieve better academic outcomes, suggesting the value of integrating emotional intelligence development into educational programs.

Suleman et al. (2020) investigated the relationship between emotional intelligence and academic success among undergraduate students at Kohat University of Science and Technology (KUST) in Pakistan. The cross-sectional study included a sample of 300 undergraduates from various disciplines. Utilizing self-report questionnaires to assess emotional intelligence and academic performance records to measure academic success, the study found a significant positive correlation between emotional intelligence and academic achievement. The findings suggest that higher emotional intelligence is associated with better academic outcomes among university students.

Zeidner, Matthews, and Roberts (2020) conducted a comprehensive review of the literature examining the nexus between emotional intelligence, health, and well-being. Their review synthesized findings from 50 studies involving a diverse sample of 20,000 individuals across various age groups and cultural contexts. The study aimed to elucidate how different aspects of emotional intelligence, such as emotional regulation, self-awareness, and interpersonal skills, contribute to health outcomes and overall well-being. The findings consistently demonstrated that higher levels of emotional intelligence are associated with better mental health, lower levels of stress and anxiety, and greater overall life satisfaction. Additionally, the review highlighted the role of emotional intelligence in fostering resilience and coping strategies that enhance well-being.

Vijayalatha (2019) conducted a study on the relationship of emotional intelligence and academic achievement among at +2 level students focusing on the relationship between emotional intelligence and academic performance among higher secondary students. The research involved a sample of 200 students from various schools in Telangana State, India. The study aimed to determine how emotional intelligence influences academic achievement in students at the +2 level, which corresponds to the final two years of secondary education. By employing statistical analyses such as the B-variate coefficient of correlation and t-ratio, the investigator

found no significant correlation between emotional intelligence and academic performance.

Dwivedi and Qasim (2017) studied the emotional intelligence of secondary level students among the secondary school teachers. Since, teaching profession was the vital part to inculcate emotional intelligence to students, they collected sample from 200 secondary school teachers of Central Board of School Education (CBSE) and Uttar Pradesh (UP) Board from Allahabad city. Their investigation result showed that there was significant difference in emotional intelligence of CBSE and UP Board secondary school teachers. Again, they found out that the level of emotional intelligence of male and female teachers were significantly different.

Kaur (2017) from Punjab University, Chandigarh studied life satisfaction of undergraduate students in relation to their mental health, emotional intelligence and spiritual intelligence. The study was performed to 500 undergraduate students which comprised 250 each for boys and girls. 250 boys were the total of 125 boys from rural areas while the other 125 were from urban areas, the same procedure of selection was performed for the selection of girls. The study revealed that there was significant relationship between emotional intelligence and life satisfaction among undergraduate students irrespective of their gender and locale.

Kishore (2017) studied the influence of emotional intelligence on academic achievement among secondary school students of Kalluru Mandal, Kurnool district, Andhra Pradesh, India. By selecting 60 secondary school students, the sample was further divided into Government schools, Aided schools and Private schools. The study revealed significant difference between boys and girls, and significant difference among students of VII, VIII and IX standards on their emotional intelligence. However, no significant difference was found on academic excellence with respect to gender, and with respect to their standards. Further, the study showed that there existed highly positive correlation between emotional intelligence and academic excellence.

Ravikumar et al (2017) performed a study of emotional intelligence among postgraduate medical students in Delhi. 200 postgraduate medical students from two medical colleges in Delhi comprised the sample for their study. Majority of the

students were in the age group of 25 – 28 years, the result showed statistically significant association between the age and emotional intelligence. It indicated that older students become more emotionally intelligent leading to the provision of better healthcare to the patients. However, the study revealed that there was an invert relationship between emotional intelligence and total number of hours of work. However, factors like gender, religion, residence, choice of speciality, year of study and past history of trauma did not have an effect upon emotional intelligence.

Kumar (2016) performed a study on emotional intelligence of Primary School teacher trainees from Meerut district. The investigator selected 90 Primary School teacher trainees, and the data was analyzed using statistical tools of 't' test, ANOVA and Chi-square. The findings stated that only a quarter of the whole population had high level of emotional intelligence. And gender did not impact on the level of their emotional intelligence. No significant difference arises between male and female under the dimensions like self-awareness, self-management, social awareness and relationship management. And the annual income of their parents did not influence the level of their emotional intelligence.

Suresh and Vedhan (2016) from Government College of Education, Orathanad, Tamil Nadu, India studied the correlation between emotional intelligence and academic achievement of B. Ed trainees from Thanjavur District, Tamil Nadu. Their study comprised of 1342 B. Ed trainees using simple random sampling technique. They found out that there was highly positive correlation between emotional intelligence and academic achievement. At the same time, their study revealed that the emotional intelligence of teacher educators was high.

Esmaeili, Behnam and Ramazani (2015) investigated the relationship between emotional intelligence and writing ability. A cohort of forty English as a Foreign Language (EFL) students participated in the research, evenly distributed with twenty females and twenty males, aged between 19 and 26. The participants underwent assessment through Bar-On's EQ questionnaire and a writing test. Each student was tasked with writing on one of the two provided topics, and the evaluations were conducted by two assessors. The findings revealed that there was no significant relationship between the Emotional Intelligence (EI) of female and male students and

their respective writing scores. However, the impulse control exhibited a negative correlation with the writing proficiency of male students.

Singh (2015) performed a comparative study on academic achievement, self-concept and emotional intelligence in male and female college students. The sample comprised of 120 B.Ed and M.Ed students from various college of education in Bhiwnai district of Haryana, out of which 95 were female and only 25 were female. The result showed positive correlation between emotional intelligence and academic achievement, likewise, the researcher found out positive correlation between academic achievement and self-concept. And the study revealed that there was no significant difference between male and female on academic achievement, self-concept and emotional intelligence.

Singh (2015) performed a study of emotional intelligence among private and government school teachers of Bhirwani District, Haryana. The sample comprised of 200 teachers proportionately distributed from private and government school. The result revealed that significant difference existed between private and government school teachers on different dimensions of emotional intelligence like ability to express and appraise emotions, ability to utilize emotions and ability to manage emotions in self. However, under the dimension of ability to manage emotions in others, the study revealed that there was no significant difference between private and government school teachers.

Singh (2015) studied emotional intelligence of teacher educators in relation to certain demographic variables from 35 teacher educators enrolled in Refresher Course No. 256 at ASC, Himachal Pradesh University, Shimla. Among these participants, there were 19 males and 16 females with their age ranged from 25 to 49 years. Of the 35 teacher educators, 26 were married, and their teaching experience varied from 3 to 20 years. The findings indicated that the examined group demonstrated moderate emotional intelligence. The gender and experience levels of teacher educators had no impact on their emotional intelligence. However, significant difference in emotional intelligence was observed among teacher educators concerning their geographical area and marital status.

Mohanraj and Natesan (2014) studied the emotional intelligence profile of women police constables among the women police constables in Coimbatore city, Tamil Nadu by selecting 200 women constables randomly. The data collection employed the questionnaire method, with a personal information sheet utilized to gather demographic details, while the Schutte Emotional Intelligence Scale (Schutte et al., 1998) was utilized to assess emotional intelligence. Findings indicated that a majority of respondents (62.5%) fell within the 21-25 age bracket, and approximately 44% possessed less than two years of experience. Additionally, half (52%) of the participants exhibited a moderate level of emotional intelligence. Factors such as education level, monthly salary, work experience, number of training programs attended, and family type significantly influenced emotional intelligence among female police constables, whereas age and marital status did not demonstrate a significant impact.

Gill and Scharff (2013) investigated gender differences in emotional intelligence and their impact on academic achievement among a sample of 200 high school students, consisting of an equal number of males and females. The study utilized standardized emotional intelligence assessment tools and academic records to analyze the relationship between emotional intelligence and academic performance. The results revealed that females scored higher on emotional intelligence measures than males and that higher emotional intelligence was positively correlated with better academic performance for both genders, suggesting that emotional intelligence plays a crucial role in academic success.

Kumar, Mehta and Maheshwari (2013) studied the effect of emotional intelligence on the achievement, psychological adjustment and scholastic performance of secondary school students. Their study examined 450 male students in urban areas of the tenth grade in Jaipur district. The researchers utilized the Emotional Intelligence Scale (EIS) developed by Hyde, Pethe, and Dhar, the Achievement Value and Anxiety Inventory (AVAI) by Mehta, and the Adjustment Inventory for School Students (AISS) by Sinha and Singh. Additionally, the students' overall percentage of marks in the tenth-grade board exams administered by the Board of Secondary Education, Rajasthan, was considered as an indicator of their academic performance. The findings

indicated a significant relationship between emotional intelligence and students' motivation for achievement and educational adaptation. However, emotional intelligence did not show a significant impact on students' emotional adaptation, social adaptation, or academic performance.

Mohzan, Hassan and Halil (2013) investigated the influence of emotional intelligence on academic achievement. Their study was performed among students of Education Faculty, Universiti Teknolodi Mara (UiTM). The data for this research were gathered using a questionnaire designed to assess both the students' level of emotional intelligence and their academic performance. The study's results indicate that the participants exhibit a high level of emotional intelligence. Specifically, two aspects of emotional intelligence examined, namely Self-Emotion Appraisal and Understanding of Emotion, are found to be significantly and positively linked with the respondents' academic success. These findings have significant implications for understanding the importance of emotional intelligence and its correlation with academic performance, particularly among pre-service teachers. Additionally, stress management continues to be a crucial area of interest for managers and employees globally, highlighting the ongoing relevance of this topic in management and job satisfaction discussions.

Mishra (2012) investigated effect of emotional intelligence on academic achievement among the senior secondary students of Jaipur, India. The researcher selected a sample of 1000 senior secondary students through cluster sampling technique and selected only government senior secondary schools of Jaipur district, Rajasthan. The result showed positive significant relationship between emotional intelligence and academic achievement especially on girl students.

Rukmini and Vijaya (2012) investigated a study to find out the level of emotional intelligence among college students. They disclosed that out of 70 undergraduate students surveyed, males demonstrated higher levels of self-awareness, empathy, integrity, emotional stability, self-improvement, and commitment compared to females, along with greater self-motivation and relationship management skills. Conversely, females exhibited slightly higher levels of altruistic behavior compared to males.

Brackett, Rivers, and Salovey (2011) provided a comprehensive examination of the role of emotional intelligence across various domains, including personal, social, academic, and workplace success. Their study emphasized that individuals with high emotional intelligence are better equipped to navigate social complexities, build stronger relationships, and manage their own emotions effectively. In the academic context, the authors highlighted that students with higher emotional intelligence tend to perform better academically due to their enhanced ability to cope with stress, stay motivated, and engage positively with peers and educators. Furthermore, in the workplace, high emotional intelligence is linked to better job performance, leadership abilities, and overall job satisfaction. The authors argued that emotional intelligence is a crucial factor that could significantly influenced an individual's success in multiple life areas.

Mahajan (2011) studied academic achievement in relation to emotional intelligence and spiritual intelligence among 140 students of Class XI from Hoshiarpur district of Punjab. For analysis of data collected, the investigator utilized B-variate coefficient of correlation and t-ratio. The findings showed that there was no significant difference between boys and girls on their emotional intelligence and spiritual intelligence. At the same time, the study revealed positive and significant relationship between academic achievement and emotional intelligence among boys and girls when analyzed separately. The study further revealed positive and significant relationship between academic achievement and spiritual intelligence as well as emotional intelligence and spiritual intelligence among boys and girls.

Singh and Kumar (2011) conducted research on emotional intelligence and academic achievement of college students. The study aimed to assess the emotional intelligence and academic achievement of college students in Rohini, Delhi. A sample of 100 students, comprising 50 boys and 50 girls, was selected. The findings revealed that emotional intelligence between college boys and girls were similar, while academic achievement differed between boys and girls. Additionally, the study found a positive relationship between emotional intelligence and academic achievement.

Salami (2010) investigated the relationship between emotional intelligence, self-efficacy, psychological well-being, and students' attitudes toward education

among secondary school students in southwestern Nigeria. The study utilized a sample of 420 students, employing standardized questionnaires to assess emotional intelligence, self-efficacy, and psychological well-being, alongside measures of students' attitudes toward education. The findings revealed significant positive correlations between emotional intelligence and both self-efficacy and psychological well-being, which in turn were linked to more positive attitudes toward education. These results suggest that enhancing emotional intelligence can contribute to better educational outcomes.

Sánchez-Ruiz, Pérez-González, and Petrides (2010) investigated trait emotional intelligence (EI) profiles among university students across various faculties. They conducted their research with a sample consisting of 665 university students, aiming to explore how emotional intelligence varies across different academic disciplines. The study employed the Trait Emotional Intelligence Questionnaire (TEIQue) to assess emotional intelligence profiles. Their findings highlighted significant differences in emotional intelligence among students from different faculties, suggesting that academic discipline might influence emotional intelligence profiles among university students.

Shipley, Jackson and Segrest (2010) conducted research on the effects of emotional intelligence by using the age, work experience and academic performance. This research investigated the link between emotional intelligence, by using the Trait Emotional Intelligence Questionnaire Short Form (TEIQue SF), and academic performance among 193 undergraduate business students. The results showed a positive correlation between emotional intelligence and professional experience. However, no significant correlation was found between emotional intelligence and age. While overall trait emotional intelligence did not show a significant link with academic performance, students with moderate GPAs demonstrated notably higher average scores in the "well-being" factor compared to those with lower or higher-grade point averages.

Alam (2009) performed a correlational study on academic achievement in relation to creativity and achievement motivation. The sample comprises of 450 students of Hyderabad who were studying Class X during the collection of data. The

stay aimed to find out the relationship between academic achievement between creativity, and achievement motivation with a comparison between boys and girls; and urban and rural. The result showed that there was significant relationship between achievement motivation and academic achievement as well as creativity.

Ahmad et al (2009) from University of Peshawar, Pakistan studied emotional intelligence with regards to gender differences from North West Frontier Province (NWFP), Pakistan. Samples comprised 160 subjects, out of which 60 were males and the other 60 were females. Their socioeconomic status and cultural background were similar and belong to the age group of 25 years and above. They found out that the scores of male subjects in emotional intelligence were higher compared to their female counterparts. Thus, their study revealed that there was a significant difference between male and female emotional intelligence.

Di Fabio and Palazzeschi (2009) explored the relationship between emotional intelligence and self-efficacy in a sample of 158 high school teachers in Italy. Using self-report questionnaires to measure emotional intelligence and self-efficacy, the study found significant positive correlations between these variables, suggesting that teachers with higher emotional intelligence also reported higher self-efficacy. The findings highlight the importance of emotional intelligence in the professional development and effectiveness of educators, indicating that fostering emotional intelligence could enhance teachers' self-efficacy and overall performance.

Murali (2009) studied the effect of emotional intelligence and study skills on academic performance of pupils with social and emotional problems. 650 students of rural and urban government as well as private high schools in Chittoor district of Andhra Pradesh comprised the samples for the study. It was found out that the non-problematic students with high emotional intelligence and good study skills obtained good academic performance in Telugu subject while the low emotional intelligence students were poor in their academic performance. The study also revealed that there was a significant difference between urban and rural students with regard to their academic performance while significant differences between boys and girls were not found with regards to their academic performance.

Pekrun et al. (2009) conducted a comprehensive investigation into academic emotions within students' self-regulated learning and achievement through a mixed-methods approach. Their program of research integrated qualitative and quantitative methods to explore the emotional dimensions influencing academic performance. The study involved a substantial sample size across various educational settings, focusing primarily on middle and high school students. By examining both the subjective experiences and measurable outcomes, the researchers aimed to uncover the complex interplay between emotional states, learning strategies, and academic success. This integrated approach contributed to a greater understanding of how emotions impact students' educational experiences, highlighting the significance of emotional regulation in fostering effective learning environments.

Pishgadam (2009) performed the study on the impact of emotional and verbal intelligence on English language learning. For this purpose, the researcher chose three classes: two focused on emotional and verbal intelligences, while the third served as the control group. The study outcomes indicated that Emotional Intelligence significantly influenced the acquisition of various language skills, particularly those related to production. Data analysis revealed that both emotional intelligence and verbal intelligence played a significant role in turn-taking, communication volume, number of errors, and writing proficiency.

Tattawadi (2009) conducted investigation with the focus on analyzing emotional maturity variations between male and female students enrolled in a management school. The findings indicated that females exhibited greater emotional strength compared to their male counterparts. Specifically, girls outperformed boys in empathy, social responsibilities, and interpersonal relationships. They demonstrated heightened sensitivity in their connections with parents, friends, and siblings. These qualities collectively contributed to the development of higher emotional intelligence among the female students when compared to their male counterparts.

Umadevi (2009) studied the relationship between emotional intelligence, achievement motivation and academic achievement. the test scale was administered to 200 primary school student teachers of Karnataka. The study showed that there was positive relationship between emotional intelligence and academic achievement of

primary school teachers, and found out positive relationship between achievement motivation and academic achievement. In addition, the study showed no difference between male and female as well as arts and science primary school student teachers in emotional intelligence. Likewise, male and female as well as arts and science primary school student teachers did not have difference in their achievement motivation.

Mayer, Salovey, and Caruso (2008) reviewed the construct of emotional intelligence as either a new ability or a collection of eclectic traits. Their study primarily utilized a sample of adults from various demographic backgrounds, examining how emotional intelligence contributes to significant life outcomes, including academic performance and interpersonal relationships. The authors employed various emotional intelligence assessment tools, such as the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), to measure the ability-based aspects of emotional intelligence. Their findings underscored the role of emotional intelligence in enhancing cognitive tasks and social functioning, providing a comprehensive framework for understanding its impact.

Pandey and Ahmad (2008) conducted a study on significance of difference between male and female adolescents on academic performance, achievement motivation, intelligence and socioeconomic status. The study was conducted to 621 students of Class XI by using statistical techniques of mean, standard deviation and t-test. They found out that there was significant difference on academic performance between male and female adolescents. However, as per their findings, there was no significant difference on achievement motivation between male and female adolescents. In addition, they found out no significant difference between male and female adolescents on intelligence and socio-economic status.

Rouhani (2008) investigated the relationship between emotional intelligence and foreign language anxiety. The findings indicated a substantial enhancement in participants' emotional intelligence scores as a result of the cognitive-affective reading-based course. Additionally, there was a marked reduction in their levels of foreign language anxiety.

Subramanyam and Sreenivasa (2008) studied academic achievement and emotional intelligence among secondary school children with the aim of assessing impact on gender. The study revealed that there was significant difference between boys and girls on emotional intelligence. However, on the ground of achievement motivation the study showed no significant difference between boys and girls. Further, the study revealed that there was no relationship between academic achievement and emotional intelligence.

Adeyemo (2007) examined the moderating role of emotional intelligence on the relationship between academic self-efficacy and academic achievement among secondary school students in southwestern Nigeria. The study involved a sample of 300 students aged 14 to 18 years. Using standardized questionnaires to assess emotional intelligence and self-efficacy, along with academic records, the research found that emotional intelligence significantly moderated the link between self-efficacy and academic performance. The results indicated that students with higher emotional intelligence and self-efficacy achieved better academic outcomes, highlighting the importance of emotional intelligence in educational success.

Schutte et al. (2007) developed and validated a measure of emotional intelligence using a sample of 346 participants, consisting of college students and community members. The study aimed to create a reliable and valid self-report emotional intelligence assessment. Using factor analysis, the researchers identified key components of emotional intelligence and demonstrated the measure's consistency and validity through various statistical methods. The findings confirmed that the new emotional intelligence measure correlated with related constructs, such as empathy and emotional regulation, supporting its utility in both academic and applied settings.

Chan (2006) examined the relationship between emotional intelligence and burnout among Chinese secondary school teachers in Hong Kong. The study involved a sample of 273 teachers, utilizing self-report questionnaires to measure emotional intelligence and components of burnout, such as emotional exhaustion, depersonalization, and personal accomplishment. The findings revealed that higher emotional intelligence was significantly associated with lower levels of emotional exhaustion and depersonalization, and higher levels of personal accomplishment,

indicating that emotional intelligence can mitigate burnout symptoms and enhance teachers' well-being and effectiveness.

Petrides, Frederickson, and Furnham (2004) investigated the impact of trait emotional intelligence on academic performance and deviant behavior in a study involving 650 secondary school students from various schools in London. Utilizing standardized questionnaires and academic records, the researchers assessed the students' emotional intelligence traits and correlated these with their academic achievements and incidences of deviant behavior. Their findings indicate a significant positive relationship between high levels of trait emotional intelligence and academic performance, suggesting that students who are more adept at perceiving, processing, and managing their own emotions tend to achieve better academically. Conversely, the study also reveals a negative correlation between trait emotional intelligence and deviant behaviour, implying that students with higher emotional intelligence are less likely to engage in problematic behaviours.

Goleman (2001) examined the development and implications of emotional intelligence in the workplace, as discussed in the edited volume "The Emotionally Intelligent Workplace." The study drew on numerous case studies and research findings involving thousands of employees across various industries. Focusing on how emotional intelligence can be measured, developed, and utilized within organizational settings, Goleman highlighted the significant role of emotional intelligence in improving individual and group performance, job satisfaction, and leadership effectiveness. His findings underscored the importance of integrating emotional intelligence into workplace training and development programs.

2.3   Analysis of reviews on achievement motivation

The studies explored a wide range of factors that impact student achievement. Educational resources, motivation, teacher quality, parenting styles, and even gender all play a role in academic success of the students as well as their motivation to achieve goals. Brown and Lee (2023); Garcia and Ho (2020); revealed that students in schools with limited resources often face lower achievement compared to their counterparts in well-funded schools. It signifies that students from lower socioeconomic backgrounds

often have limited access to resources and face challenges that hinder their success. Moreover, as per the findings from Kim and Choi (2022), rural schools often face challenges leading to lower achievement compared to urban settings. Wang and Zhao (2022) and Alnemare (2020) also showed that cultural values and societal expectations also play a role in shaping educational experiences and outcomes.

As indicated in different studies, intrinsic motivation, driven by genuine interest and a desire to learn, is a stronger predictor of success than extrinsic motivation focused on external rewards. It can be seen from the studies done by Jones and Mueller (2023); Park and Lee (2022) and Kim and Lim (2021). Other factors like supportive learning environments that foster curiosity and mastery goals can also enhance intrinsic motivation as it can be seen from the studies done by Deci and Ryan (2020) and O'Neill and Robertson (2020).

Some studies found gender differences in motivation and achievement, with females sometimes showing higher intrinsic motivation and academic performance. Smith, Brown, and Wilson (2022) and Wolters and Hussain (2015) found out that females sometimes show a stronger correlation between intrinsic motivation and academic performance.

As seen from the studies of Tambunan et al. (2021); Adedigba and Sulaiman (2020) and Engin (2020), supportive teachers who create a positive learning environment can foster student motivation. Parenting styles also influence motivation, out of which authoritative styles was being the most beneficial factor. Mihret et al. (2019) and Dagnew (2018) had found out that authoritarian parenting style had positive relationship with academic achievement motivation.

The analysis of different studies highlighted the importance of fostering intrinsic motivation in students. This can be achieved through creating a positive and supportive learning environment, emphasizing mastery and personal growth, and encouraging students' natural curiosity and interest in learning. Studies performed by Deci and Ryan (2020) and O'Neill and Robertson (2020) showed that intrinsic motivation, self-efficacy and supportive environment were strong predictors of academic performance and outcomes. Effective teaching strategies, strong parental

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involvement, and addressing challenges related to resources and socioeconomic background can all contribute to a student's academic success.

2.4 Analysis of reviews on emotional intelligence

Studies on emotional intelligence explored the connection between emotional intelligence and academic achievement with a mix finding. Mayer et al. (2022); Al Ghazali (2021) and Schutte et al. (2021) showed a positive correlation between emotional intelligence and better academic performance. On the other hand, studies of Vijayalatha (2019) and Esmaeili et al. (2015) showed no significant relationship between these variables. Studies by Alpaslan and Ulubey (2021) and Pendyala et al. (2021) further explored the interplay between motivation, emotion, and academic performance.

Studies done by Pendyala et al. (2021); Kumar (2016); Singh (2015) and Umadevi (2009) found no significant difference in emotional intelligence scores between males and females. However, Gill and Scharff (2013); Mishra (2012) reported that females scored higher emotional intelligence, while Ahmad et al. (2009) and Tattawadi (2009) showed that emotional intelligence was higher in males than their female counterpart.

Studies by Suleman et al. (2020) and, Zeidner, Matthews, and Roberts (2020) suggested that higher emotional intelligence is associated with better academic outcomes and improved mental health, lower stress levels, and greater overall life satisfaction, highlighting the broad benefits of developing emotional intelligence in students. Di Fabio and Palazzeschi (2009); Chan (2006) revealed that emotional intelligence should be relevant for teachers' well-being and performance

Research on emotional intelligence and academic achievement presents a complex picture. While some studies found positive correlations, others revealed no significant relationship between these variables. The potential for developing emotional intelligence skills suggests a promising avenue for future research and educational interventions.

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CHAPTER - III

METHODOLOGY

The effectiveness of any educational inquiry depends on the appropriateness of the chosen methodology and the tools and techniques employed for data collection. Consequently, the design of the study stands as a pivotal aspect of any research endeavor, delineating the approach undertaken for investigating the identified problem. Within this context, the current chapter serves to expound upon the methodology and procedures implemented in the study, shedding light on key aspects such as the delineation of the population, the rationale behind sample selection, and the methods employed for this purpose.

Furthermore, this chapter delves into the intricacies of tool development, elucidating the procedures followed in constructing, standardizing, and scoring the instruments used for data collection. A comprehensive depiction of the tools employed in the study is provided, offering insights into their conceptualization and the rigorous processes involved in ensuring their reliability and validity.

Additionally, the chapter articulates the meticulous procedures executed during the data collection phase, outlining the various techniques applied to ensure accuracy and comprehensiveness. It goes on to detail the methodologies employed for data analysis, providing a transparent overview of the steps taken to derive meaningful insights from the collected data. In essence, this chapter serves as a comprehensive guide to the methodological framework that underpins the research, offering a thorough understanding of the steps involved in investigating the research problem.

3.1   RESEARCH DESIGN

The study adopted descriptive survey study aiming to determine the emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers. The variables studied are emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers in relation to gender, stream of education and locality of prospective elementary school teachers.

3.2 POPULATION OF THE STUDY

All the prospective elementary school teachers studying in eight (8) DIETs of Mizoram was the population of the study. Since, the present study seeks to analyze the scores of prospective elementary school teachers of Mizoram on emotional intelligence, achievement motivation and academic achievement, the population of the study comprised the number of prospective teachers who were enrolled in two years D. El. Ed course during the time of data collection in 2023. In Mizoram, the said course was being introduced at DIETs only, hence, all the D. El. Ed students studying at DIETs in Mizoram forms the population to study. The investigator collected data from the whole population of the study. Table 3.1 depicts the total number of enrolments at different DIETs in Mizoram.

Table 3.1

No of prospective teachers at DIETs

Sl. No	Institution	Male	Female	Total
1	DIET Aizawl	79	147	226
2	DIET Lunglei	51	68	119
3	DIET Siaha	35	45	80
4	DIET Champhai	24	62	86
5	DIET Kolasib	32	66	98
6	DIET Serchhip	30	66	96
7	DIET Lawngtlai	50	42	92
8	DIET Mamit	29	52	81
	TOTAL	330	548	878

Source: Attendance Register

Table 3.1 shows that the total number of populations for study was 878. Out of which DIET Aizawl had the largest number of populations comprising more than one fourth of the whole population. Out of the total 878 prospective elementary school teachers, there are 330 male prospective elementary school teachers. From male

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enrolment, DIET Aizawl had the largest number of populations, which is followed by DIET Lunglei, then DIET Lawngtlai. The smallest number of male population was enrollment at DIET Champhai, which is followed by DIET Mamit. In these two DIETs, the total enrolment of male prospective elementary school teachers was less than 30 in number.

At the same time, the number of female prospective elementary school teachers was 548, which was more than 60 % of the whole population. Again, DIET Aizawl had the largest number of female enrolments with a total enrolment of 147, which comprised of more than 26 % of the total number of female prospective elementary school teachers in Mizoram. Out of the eight DIETs, only DIET Aizawl had more than 100 enrolment of female prospective elementary school teachers. The smallest number of female enrolments was borne by DIET Lawngtlai, which is followed by DIET Siaha. In these two DIETs there were less than 50 female prospective elementary school teachers.

3.3   SAMPLE OF THE STUDY

A sample represents a smaller segment of the overall population, used to gather responses and generate results. An ideal sample size accurately reflects the characteristics of the entire population with minimal deviation. Collecting data from the entire population is often difficult, hence, only a subset of the population has been chosen for the research study.

From the total number of population, a sample of 500 prospective elementary school teachers were selected using simple random sampling method. To avoid biasness in selecting sample of the study, the selection was done through randomization in which all the members of the population had equal chance of being selected. By giving a unique number to each member of the population, the investigator selected 500 members randomly. Then, the sample selected for the study was written in the table 3.2.

Table 3.2

No of Sample Studied

Sl. No	DIET	Male	Female	Total
1	Aizawl	62	116	178
2	Lunglei	17	31	48
3	Siaha	10	13	23
4	Champhai	13	40	53
5	Kolasib	11	33	44
6	Serchhip	13	36	49
7	Lawngtlai	27	32	59
8	Mamit	22	24	46
	TOTAL	**175**	**325**	**500**

Table 3.2 shows the number of samples used for study in the present investigation. As per the table, the total number of samples used for the study comprises of 500 prospective elementary school teachers; out of which major portion of sample was formed by female population comprising 325 prospective elementary school teachers while only 175 male subjects were studied in the present investigation. As seen from the attendance register of their respective institutions, the number of male prospective elementary school teachers admitted were lesser as compared to their female counterpart.

DIET Aizawl had the highest number of populations contributing more than one-third of the prospective elementary school teachers. While the strength of prospective elementary school teachers at DIET Lunglei was next to the highest number of DIET Aizawl, the number of populations for study was not in the second place. Since, samples were drawn randomly from the population, the number of respondents chose for study comprised only 48 prospective elementary school teachers. Thus, the number of respondents studied from DIET Lunglei constitute only less than one-tenth of the total number of populations selected for study.

The number of selected prospective elementary school teachers from DIET Lawngtlai, DIET Champhai and DIET Serchhip were more than the selected respondents from DIET Lunglei. DIET Aizawl had the highest number of population while the selected population for study from DIET Siaha was the lowest.

3.4   RESEARCH TOOLS

The investigator used-

i)   Emotional Intelligence Test Scale developed by the researcher.

ii)   Academic Achievement Motivation Test Scale (AAMT-s) standardized and constructed by Prof. T.R. Sharma (2018)

iii)   Result of the annual examination of the pre-service elementary school teachers.

3.4.1 EMOTIONAL INTELLIGENCE SCALE

Emotional intelligence is often measured through self-report assessments and multi-rater assessments. In other words, it can be measured through various assessments or tests designed to evaluate an individual's ability to recognize, understand, manage, and utilize emotions effectively. It involves various methods for measuring the level of an individual's emotional intelligence. Some of the common methods include:

i)   **Self - Report Questionnaires:** Individuals rate themselves on various aspects of emotional intelligence, such as self-awareness, self-regulation, empathy, and interpersonal skills. The previously mentioned Emotional Intelligence Appraisal is an example of a self-report questionnaire.

ii)   **360-Degree Feedback:** This involves collecting feedback from multiple sources, including self-assessment, peers, supervisors, and sometimes subordinates. It provides a more comprehensive view of an individual's emotional intelligence by considering different perspectives.

iii)   **Performance Assessments:** Some researchers argue that actual behavioral demonstrations in real-life situations are better indicators of emotional intelligence than self-reported measures. Observing how individuals handle emotions in practical scenarios can be a valuable assessment.

iv)   **Ability Tests:** These are performance-based assessments that measure specific skills related to emotional intelligence. They often involve scenarios or tasks that require the application of emotional understanding and management.

These assessments are tools that provide insights into an individual's emotional intelligence rather than definitive measures. However, no single test can fully capture the complexity of emotional intelligence, and results may be influenced by factors such as self-perception and social desirability bias. By considering the above various methods, Self – Report Questionnaires was the best suitable method for measuring the individual's emotional intelligence level. Hence, the present research had been done with the help of Self – Report Questionnaires constructed and standardized by the researcher.

Perhaps the most straightforward way of measuring the emotional intelligence level of an individual would be to ask them directly through face-to-face interview. Meanwhile, emotional intelligence involves measurement of self-awareness, self-regulation, empathy, motivation, social skills, etc. which may be difficult to measure accurately through face-to-face interview under the ground of preservation of self-image and hesitation to expose self-reality to others in a situation of confrontation with the interviewer. So, in order to preserve secrecy of self-image, individuals may opt for responding questionnaires.

By considering the factors that could happen during the time of face-to-face interview, the researcher opted for construction of tools in the form of questionnaires. Various emotional intelligence scales have been developed so far. Some of the common methods include:

i)   Mayer-Salovey-Caruso Emotional Intelligence Tests (MSCEIT) (Mayer et al., 2002).
ii) Self-report Emotional Intelligence Test (SREIT) (Schutte et al., 1998)
iii) Trait Emotional Intelligence Questionnaire (TEI Que) (Petrides and Furnham, 2001)
iv) The Situational Test of Emotional Management (STEM) (MacCann and Roberts, 2008)

v) Emotional and Social competence Inventory (ESCI) (Boyatzis and Goleman, 2007)

Construction of emotional intelligence Test scale requires a complex process. In the present research, the researcher constructed the test scale by using Likert Scale. Likert Scale allows the respondents to express their feelings in a sequential manner of intensity by providing various options on each statement. It simply implies that, instead of having an option of just 'Agree' and 'Disagree', the respondents can have an option of intensity varying from 'Strongly Agree' to 'Strongly Disagree'.

For scoring the items, a value of '5' may be given to the responses indicating "strong agreement", '4' for "simple agreement", '3' for "neutral", '2' for "disagree" and '1' for "strongly disagree". Thus, each individual can be assigned a single quantitative score for measuring his/her emotional intelligence level.

3.4.2 STEPS IN THE CONSTRUCTION OF EMOTIONAL INTELLIGENCE TEST SCALE

Emotional Intelligence (EI) is a crucial aspect of human behavior and plays a significant role in personal and professional success. Developing a reliable and valid Emotional Intelligence Scale is essential for researchers and practitioners aiming to assess and enhance emotional intelligence in individuals. The following steps were adopted for construction of the scale

1) Collection of various statements to construct tools on emotional intelligence.

2) Preparation of Pilot Scale.

3) Administrations of the Scale for analyzing the statements.

4) Determining the reliability and validity of the scale

5) Final selection of the items to study emotional intelligence level of prospective elementary school teachers.

3.4.2.1 Item Writing

The investigator consulted literature on emotional intelligence from various books, manuals, journals and research carried out from different angles of population through online and offline mode. Statements were prepared in such a way that it includes various dimensions of emotional intelligence like empathy, self-awareness, motivation, social skill and self-regulation.

Table 3.3

Distribution of statements over various dimensions - I

Sl. No	Dimensions	No. of Items
1	Empathy	7
2	Self – Awareness	9
3	Motivation	8
4	Social Skill	8
5	Self – Regulation	11
TOTAL		43

1. Empathy

The area of empathy represents different dimensions that significantly influenced interpersonal relationships and overall emotional well-being. It is the capacity to understand and share the feelings of others, allowing individuals to connect on a deeper level and respond with sensitivity to the emotions of those around them. In educational settings, teachers with high levels of empathy can create a supportive and inclusive learning environment by recognizing and addressing the diverse emotional needs of their students. In the professional world, empathetic leaders foster positive workplace cultures, enhance teamwork, and promote employee satisfaction. The cultivation of empathy involves active listening, perspective-taking, and a genuine interest in understanding the emotional experiences of others. This ability not only strengthens social bonds but also contributes to effective communication and conflict resolution, making empathy a cornerstone in the development of emotionally

intelligent individuals and fostering compassionate, interconnected communities. Hence, five statements had been prepared under this area.

2.   Self – Awareness

Self-awareness encompasses an individual's ability to recognize and understand their own emotions, strengths, weaknesses, and values. It involves a deep introspective awareness that extends to one's thoughts, motives, and behaviors. In cultivating self-awareness, individuals gain insight into the impact of their emotions on decision-making and relationships, fostering personal growth and resilience. In educational contexts, self-aware students can better navigate challenges, set realistic goals, and adapt to various learning environments. In professional settings, self-awareness empowers leaders to make informed decisions, manage stress, and build authentic connections with their teams. Embracing self-awareness involves continuous reflection and an openness to personal growth, contributing not only to individual well-being but also to the creation of healthier, more emotionally intelligent communities. From this area, seven statements were prepared.

3.   Motivation

The area of motivation comprised of eight statements. It contained statements that defines dynamic force that drives individuals to set and pursue goals with enthusiasm and persistence. It encompasses the ability to harness one's own emotions to propel toward desired outcomes and maintain resilience in the face of challenges. Emotionally intelligent individuals with high motivation demonstrate a passion for their work or objectives, inspiring not only themselves but also those around them. In educational settings, motivated students exhibit a greater commitment to learning and academic success. In the workplace, motivated employees contribute to increased productivity and a positive organizational culture. Cultivating motivation involves understanding personal aspirations, aligning goals with values, and fostering a sense of purpose. The emotionally intelligent integration of motivation into daily life promotes sustained effort, accomplishment, and a sense of fulfillment in both personal and professional spheres.

4. Social Skill

Social skills refer to an individual's ability to navigate social interactions effectively and maintain positive relationships with others. Emotionally intelligent individuals with strong social skills exhibit empathy, effective communication, and interpersonal sensitivity. These skills are essential in various contexts, such as the workplace, educational settings, and personal relationships. In the professional realm, individuals with robust social skills often excel in leadership roles, teamwork, and conflict resolution. In education, teachers with developed social skills create inclusive and collaborative learning environments. The mastery of social skills involves active listening, clear communication, and adaptability to different social contexts. Emotionally intelligent individuals leverage their social skills to build meaningful connections, resolve conflicts diplomatically, and contribute to the overall harmony of social environments, fostering positive and cooperative relationships with those around them. Seven statements had been prepared under the dimension of social skills.

5. Self – Regulation

Self-regulation, a core element of emotional intelligence, involves the ability to manage and control one's own emotions, impulses, and behaviors in a constructive manner. Emotionally intelligent individuals with strong self-regulation skills are adept at staying composed under pressure, resisting impulsive reactions, and adapting to changing circumstances. This capacity for self-control extends to regulating stress, maintaining focus, and making thoughtful decisions. In educational settings, students with well-developed self-regulation skills often exhibit better academic performance and greater resilience in the face of challenges. In professional contexts, individuals who can effectively self-regulate are more likely to handle workplace stress, maintain professionalism, and contribute to a positive organizational culture. Cultivating self-regulation involves self-awareness, mindfulness practices, and a commitment to continuous personal growth, ultimately leading to improved decision-making, enhanced emotional well-being, and successful navigation of diverse social and professional situations. Thus, by including the largest number of statements, the dimension of self-regulation comprised as much as ten statements.

3.4.2.2   Validation of Items

Three experts specializing in teacher education were provided with a set of items and were asked to evaluate and express their opinions on the inherent qualities and appropriateness of each item for assessing emotional intelligence. They were also asked to scrutinize the items for clarity, relevance and appropriateness in the field of emotional intelligence and the development of test; and provide constructive suggestions for potential enhancements.

3.4.2.3   Preparation of Pilot Scale

Following the review of the professionals, the items were reduced to 37 statements. Since, the statements which were uncertain and redundant were removed from the test items, the draft emotional intelligence test scale was prepared by removing six statements from the original. The final form of draft test scale was prepared with 37 statements. Each of the statements contains five (5) options which ranges from strongly disagree to strongly agree. As per the suggestions and corrections made by the professionals, the number of statements contains in each of the items were listed in the table 3.4. Instructions and personal information sheet were also incorporated in the test booklet.

Table 3.4

Distribution of statements over various dimensions - II

Sl. No	Dimensions	No. of Items
1	Empathy	5
2	Self – Awareness	7
3	Motivation	8
4	Social Skill	7
5	Self – Regulation	10
	TOTAL	37

3.4.2.4   Try-Out

The final form of draft emotional intelligence test scale consisting of 37 statements was first administered to prospective secondary teachers in Aizawl city with the intention of finding the discriminative value of each item. The group of population used for try-out of the test scale consist 89 prospective secondary school teachers, out of which 65 were females and the rest 24 were male subjects. During the administration of the pilot test, subjects were explicitly instructed to thoroughly review each item, ensuring that no item was left unanswered. They were also informed that there were no objectively correct or incorrect responses for any of the items, emphasizing the importance of expressing their own perspectives and decisions. Subjects were then requested to respond to each statement based on their individual viewpoints. Following the completion of the test, the assessment tool was gathered from the participants.

The tool so collected was evaluated as per the scoring ranging from 1 to 5 in each of the statements. The procedure was done with 5-point Likert scale, i.e.

    i)   Strongly Agree

    ii)   Agree

    iii)   Neutral

    iv)   Disagree

    v)   Strongly Disagree

3.4.2.5   Scoring of Statement

Scoring was done by giving the weightage as 1, 2, 3, 4 and 5 representing the responses of Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree respectively. Since, the statements were prepared in the form of positive statement, all the responses were scored as per the specific criteria from the lowest with Strongly Disagree to the highest with Strongly Agree. The test scale so prepared contains 37 statements, so, the respondents can obtain as much as 185 score at the maximum level by scoring highest in each of the statements.

3.4.2.6   Item Discrimination

The participants' responses were evaluated, with scores assigned and organized in descending order. The top 27 percent with the highest scores and the bottom 27 percent with the lowest scores, totaling 25 students in each group from a pool of 89 students, were separated. This division created two criterion groups to assess each item on the scale. Mean and Standard Deviation were computed separately for each item within the highest 27% and lowest 27% groups of prospective teachers. Using the t-value, the discriminatory value for each item were determined, selecting items which were statistically significant at 0.05 level forms the final draft of the emotional intelligence test scale.

Out of the 37 statements, 6 were rejected from the emotional intelligence test scale as they were not statistically significant. The final draft of the emotional intelligence test scale comprised 31 statements which were statistically significant at 0.05 level, indicating their statistical significance in differentiating responses between the highest and lowest groups.

Table 3.5

Group Statistics: Higher and Lower Groups on Emotional Intelligence Test Scale

Item	Group	N	Mean	Std. Deviation	Std. Error Mean	t – value	Significance	Selected/ Rejected
Item 1	Higher	22	3.8636	1.12527	.23991	1.266	NS	Rejected
	Lower	22	3.5000	.74001	.15777			
Item 2	Higher	22	3.6818	.89370	.19054	-.165	NS	Rejected
	Lower	22	3.7273	.93513	.19937			
Item 3	Higher	22	4.0000	.69007	.14712	1.670	NS	Rejected
	Lower	22	3.6818	.56790	.12108			
Item 4	Higher	22	3.3636	1.04860	.22356	3.831	**	Selected
	Lower	22	2.2727	.82703	.17632			

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Item 5	Higher	22	3.7273	.88273	.18820	3.323	**	Selected
	Lower	21	2.8095	.92839	.20259			
Item 6	Higher	22	4.2273	1.02036	.21754	3.421	**	Selected
	Lower	22	3.1818	1.00647	.21458			
Item 7	Higher	22	4.1364	.88884	.18950	2.684	**	Selected
	Lower	22	3.4091	.90812	.19361			
Item 8	Higher	22	4.5455	.59580	.12703	1.213	NS	Rejected
	Lower	22	4.3182	.64633	.13780			
Item 9	Higher	22	3.7727	1.02036	.21754	1.047	NS	Rejected
	Lower	22	3.5000	.67259	.14340			
Item 10	Higher	22	3.7273	1.07711	.22964	2.148	**	Selected
	Lower	22	3.1364	.71016	.15141			
Item 11	Higher	22	4.4091	.66613	.14202	4.732	**	Selected
	Lower	22	3.4091	.73414	.15652			
Item 12	Higher	22	4.1818	.73266	.15620	3.660	**	Selected
	Lower	22	3.4091	.66613	.14202			
Item 13	Higher	22	4.5909	.59033	.12586	5.431	**	Selected
	Lower	22	3.7273	.45584	.09719			
Item 14	Higher	22	4.2273	.61193	.13046	3.767	**	Selected
	Lower	22	3.5909	.50324	.10729			
Item 15	Higher	22	4.5909	.50324	.10729	4.078	**	Selected
	Lower	22	3.8182	.73266	.15620			
Item 16	Higher	22	4.0909	.81118	.17294	3.528	**	Selected
	Lower	22	3.2273	.81251	.17323			
Item 17	Higher	22	3.1364	1.08213	.23071	-.906	NS	Rejected
	Lower	22	3.4091	.90812	.19361			

Item 18	Higher	22	3.2727	.76730	.16359	6.384	**	Selected
	Lower	22	2.0000	.53452	.11396			
Item 19	Higher	22	3.1364	.99021	.21111	4.639	**	Selected
	Lower	22	2.0455	.48573	.10356			
Item 20	Higher	22	4.5000	.59761	.12741	4.707	**	Selected
	Lower	22	3.4091	.90812	.19361			
Item 21	Higher	22	4.3636	.49237	.10497	4.806	**	Selected
	Lower	22	3.3182	.89370	.19054			
Item 22	Higher	22	4.0455	.95005	.20255	2.980	**	Selected
	Lower	22	3.2273	.86914	.18530			
Item 23	Higher	22	4.0455	.78542	.16745	4.607	**	Selected
	Lower	22	2.9545	.78542	.16745			
Item 24	Higher	22	3.9545	.57547	.12269	4.284	**	Selected
	Lower	22	3.0909	.75018	.15994			
Item 25	Higher	22	4.0455	.65300	.13922	3.713	**	Selected
	Lower	22	3.3182	.64633	.13780			
Item 26	Higher	22	4.0000	.69007	.14712	3.906	**	Selected
	Lower	22	3.1364	.77432	.16508			
Item 27	Higher	22	4.0455	.95005	.20255	2.927	**	Selected
	Lower	22	3.1818	1.00647	.21458			
Item 28	Higher	22	3.9091	.92113	.19639	3.947	**	Selected
	Lower	22	2.8636	.83355	.17771			
Item 29	Higher	22	3.8182	.90692	.19336	2.639	**	Selected
	Lower	22	3.0909	.92113	.19639			
Item 30	Higher	22	4.0909	.61016	.13009	4.851	**	Selected
	Lower	22	3.0909	.75018	.15994			

Item 31	Higher	22	3.8636	.71016	.15141	2.043	**	Selected
	Lower	22	3.3636	.90214	.19234			
Item 32	Higher	22	4.1818	.50108	.10683	4.991	**	Selected
	Lower	22	3.1818	.79501	.16950			
Item 33	Higher	22	4.1818	.58849	.12547	4.201	**	Selected
	Lower	22	3.2727	.82703	.17632			
Item 34	Higher	22	4.4091	.59033	.12586	4.597	**	Selected
	Lower	22	3.5909	.59033	.12586			
Item 35	Higher	22	4.4091	.59033	.12586	3.962	**	Selected
	Lower	22	3.7273	.55048	.11736			
Item 36	Higher	22	3.7273	.82703	.17632	2.782	**	Selected
	Lower	22	3.0909	.68376	.14578			
Item 37	Higher	22	3.6364	.72673	.15494	6.148	**	Selected
	Lower	22	2.4091	.59033	.12586			

Note: ** *indicated that there is significant difference between higher score and lower score groups, hence, those items should be selected for test items.*

NS – indicate No Significant between higher and lower score group, and the items should be rejected.

3.4.2.7   Final Form of Emotional Intelligence Test Scale

After analyzing all the statements for the computation of t-values, the final selection comprised 31 statements. Statement number 18 had the highest t-value at 6.38. The investigator chose these 31 statements based on their relatively higher t-values out of the initial pool of 37 statements. Only those statements which were significant at 0.05 were retained. During the selection process for the final version of the emotional intelligence test scale, careful attention was given to ensure that the

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chosen statements adequately represented all the common components of emotional intelligence.

The final form of Emotional intelligence test scale consisted 4 pages with the first page left for collection of information of the respondent, such as –

- Name of the respondent
- Name of DIET
- Contact No.
- Semester
- Roll No
- Gender
- Permanent Residence
- Educational Qualification
- Age
- Stream of Education

The information so required to collect from the respondents were aligned with the objective of the study. The information required to fulfil by the respondents can be altered as per the requirement prepared in the objectives.

After performing item discrimination for all the statements, the final form of test scale was prepared with 31 statements, by rejecting 6 statements which were not statistically significant.

Table 3.6
Final distribution of statements over various dimensions

Sl. No	Dimensions	No. of Items
1	Empathy	5
2	Self – Awareness	5
3	Motivation	6
4	Social Skill	7
5	Self – Regulation	8
TOTAL		31

3.4.2.8 Establishment of Reliability

There are various methods for calculating reliability of test. The investigator, after studying various methods, selected the most appropriate method for determining the reliability of the test tool.

1. Split half method

The split-half method is a technique employed in psychometrics to assess the internal consistency and reliability of a measurement instrument, such as a psychological test or survey. This method involves dividing the set of items in the test into two equal halves and comparing the scores obtained on each half. The primary objective is to evaluate how consistently the test measures the same underlying construct across its different components. The division of items is typically done in a systematic manner, such as separating odd and even-numbered items or categorizing items based on content or difficulty.

Once the test is administered to a group of participants, scores for each half are independently calculated. The next step involves calculating the correlation between the scores obtained from one half of the test and those from the other half. A higher correlation coefficient indicates greater internal consistency, suggesting that the items in the test are measuring the same construct consistently. However, it is crucial to consider potential biases introduced by the specific method used for splitting the items, and researchers often apply statistical adjustments, such as the Spearman-Brown prophecy formula, to obtain a more accurate estimate of the test's reliability.

While the split-half method provides a quick and straightforward assessment of internal consistency, it may not be suitable for all types of tests, especially those with multiple factors or dimensions. In such cases, other reliability measures like Cronbach's alpha may be preferred. Nonetheless, the split-half method remains a valuable tool in the initial stages of reliability assessment, providing insights into the overall consistency of a measurement instrument.

a) *Spearman - Brown formula*

The Spearman-Brown prophecy formula is a statistical formula used in psychometrics to estimate the reliability of a test after splitting it into two halves. This formula is particularly useful in situations where the reliability of a test is assessed

using a split-half method, where the test is divided into two parts, and the correlation between the two halves is calculated. The Spearman-Brown formula is employed to estimate what the reliability of the full-length test would be, given the observed reliability of the split-half.

The formula –

$$r_{full} = 2(r_{half}) / 1 + r_{half}$$ (Thompson, 2018)

Where -

- r_{full} is the estimated reliability of the full-length test.

- r_{half} is the observed correlation between the two halves of the test.

The Spearman-Brown formula assumes that the two halves of the test are equivalent, meaning that the split was done in a reliable and consistent manner. It is essential to note that the formula provides an estimate and is most accurate when the correlation between the two halves is close to 1. The formula suggests that, generally, reliability increases as the length of the test increases, and it helps researchers gauge the potential improvement in reliability if the full-length test were administered.

This formula is particularly relevant when assessing and interpreting the reliability of tests and scales in psychological and educational measurement. By using this formula, the coefficient of reliability is 0.870 which indicated that internal consistency and reliability for an emotional intelligence test scale is exceptionally high. This score revealed that the test is extremely dependable and consistent in measuring emotional intelligence across its items.

b)   *Guttman Reliability*

Guttman published various reliability measures derived from the split-half method.

$$\lambda = \frac{4cov(h_1, h_2)}{var(t)}$$ (Zaiontz, 2024)

Where -

- h_1 is the partial scores from the first half
- h_2 is the partial scores from the second half
- t is the total scores.

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The idea behind this approach is straightforward. To assess reliability, the test is initially divided into two parts, such as odd-numbered versus even-numbered statements or the first half versus the second half. Subsequently, the covariance between the scores obtained by individuals on each of these halves is determined. Additionally, the variance of the overall test score, encompassing both halves, is computed.

It has been observed that Guttman's reliability emerges as an effective metric for assessing reliability, consistently yielding higher values than the widely employed Cronbach's alpha—the prevailing measure in such evaluations. While Cronbach's alpha often demonstrates a tendency to underestimate the true reliability of a measurement instrument, Guttman's reliability, on the other hand, may exhibit a tendency to overestimate reliability, particularly under circumstances characterized by a limited sample size or a substantial number of items in the assessment tool.

This suggests that the choice between Guttman's reliability and Cronbach's alpha should be made judiciously, taking into consideration the specific characteristics of the study, such as the size of the sample and the number of items being measured. Guttman's reliability, with its inclination to produce higher values, could be advantageous in scenarios where a more conservative estimate of reliability is desired. However, researchers need to be mindful of its potential to overstate reliability, especially when working with smaller sample sizes or comprehensive sets of measurement items. In contrast, Cronbach's alpha, while widely used, may provide a more conservative estimate of reliability, making it a suitable choice when precision in reliability estimation is critical.

SPSS23 was used to calculate Guttmann Split half coefficient; the score shows a high degree of 0.866 indicating strong relation between the two halves of the test. This high coefficient implies that the items within the test are highly correlated, demonstrating the reliability of the test in consistently assessing the targeted domain.

2. Cronbach's alpha

Cronbach's alpha is a statistical measure used to assess the internal consistency or reliability of a set of items in a psychometric test or survey. Developed by Lee Cronbach in 1951, it provides a measure of how closely related a set of items are as a

group. In other words, it quantifies the extent to which multiple items that are supposed to measure the same underlying construct are correlated with each other.

The Cronbach's alpha coefficient ranges from 0 to 1, where:

- A higher alpha value indicates greater internal consistency among the items.

- An alpha close to 1 suggests that the items are highly correlated, indicating strong reliability.

- An alpha close to 0 indicates low internal consistency, implying that the items do not consistently measure the same construct.

Cronbach's alpha is particularly useful in educational and psychological research, where it is essential to ensure that a measurement instrument is reliable and that the items within it consistently measure the intended construct. Researchers commonly use Cronbach's alpha to evaluate the reliability of scales, questionnaires, and tests by examining the interrelatedness of the items. It is important to note that while Cronbach's alpha is widely used, it assumes that all items are measuring a unidimensional construct, and its appropriateness can be influenced by the nature of the data and the research context.

Cronbach's alpha is calculated using the following formula

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum_{i=1}^{k}\sigma_i^2}{\sigma_T^2}\right)$$

(PQStat Software, n.d.)

k is the number of items (questions or variables) in the test.

σ_i^2 is the variance of the scores on each item.

σ_T^2 is the variance of the total scores on all items

Reliability of emotional intelligence test scale developed by the investigator was also tested with Cronbach's alpha, and the score was 0.990 which indicates an exceptionally high level of internal consistency and reliability. Such a high level of reliability implies that the test is a highly trustworthy and stable instrument for assessing the intended construct.

3.4.2.9   Establishment of Validity

In the process of standardizing any test, assessing the validity of the test stands out as a crucial dimension that significantly influences the determination of its effectiveness or utility. The concept of validity in the context of a measurement tool pertains to the extent to which the tool accurately captures and evaluates what it purports to measure. Essentially, validity is a measure of the precision with which the scale gauges the intended construct or attribute. It plays an indispensable role in establishing the credibility and reliability of the test, ensuring that the results obtained truly reflect the targeted aspects being measured by the assessment tool. Thus, in the realm of test standardization, the meticulous evaluation of validity becomes paramount in affirming the accuracy and appropriateness of the test outcomes.

According to H. E. Garrett (1966) "The validity of a test or any measuring instrument depends upon the fidelity with which it measures what it proposes to measure." The validity of a test or any measuring instrument is contingent upon the fidelity with which it assesses the specific construct or attribute it aims to measure. In essence, the degree to which a test accurately captures and evaluates the intended content or characteristics defines its validity. This alignment between the test's purpose and its actual measurement is crucial in ensuring that the results obtained are meaningful and trustworthy. A valid test, therefore, demonstrates a high level of accuracy in reflecting the targeted aspects, reinforcing the credibility and reliability of the assessment. The meticulous attention to the congruence between the test's objectives and its measurement outcomes is fundamental for establishing the utility and effectiveness of the assessment tool in providing accurate insights into the desired domains of evaluation.

The development of the scale involved a comprehensive approach, encompassing all necessary areas and requirements. Initially, the researcher conducted a thorough review of relevant literature and references, engaging in discussions with prominent experts in teacher education and educational research to identify components relevant to the subject. Integrating the recommendations and suggestions provided by these experts, the investigator formulated a preliminary version of the emotional intelligence test scale. Three experts, specifically chosen from the fields of

teacher education and the Department of Education, Mizoram University received copies of the draft scale for their input and creative insights. The initial draft comprised 43 items distributed across five areas. Through collaborative efforts with the experts, certain statements were retained as-is, some were modified, and others were excluded based on feedback. Consequently, 37 statements gathered approval from the experts, affirming their suitability for measuring emotional intelligence. The areas and statements within the scale were deemed to effectively represent the behavioural domain under examination. In light of this thorough process, it can be confidently asserted that the current emotional intelligence test scale is unquestionably valid in terms of the content used in formulating the statements.

3.4.2.10   Norms and Interpretation

A norm serves as a benchmark, indicating the level of performance achieved by a specific group in a given test. In the context of psychological testing, the raw score on its own lack significance without interpretive data. Therefore, the interpretation of scores relies heavily on reference to norms, which summarise the performance metrics of the standardized sample. Norms are crucial in providing context and meaning to individual test scores, allowing for a comparative analysis against a representative group's performance. These benchmarks facilitate a more comprehensive understanding of an individual's results, aiding psychologists and researchers in drawing meaningful conclusions about a person's performance in relation to the broader population. In essence, norms play a pivotal role in contextualizing and enhancing the interpretability of psychological test scores, fostering a more nuanced and insightful evaluation of an individual's abilities or characteristics.

In the current research, Stanine scores were employed as a method of scaling test scores, utilizing a nine-point scale to provide a refined evaluation. The Stanine scale operates along the baseline of the normal distribution curve, ranging from 1 to 9. Each Stanine scale possesses a width of 0.5 standard deviations, excluding the first and last, with the median score set at 5. Notably, Stanines exhibit a mean of 5 and a standard deviation of 2. The scale values encompass nine intervals, commencing with the highest range of scores at +1.75 and above, followed by +1.25 to +1.75, +0.75 to

+1.25, +0.25 to +0.75, and so forth. The intervals continue with negative values, such as -0.25 to +0.25, -0.75 to -0.25, and further down to -1.75 and below. The highest and lowest intervals are intentionally left open-ended to accommodate extreme values. Employing Stanine scores in this manner allows for a more detailed and standardized assessment of test performance, offering a comprehensive view of participants' results within a clearly defined and interpretable framework.

Fig. 3.1

Stanine Distribution and Percentile Ranks

	4%	7%	12%	17%	20%	17%	12%	7%	4%
Stanine Distribution	1	2	3	4	5	6	7	8	9
Percentile Rank (NPR)	Below 4	4-10	11-22	23-39	40-59	60-76	77-88	89-95	Above 95
	Below Average			Average			Above Average		

(Source: https://chewv.org/stanines-percentiles-freedom/)
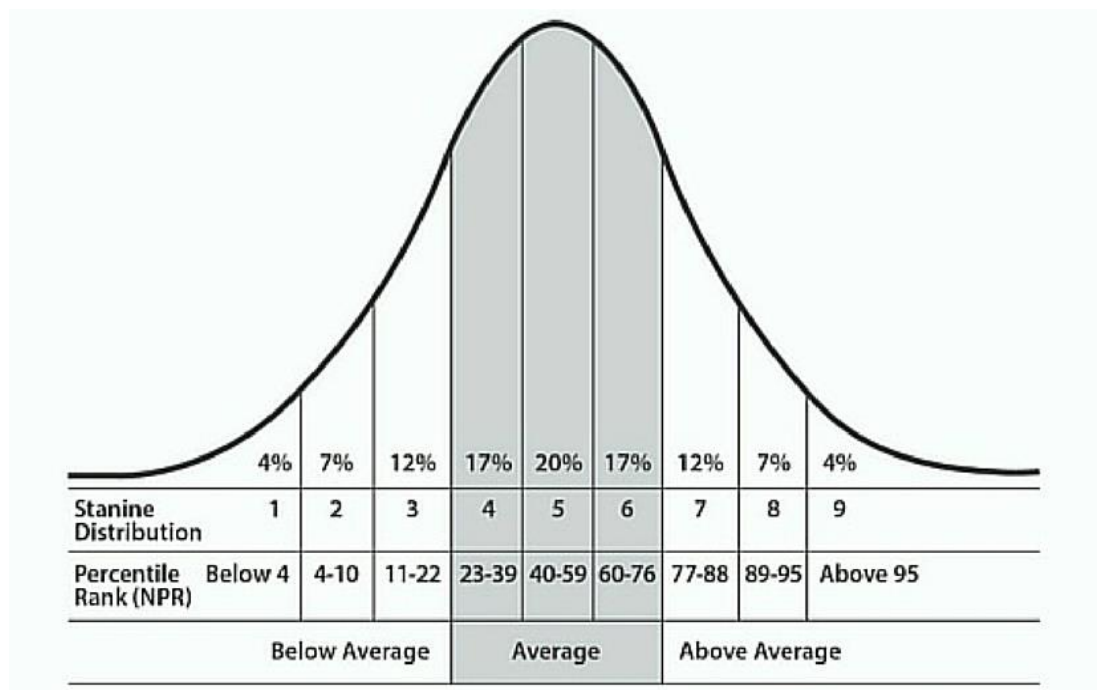
On administering the emotional intelligence test scale for distributing the range of the score through stanine distribution, the investigator collected 89 respondents from prospective secondary school teachers. The raw score revealed that the total score ranged from 80 to the highest at 150.

Scoring of Emotional Intelligence Test

To score the emotional intelligence test scale, the methodology recommended by Likert was implemented. Each statement within the emotional intelligence test scale is accompanied by response options ranging from "strongly agree" to "strongly

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disagree," following the Likert scale format. The scoring system assigned values of 5, 4, 3, 2, and 1, respectively, to each response category for every item in the Emotional Intelligence Test Scale. Consequently, the highest attainable score for the emotional intelligence test scale equals the product of the total number of statements (31) and the maximum score per statement (5), resulting in 155. Conversely, the lowest achievable score is determined by multiplying the total number of statements (31) by the minimum score per statement (1), yielding a score of 31. This scoring approach ensures a comprehensive and quantifiable assessment of emotional intelligence, allowing for a detailed analysis of participants' responses within a standardized scoring framework.

Table 3.7

Stanine Grade, Level of Emotional Intelligence and Range of Score for Emotional Intelligence Test

Stanine Grade	Level of Emotional Intelligence	Range of Score
1	*Very Low*	91 and below
2		92-97
3	*Low*	98-102
4		103-108
5	*Average*	109-114
6	*High*	115-119
7		120-125
8	*Very High*	126-129
9		130 and above

The provided Stanine Grade categorization outlines different levels of emotional intelligence based on corresponding score ranges. Each Stanine Grade corresponds to a specific range of scores on the emotional intelligence test, offering a different assessment of individuals' emotional competencies. Starting with Stanine Grade 1, which represents the lowest level of emotional intelligence, individuals scoring 91 and below fall into this category which was termed as very low emotional intelligence. Stanine Grade 2 also signifies very low emotional intelligence, with a

score range from 92 to 97. Moving up the scale, Stanine Grades 3 to 9 indicate progressively higher levels of emotional intelligence.

For instance, Stanine Grade 3 covers scores between 98 and 102, indicating a level above very low but still below average emotional intelligence and categorized under low level of emotional intelligence. Stanine Grade 4 also characterizes low emotional intelligence, encompassing scores from 103 to 108. Stanine Grade 5 represents an average level of emotional intelligence, with a score range of 109 to 114.

As the Stanine Grades advance, so does the level of emotional intelligence. Stanine Grade 6 indicates high emotional intelligence, covering scores from 115 to 119. Stanine Grade 7 spans scores from 120 to 125, representing individuals with an even higher level of emotional intelligence but falls under the category of high emotional intelligence. Stanine Grade 8 is associated with very high emotional intelligence, encompassing scores between 126 and 129. Finally, Stanine Grade 9 represents the highest level of emotional intelligence, with individuals scoring 130 and above. Since, the level of emotional intelligence was categorized with five different categories, the highest level of emotional intelligence, which was Stanine Grade 9, was categorized at very high emotional intelligence with Stanine Grade 8.

This classification system provides a clear and structured way to interpret emotional intelligence test scores, facilitating a more in-depth understanding of individuals' emotional competencies. It allows for a distinct analysis, guiding educators, psychologists, and researchers in identifying and addressing various levels of emotional intelligence among individuals.

3.4.3 ACADEMIC ACHIEVEMENT MOTIVATION TEST SCALE

The Academic Achievement Motivation Test Scale (AAMT-s), developed and standardized by TR Sharma, was employed for assessing Achievement Motivation. The standardized test comprises thirty-eight (38) statements, each offering two options in which participants were required to select the option they deem correct.

Scoring and Interpretation

The assessment yields a numerical score that directly reflects an individual's motivation in the realm of academic achievement. Scores span from 0 to 38, with the manual offering a quick reference guide for interpretation.

Table 3.8

Score and Level of Interpretation

Sl. No	Level	Score
1.	**High Academic Motivated**	Boys 33 or above
		Girls 34 or above
2.	**Average Academic Motivated**	Boys between 26 and 32
		Girls between 27 and 33
3.	**Low Academic Motivated**	Boys 25 or below
		Girls 26 or below

The manual also includes the scoring key, where a mark is awarded if the subject selects box A in 19 statements and box B in the remaining 19 statements. The table below specifies the item numbers corresponding to each statement.

Table 3.9

Scoring Key

	Box – A	Box – B
Items no.	1,3,4,6,8,10,12,13,15,16,17,18,21,25,27,31,35,36,37	2,5,7,9,11,14,19,20,22,23,24,26,28,29,30,32,33,34,38
	Award one mark if the subject tick Box – A	Award one mark if the subject tick Box - B

Reliability and Validity

In order to determine reliability of the test, the manual provides the calculated result as shown in the following tables.

Table 3.10

Split Half

N	Score on odd items	Score on even items	Reliability of half test	Reliability of the whole test
100	1335	1400	0.53	0.697

The table above illustrates that the examination was conducted by dividing the items into odd and even halves.

To obtain content validity, the items were selected after the pooled judgement of nearly 40 experts from the field of testing. Twenty students who were ten each from high and low on achievement motivation were selected for the test, and significant difference were found in the mean scores of those two groups.

Table 3.11

Test of Significant Differences

Group	N	Mean Score	S.D	t
High Motivated	10	33.1	2.60	6.30
Low Motivated	10	20.7	4.18	

The table above indicates that the high-motivated students achieved notably higher mean scores, while the low-motivated students had lower mean scores. With a calculated t-value of 6.30 surpassing the critical t-value, it is evident that a significant distinction exists between high-motivated and low-motivated students. Consequently, the test demonstrated satisfactory criterion validity.

3.5   PROCEDURE OF DATA COLLECTION

After item selection and tool preparation for data collection, the researcher undertook visits to all eight District Institutes of Education and Training (DIETs) within the investigated districts. Detailed discussions about the research were conducted with the respective DIET Principals. With their permission, the researcher personally approached all prospective teacher respondents to gather necessary data. The nature and purpose of the study were explained to the respondents, and clear instructions were provided. Emphasizing no time constraints or right or wrong answers, the researcher assured participants that their responses would be kept confidential, used solely for research purposes, and their identities would remain undisclosed. Emotional intelligence test scale and academic achievement motivation test statements in google form were shared through WhatsApp, and the self-administered test process was explained thoroughly. Respondents were encouraged to express their views freely. The researcher waited for completion of their response and see that their submission was written in their devices ensuring the tests were administered under optimal conditions. Each testing session concluded with expressions of gratitude to the Principals and respondents.

3.6   PROCEDURE OF DATA ANALYSIS

Statistical tools, including mean and standard deviation, were employed to analyze the data collected for various variables, measuring the level of emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers. To assess the coefficient of correlation among emotional intelligence, achievement motivation and academic achievement, Pearson's product moment coefficient of correlation were conducted separately for male and female prospective elementary school teachers, Arts and non-Arts prospective elementary school teachers, rural and urban prospective elementary school teachers. To assess the difference among the various variables, statistical technique of ANOVA was also employed. The data analysis was carried out using Microsoft Excel 2007 and SPSS23 software.

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CHAPTER – IV

ANALYSIS AND INTERPRETATION

This chapter is dedicated to the comprehensive analysis and interpretation of the gathered data, which comes from prospective elementary school teachers across eight districts of Mizoram. The data collection process involved the utilization of the academic achievement motivation test scale and emotional intelligence test scale. These instruments were employed to collect responses from the participants, and the obtained data includes classification and scoring based on standardized procedures. Subsequently, the results were systematically tabulated to facilitate a rigorous analytical process.

In addition to the aforementioned tests, the outcomes of the participants' public examinations were also incorporated into the analysis. The amalgamation of these various sources of data aimed to provide a holistic understanding of the factors influencing prospective elementary school teachers in Mizoram.

To conduct the analysis, sophisticated statistical techniques were employed, facilitated by the utilization of SPSS software. The primary goal was to achieve the predefined objectives of the study and rigorously test the formulated hypotheses. Statistical measures such as means, standard deviation correlations, and ANOVA were applied to extract meaningful insights from the dataset. In alignment with the study's objectives and hypotheses, the findings were systematically interpreted. The results were organized and presented reasonably, offering a clear and insightful narrative that aligns with the goals of the research. This comprehensive approach to data analysis contributes to a distinct and clear understanding of the complex interplay between achievement motivation, emotional intelligence, and academic achievement among prospective elementary school teachers in Mizoram.

4.1 Develop and standardize emotional intelligence scale for prospective elementary school teachers of Mizoram

The researcher reviewed literature on emotional intelligence sourced from a diverse range of books, manuals, journals, and research studies conducted across

different population perspectives, utilizing both online and offline resources. The resulting statements were crafted to encompass a broad spectrum of emotional intelligence dimensions, including but not limited to empathy, self-awareness, motivation, social skill, and self-regulation which comprised of 43 statements.

Following the opinions and suggestions of the experts in the field of teacher education on the ground of clarity, relevance and appropriateness in the realm of emotional intelligence, the items were reduced from 43 to 37 statements. The final form of emotional intelligence test includes instructions for responding the test and necessary personal information. The distribution of items to various dimensions of emotional intelligence was finalized in the test booklet as given in the following table.

Table 4.1

Distribution of statements over various dimensions

Sl. No	Dimensions	No. of Items
1	Empathy	5
2	Self – Awareness	7
3	Motivation	8
4	Social Skill	7
5	Self – Regulation	10
TOTAL		37

The gathered instrument underwent evaluation based on a scoring system ranging from 1 to 5 for each statement. This assessment utilized a 5-point Likert scale in the process as -

vi)   Strongly Agree

vii)   Agree

viii)   Neutral

ix)   Disagree

x)   Strongly Disagree

The scoring process involved assigning weights of 1, 2, 3, 4, and 5 to indicate the responses of Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree,

respectively. Because the statements were formulated as positive affirmations, responses were scored according to specific criteria, ranging from the lowest score for Strongly Disagree to the highest for Strongly Agree. The test scale, comprising 37 statements, allows respondents to achieve a maximum score of 185 by selecting the highest rating for each statement.

The final form of draft emotional intelligence test was administered to 89 prospective secondary school teachers from Aizawl city. The responses from participants underwent assessment, with scores assigned and subsequently arranged in descending order. Distinctly, the top 27 percent, consisting of those with the highest scores, and the bottom 27 percent, comprising individuals with the lowest scores, were identified. This selection process resulted in 25 students in each group, drawn from a total pool of 89 students. Mean and Standard Deviation calculations were performed separately for each item within these two groups of aspiring teachers. Using the t-value, identification of the importance of each item had been done, and only those with a t-value greater than 1.95 were selected for the final version of the emotional intelligence test scale. In this way, the final version of emotional intelligence test scale comprised of 31 statements was prepared, by rejecting 6 statements which were found with no significant difference between the highest and lowest groups of students.

Table 4.2

Final distribution of statements over various dimensions

Sl. No	Dimensions	No. of Items
1	Empathy	5
2	Self – Awareness	5
3	Motivation	6
4	Social Skill	7
5	Self – Regulation	8
TOTAL		31

The final form of emotional intelligence test scale which comprised 31 statements was administered to prospective secondary school teachers from Aizawl

city. The responses were analyzed through Spearman Brown Formula and Guttman reliability using SPSS. Those two processes of analysis were the methods of calculating reliability through split half technique.

The formula for calculating reliability through Spearman-Brown was –

$$r_{full} = 2(r_{half}) / 1+r_{half}$$ (Thompson, 2018)

Where -

- r_{full} is the estimated reliability of the full-length test.
- r_{half} is the observed correlation between the two halves of the test

This formula holds particular significance when calculating and assessing the reliability of tests and scales within psychological and educational measurement contexts. Employing this formula yielded a reliability coefficient of 0.870, signifying an exceptionally high level of internal consistency and reliability for the emotional intelligence test scale. This score indicates that the test is highly reliable and consistent in measuring emotional intelligence across all its items.

Again, the formula for calculating reliability through Guttman split half coefficient was –

$$\lambda = \frac{4cov(h_1, h_2)}{var(t)}$$ (Zaiontz, 2024)

Where -

- h_1 is the partial scores from the first half
- h_2 is the partial scores from the second half
- t is the total scores.

By using SPSS23 for testing reliability through Guttman split half coefficient, the result shows a score of 0.866. This high coefficient signifies a strong relationship between the two halves of the test, indicating that the items within the test are highly correlated. This outcome underscores the reliability of the test in consistently evaluating the intended domain.

The test procedure was repeated after a gap of one month to the same subjects to test reliability of emotional intelligence test scale. The reason for administering the test to the same subjects again after a gap of one month was to calculate reliability of the scale in the form of test retest through Cronbach's alpha. The formula for calculating Cronbach's alpha was –

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum_{i=1}^{k}\sigma_i^2}{\sigma_T^2}\right)$$

(PQStat Software, n.d.)

Where -

- k is the number of items (questions or variables) in the test.
- σ_i^2 is the variance of the scores on each item.
- σ_T^2 is the variance of the total scores on all items

Reliability of emotional intelligence test scale was also measured by applying the formula of Cronbach's alpha through SPSS, the result shows the score of 0.990 which indicates highly reliable. The exceptional reliability of the test suggests that it is a highly dependable and consistent tool for evaluating the targeted concept.

The development of the emotional intelligence test scale involved a thorough and comprehensive process. The researcher conducted a detailed literature review and consulted experts in teacher education and educational research to identify relevant components. Integrating expert recommendations, a preliminary version of the scale was formulated and reviewed by three experts from teacher education and the Department of Education, Mizoram University. The initial draft, comprising 43 items across five areas, underwent collaborative refinement with experts, resulting in 37 approved statements that effectively measure emotional intelligence. The thorough process affirms the unquestionable validity of the current emotional intelligence test scale in terms of its content formulation.

The emotional intelligence test scale employs Likert scale where each statement includes response options from "strongly agree" to "strongly disagree." Scores are assigned values of 5, 4, 3, 2, and 1, respectively. The highest possible score is 155, obtained by multiplying the total statements (31) by the maximum score per statement (5). Conversely, the lowest achievable score is 31, determined by

multiplying the total statements (31) by the minimum score per statement (1). This scoring system provides a comprehensive and quantifiable evaluation of emotional intelligence, facilitating a detailed analysis of participants' responses within a standardized framework.

Table 4.3

Stanine Grade, Level of Emotional Intelligence and Range of Score for
Emotional Intelligence Test

Stanine Grade	Level of Emotional Intelligence	Range of Score
1	*Very Low*	91 and below
2		92-97
3	*Low*	98-102
4		103-108
5	*Average*	109-114
6	*High*	115-119
7		120-125
8	*Very High*	126-129
9		130 and above

The above classification categorized five levels of emotional intelligence ranging from Very Low to Very High based on the score ranges. The classification system provides a structured and clear approach for interpreting emotional intelligence test scores, enhancing the understanding of individuals' emotional intelligence. It allows for a detailed analysis, assisting educators, psychologists, and researchers in identifying and addressing varying levels of emotional intelligence in individuals.

4.2   Emotional intelligence of prospective elementary school teachers of Mizoram

To assess the emotional intelligence levels of prospective elementary school teachers, the researcher administered an emotional intelligence test scale, developed and standardized by the researcher, to the students of all DIETs in Mizoram. The scores obtained by prospective elementary school teachers on the emotional intelligence test

were then organized and classified based on stanine scores. This process involved utilizing the emotional intelligence test scale developed by the researcher, ensuring a comprehensive evaluation of the emotional competencies of individuals aspiring to become elementary school educators. The categorization based on stanine scores provides a structured framework for understanding and interpreting the emotional intelligence levels of prospective elementary school teachers.

Table 4.4

Scores on Emotional Intelligence

Sl. No	Level of Emotional Intelligence	Number of Population (N)	Percentage (%)
1	Very Low	108	21.60
2	Low	137	27.40
3	Average	99	19.80
4	High	123	24.60
5	Very High	33	6.60
	TOTAL	**500**	**100**

Table 4.3 reveals a diverse distribution that has implications for understanding the emotional competencies of individuals. The low level of emotional intelligence constitutes the largest segment of the population with 137 number of respondents which comprise as much as more than one-fourth of the total number of prospective elementary school teachers constituting 27.40 percent. On the other hand, 123 respondents constituting as much as 24.60 percent represent the high level of emotional intelligence capturing almost one-fourth of the population. It indicates that half of the population studied falls under the level of high and low emotional intelligence.

As seen from the table, another half of the population were unevenly distributed to the three levels of very low, average and very high level of emotional

intelligence. The major portion of the population falls on the level of high emotional intelligence constituting more than 20 percent of the total population comprising 123 number of respondents. However, approximately another 20 percent of the respondents represents the very low level of emotional intelligence, this level captures 108 prospective elementary school teachers. A meagre number of respondents that comprised less than 10 percent scored very high level of emotional intelligence, 33 number of prospective elementary school teachers falls in this category, the above justification clearly showed that majority of the prospective elementary school teachers' score falls to average and below average levels of emotional intelligence.

4.3   Achievement motivation of prospective elementary school teachers of Mizoram

The Academic Achievement Motivation Test Scale (AAMT-s), developed and standardized by TR Sharma was used in the present investigation for assessing the achievement motivation levels of prospective elementary school teachers who were the students of DIETs in Mizoram at the time of data collection. The scores obtained by the subjects were organized and classified based on the levels recommended in the manual for interpretation. As the manual provides different range of scores to boys and girls for further interpretation of the level obtained by an individual, the scores of male and female respondents were given in a separate table.

Table 4.5

Scores of Males on Achievement Motivation

Sl. No	Level of Achievement Motivation	Number of Population (N)	Percentage (%)
1.	High Academic Motivated	6	3.43
2.	Average Academic Motivated	46	26.29
3.	Low Academic Motivated	123	70.28
	TOTAL	**175**	**100**

The analysis of the scores on achievement motivation among males reveals distinct trends in their academic motivation levels. The data indicates that a mere 3.43% of the male population was highly academically motivated. This group, consisting of only 6 individuals out of 175, represents a small fraction of the total population. The low number of highly motivated individuals suggests that very few males of the respondents possess a strong drive towards achieving academic excellence. This could imply a variety of factors, including possible deficiencies in the educational environment, lack of encouragement, or personal disinterest in academic pursuits.

In contrast, the largest segment of the population, accounting for 70.28% or 123 individuals, is categorized as having low academic motivated. This overwhelming majority highlights a significant issue, as it suggests that the majority of male respondents exhibit a lack of enthusiasm or drive towards academic achievements. This trend is alarming and could have long-term implications for both individual futures and broader educational outcomes. Factors contributing to low achievement motivation could include external influences such as socio-economic conditions, inadequate school resources, or internal factors like low self-esteem or negative attitudes towards education.

The middle tier, representing 26.29% or 46 respondents, consists of those with average academic motivation. This group sits between the high and low extremes, indicating a moderate level of academic interest and effort. These individuals may display inconsistent performance, sometimes excelling and other times performing below their potential. The presence of this group is crucial, as they have the potential to move towards higher motivation with appropriate support and interventions. Understanding the characteristics and needs of this group could be key to improving overall academic outcomes.

Overall, the distribution of achievement motivation levels among the males paints a concerning picture, with the majority exhibiting low achievement motivation. The contrast between the small percentage of highly motivated individuals and the overwhelming majority with low motivation indicates that there are substantial barriers to attaining high academic motivation within this population. Addressing these

barriers will require a multi-layered approach, including enhanced educational strategies, better support systems, and efforts to foster a more positive and motivating academic environment. By focusing on these areas, it may be possible to shift more individuals from low or average motivation levels towards higher academic achievement.

Table 4.6

Scores of Females on Achievement Motivation

Sl. No	Level of Achievement Motivation	Number of Population (N)	Percentage (%)
1.	High Academic Motivated	0	0
2.	Average Academic Motivated	64	19.69
3.	Low Academic Motivated	261	80.31
	TOTAL	**325**	**100**

The provided data on achievement motivation among females offers valuable insights into the patterns of engagement and attitudes towards academic pursuits within prospective elementary school teachers. Notably, the absence of individuals categorized as "High Academic Motivated" is a striking observation. This absence of highly motivated individuals suggests that extreme enthusiasm and drive for academic excellence are missing entirely among the females. This could indicate systemic issues such as inadequate encouragement, insufficient resources, or cultural factors that may hinder the recognition and cultivation of female academic excellence.

A significant majority of the female population, 80.31% or 261 individuals were categorized as having low academic motivation. This overwhelming percentage highlights a critical issue where most female respondents exhibit a lack of enthusiasm or drive towards academic success. Such a high proportion of low motivation could be indicative of deeper issues within the educational system or societal norms that fail to inspire or support females in their academic pursuits. The long-term implications of this trend are troubling, as it could lead to lower educational attainment and limited opportunities for a large segment of the population.

The middle tier, consisting of those with average academic motivation, accounts for 19.69% or 64 individuals. This group, while not as large as the low motivation category, still represents a significant portion of the population. Individuals in this category show a moderate level of academic interest and effort, suggesting that their performance may vary. With appropriate support and interventions, there is potential to boost their motivation and academic outcomes. Understanding the factors that place these individuals in the average category can be instrumental in devising strategies to enhance their motivation.

The absence of females categorized as "High Academic Motivated" raises questions about societal perceptions of female achievement and the extent to which cultural norms and expectations may influence opportunities for recognition and advancement. It underscores the importance of fostering environments that encourage and celebrate female excellence across all domains, including academia. By challenging stereotypes and providing equitable opportunities for recognition and advancement, educators and policymakers can empower females to thrive academically and fulfill their potential.

The distribution of achievement motivation levels among females reveals a disheartening scenario, with a complete absence of highly motivated individuals and a predominant low motivation trend. This imbalance suggests that there are significant barriers to achieving higher academic motivation among females in this population. Addressing these barriers will require targeted efforts to create a more supportive and motivating academic environment, provide adequate resources, and challenge cultural or systemic factors that may be hindering academic motivation for females.

4.4 Academic achievement of prospective elementary school teachers of Mizoram

To examine the academic achievement of prospective elementary school teachers, the percentage of scoring that the subjects obtained at their last public examination was collected and separated into different levels. The scores obtained by the subjects at DIETs in Mizoram were classified into different range of scores as per the percentage they have scored in their most recent semester examination.

Table 4.7

Scores on Academic Achievement

Sl. No	Range of score on Academic Achievement	Number of Population (N)	Percentage (%)
1.	50 and below	53	10.60
2.	51 - 60	6	1.20
3.	61 - 70	149	29.80
4.	71 – 80	251	50.20
5.	81 and above	41	8.20
	TOTAL	**500**	**100**

Table 4.6 categorizes individuals based on their score ranges, outlining the range of scores on academic achievement from "50 and below" to "81 and above" and providing corresponding frequencies and percentages for each category. Examining the distribution reveals insights into the academic proficiency of prospective elementary school teachers.

In the lowest range of score, there were 53 individuals, comprising 10.60 percent of the respondents. This suggests that a minority of prospective elementary school teachers may face challenges in meeting academic standards, which could potentially impact their effectiveness in the classroom.

The next higher range of score were assessed under the classification between 51 and 60, representing a mere 1.20 percent of the respondents. While this group constitutes a small fraction, their presence underscores the importance of acknowledging and nurturing individuals demonstrating basic competency levels. Efforts to enhance their skills and competencies through tailored interventions could contribute to their growth and effectiveness as future educators.

The majority of prospective elementary school teachers fall within the "61 - 70" and "71 - 80" range of scores on academic achievement, collectively constituting around 80 percent of the respondents. This indicates a substantial proportion of

individuals demonstrating proficiency levels that align with or exceed academic expectations. These findings suggest a promising outlook for the quality of teaching personnel in elementary education, with a substantial pool of candidates positioned to contribute effectively to student learning outcomes.

The upper end of the academic achievement spectrum constitutes 41 number of individuals which comprised 8.20 percent of the respondents. While relatively smaller in number, this subgroup comprises high-performing individuals who may possess exceptional academic abilities and aptitudes.

4.5.1   Relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to gender

In order to find out the relationship between emotional intelligence and achievement motivation, the emotional intelligence test scale developed by the investigator and the achievement motivation test scale developed by Sharma (2018) was used. The two test scales were provided to prospective elementary school teachers studying D. El. Ed course at DIETs in Mizoram for their response. To find out the relationship with respect to their gender, the subjects were categorized into two parts as male and female. Then, the relationship between emotional intelligence and achievement motivation was analyzed separately for male group and female group.

Table 4.7 shows the relationship between emotional intelligence and achievement motivation of male prospective elementary school teachers of Mizoram.

Table 4.8

Correlation between emotional intelligence and achievement motivation of male prospective elementary school teachers

Categories (N = 175)	Mean	Standard Deviation	Emotional Intelligence	Achievement Motivation
Emotional Intelligence	106.48	17.97	1	.286**
Achievement Motivation	23.46	4.68	.286**	1

*(** means correlation is significant at 0.01 level)*

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Table 4.7 presents the correlation between emotional intelligence and achievement motivation among male prospective elementary school teachers. The mean score for emotional intelligence is 106.48 with a standard deviation of 17.97, indicating a low level of emotional intelligence with some variability among the teachers. In contrast, the mean score for achievement motivation is 23.46 with a standard deviation of 4.68, suggesting a low level of achievement motivation with less variability compared to emotional intelligence.

The correlation coefficient (r) between emotional intelligence and achievement motivation is .286, which is statistically significant at the 0.01 level. This positive correlation suggests that as emotional intelligence increases, achievement motivation also tends to increase among male prospective elementary school teachers. The statistical significance of this correlation (at the 0.01 level) indicates a high degree of confidence in this observed relationship, which means that there is less than a 1% probability that this correlation is due to random chance. The moderate positive correlation (r = .286) implies that individuals with higher levels of emotional intelligence are likely to exhibit stronger motivation towards achieving their goals. This finding has practical implications for the development of teacher training programs.

The variability in the scores, as indicated by the standard deviations, suggests that there is more diversity in emotional intelligence levels among the teachers compared to their achievement motivation levels. This could mean that while emotional intelligence varies widely, the prospective elementary school teachers' motivation to achieve is relatively more consistent. This consistency in achievement motivation highlights the potential impact of emotional intelligence on motivation.

Table 4.7 highlights a statistically significant and moderately positive relationship between emotional intelligence and achievement motivation among male prospective elementary school teachers. This relationship emphasizes the importance of fostering emotional intelligence in teacher training programs to enhance achievement motivation, ultimately contributing to better educational outcomes.

While table 4.7 shows the relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram among males. Table 4.8 clearly specifies the relationship of prospective elementary school teachers of Mizoram among females.

Table 4.9

Correlation between emotional intelligence and achievement motivation of female prospective elementary school teachers

Categories (N =325)	Mean	Standard Deviation	Emotional Intelligence	Achievement Motivation
Emotional Intelligence	108.46	13.32	1	.264**
Achievement Motivation	23.54	3.76	.264**	1

(** means correlation is significant at 0.01 level)

Table 4.8 presents the correlation between emotional intelligence and achievement motivation among female prospective elementary school teachers. The mean score for emotional intelligence among these female teachers is 108.46 with a standard deviation of 13.32. This indicates a relatively low level of emotional intelligence with moderate variability among the participants. For achievement motivation, the mean score is 23.54 with a standard deviation of 3.76, suggesting a low level of achievement motivation with less variability compared to emotional intelligence.

The correlation coefficient (r) between emotional intelligence and achievement motivation is .264, which is statistically significant at the 0.01 level. This positive correlation implies that as emotional intelligence increases, achievement motivation also tends to increase among female prospective elementary school teachers. The statistical significance of this correlation, at the 0.01 level, indicates a high degree of confidence in the observed relationship, which means that there is less than a 1% probability that the correlation is due to random chance.

The moderate positive correlation (r = .264) suggests that individuals with higher levels of emotional intelligence are more likely to have stronger motivation towards achieving their goals. This finding highlights the potential benefits of integrating emotional intelligence training into teacher education programs for female prospective elementary school teachers. The variability in the scores, as indicated by the standard deviations, shows that there is more diversity in emotional intelligence levels among the female teachers compared to their achievement motivation levels. This consistency in achievement motivation highlights the potential impact that emotional intelligence can have on achievement motivation.

Table 4.8 reveals a statistically significant and moderately positive relationship between emotional intelligence and achievement motivation among female prospective elementary school teachers. This relationship also emphasizes the importance of fostering emotional intelligence in teacher training programs to enhance achievement motivation, which can contribute to better educational outcomes and personal development for female prospective elementary school teachers.

4.5.2   Relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to stream of education

To explore the correlation between emotional intelligence and achievement motivation, the researcher utilized the achievement motivation test scale developed by Sharma (2018) and emotional intelligence test scale developed by the investigator. These scales were administered to prospective elementary school teachers enrolled in the D. El. Ed course at DIETs in Mizoram. To examine potential variations based on their academic backgrounds, participants were divided into two categories: those in Arts-related disciplines and those in non-Arts disciplines. Subsequently, the association between emotional intelligence and achievement motivation was analyzed independently for each group.

The correlation between emotional intelligence and achievement motivation of prospective elementary school teachers among Arts subject and its related stream was depicted in table 4.9.

Table 4.10

Correlation between emotional intelligence and achievement motivation of Arts subject background of prospective elementary school teachers

Categories (N =435)	Mean	Standard Deviation	Emotional Intelligence	Achievement Motivation
Emotional Intelligence	107.86	14.22	1	.289**
Achievement Motivation	23.36	4.12	.289**	1

(** means correlation is significant at 0.01 level)

The correlation between emotional intelligence and achievement motivation among prospective elementary school teachers with an Arts subject background was shown in Table 4.9. The mean score for emotional intelligence in this group is 107.86 with a standard deviation of 14.22, indicating a low level of emotional intelligence with moderate variability among the participants. For achievement motivation, the mean score is 23.36 with a standard deviation of 4.12, suggesting a low level of achievement motivation with some variability.

The correlation coefficient (r) between emotional intelligence and achievement motivation is .289, which is statistically significant at the 0.01 level. This positive correlation implies that as emotional intelligence increases, achievement motivation also tends to increase among prospective elementary school teachers with an Arts background. The statistical significance of this correlation indicates a high degree of confidence in the observed relationship.

The coefficient of correlation (r = .289) suggests a moderate positive relationship between emotional intelligence and achievement motivation. This indicates that individuals with higher levels of emotional intelligence are more likely to have stronger motivation towards achieving their goals. The presence of this relationship highlights the potential benefits of integrating emotional intelligence training into teacher education programs for those with an Arts background.

The variability in the scores, as indicated by the standard deviations, shows that while there is some diversity in both emotional intelligence and achievement motivation levels among the respondents, the degree of variability is moderate. This consistency in achievement motivation emphasizes the potential impact of emotional intelligence on achievement motivation. Table 4.9 demonstrates a statistically significant and moderately positive relationship between emotional intelligence and achievement motivation among prospective elementary school teachers with an Arts background. This finding highlights the importance of fostering emotional intelligence in teacher training programs to enhance achievement motivation, which can contribute to better educational outcomes and personal development for teachers with an Arts background. The moderate positive correlation suggests that enhancing emotional intelligence could be a valuable strategy for boosting achievement motivation in this group.

Table 4.9 reveals the correlation between emotional intelligence and achievement motivation of prospective elementary school teachers whose educational backgrounds are Arts subject. The following table 4.10 specifies the relationship between these two variables among non-Arts educational background of prospective elementary school teachers.

Table 4.11

Correlation between emotional intelligence and achievement motivation of non-Arts subject background of prospective elementary school teachers

Categories (N =65)	Mean	Standard Deviation	Emotional Intelligence	Achievement Motivation
Emotional Intelligence	107.14	20.30	1	.239
Achievement Motivation	24.57	3.85	.239	1

As shown in Table 4.10, the relationship between emotional intelligence and achievement motivation among prospective elementary school teachers originating

from non-Arts disciplines was determined through the computation of Pearson's product-moment correlation coefficient. The mean score for emotional intelligence is 107.14 with a standard deviation of 20.30, indicating a low level of emotional intelligence with considerable variability among the respondents. For achievement motivation, the mean score is 24.57 with a standard deviation of 3.85, suggesting low level of achievement motivation with lesser variability compared to emotional intelligence.

The coefficient of correlation (r) between emotional intelligence and achievement motivation is .239. This correlation is not marked as statistically significant at the 0.01 level. This suggests that while there is a positive relationship between emotional intelligence and achievement motivation among prospective elementary school teachers with a non-Arts background, the evidence is not strong enough to confirm this relationship with statistical level of confidence. This implies that higher levels of emotional intelligence are positively associated with higher levels of achievement motivation, although the relationship is not particularly strong.

The variability in the scores, as indicated by the standard deviations, shows a higher degree of diversity in emotional intelligence levels compared to achievement motivation levels among the respondents. This greater variability in emotional intelligence suggests that while some individuals in this group have very high or very low levels of emotional intelligence, their levels of achievement motivation are relatively more consistent.

Table 4.10 reveals a weak to moderate positive correlation between emotional intelligence and achievement motivation among prospective elementary school teachers with a non-Arts subject background. The findings suggested that enhancing emotional intelligence could potentially improve achievement motivation among the respondents. However, the lack of statistical significance at the 0.01 level shows that the relationship was not strong enough.

4.5.3 Relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to locale

In order to investigate the relationship between emotional intelligence and achievement motivation, the researcher employed emotional intelligence test scale developed by the investigator and the achievement motivation test scale developed and standardized by Sharma (2018). These tools were given to prospective elementary school teachers enrolled in the D. El. Ed course at DIETs in Mizoram. To assess potential relationship based on their geographical location, participants were categorized into two groups as urban and rural. Following this categorization, the correlation between emotional intelligence and achievement motivation was separately analyzed for each group.

Table 4.12

Correlation between emotional intelligence and achievement motivation of urban prospective elementary school teachers

Categories (N =147)	Mean	Standard Deviation	Emotional Intelligence	Achievement Motivation
Emotional Intelligence	110.05	13.45	1	.121
Achievement Motivation	23.67	3.60	.121	1

Table 4.11 indicate the relationship between emotional intelligence and achievement motivation of prospective elementary school teachers from urban area. By determining the relationship through the computation of Pearson's product moment coefficient of correlation, the finding reveals positive and weak correlation between the two variables. The mean score for emotional intelligence in this group is 110.05 with a standard deviation of 13.45, indicating a moderate level of emotional intelligence with moderate variability among the participants. For achievement motivation, the mean score is 23.67 with a standard deviation of 3.60, suggesting a

low level of achievement motivation with less variability compared to emotional intelligence.

The correlation coefficient (r) between emotional intelligence and achievement motivation is .121. This correlation is relatively weak and is not marked as statistically significant. This suggests that while there is a positive relationship between emotional intelligence and achievement motivation among urban prospective elementary school teachers, the evidence was not strong enough to confirm this relationship with high level of statistical confidence.

The weak coefficient of correlation, r = .121, indicates a very mild positive relationship between emotional intelligence and achievement motivation. This implies that individuals with higher levels of emotional intelligence might have slightly higher levels of achievement motivation, but the relationship is not strong. The lack of statistical significance means that this observed correlation could be due to random chance.

As indicated by the standard deviations, the variability in the scores, shows that there is moderate diversity in both emotional intelligence and achievement motivation levels among the participants. The relatively consistent achievement motivation levels suggest that other factors may play a significant role in influencing achievement motivation among urban prospective elementary school teachers.

Table 4.11 reveals a weak positive correlation between emotional intelligence and achievement motivation among urban prospective elementary school teachers. However, the lack of statistical significance at the 0.01 level indicates that this relationship is not strong enough. The findings suggest that while there may be a slight tendency for those with higher emotional intelligence to have higher achievement motivation, this relationship is not strong or reliable. The moderate variability in emotional intelligence also highlights the importance of considering individual differences when designing interventions to enhance emotional intelligence and achievement motivation in urban teacher training programs.

In this case, table 4.11 displays the correlation between emotional intelligence and achievement motivation among prospective elementary school teachers in urban

regions. Table 4.12 further details the connection between these two factors specifically within the cohort of rural prospective elementary school teachers.

Table 4.13

Correlation between emotional intelligence and achievement motivation of rural prospective elementary school teachers

Categories (N =353)	Mean	Standard Deviation	Emotional Intelligence	Achievement Motivation
Emotional Intelligence	106.81	15.70	1	.318**
Achievement Motivation	23.45	4.29	.318**	1

(** means correlation is significant at 0.01 level)

As seen from table 4.12, the correlation between emotional intelligence and achievement motivation of rural prospective elementary school teachers was computed with the help of Pearson's product moment coefficient of correlation. The mean score for emotional intelligence in this group is 106.81 with a standard deviation of 15.70, indicating a low level of emotional intelligence with considerable variability among the participants. For achievement motivation, the mean score is 23.45 with a standard deviation of 4.29, suggesting a low level of achievement motivation with moderate variability.

The correlation coefficient (r) between emotional intelligence and achievement motivation is .318, which is statistically significant at the 0.01 level. This positive correlation indicates that as emotional intelligence increases, achievement motivation also tends to increase among rural prospective elementary school teachers. The statistical significance of this correlation indicates a high degree of confidence in the observed relationship of emotional intelligence and achievement motivation among rural prospective elementary school teachers.

The coefficient of correlation (r = .318) suggests a moderate positive relationship between emotional intelligence and achievement motivation. This implies

that individuals with higher levels of emotional intelligence are likely to exhibit stronger motivation towards achieving their goals. This finding has important practical implications, highlighting the potential benefits of integrating emotional intelligence training into teacher education programs for rural prospective elementary school teachers. Enhancing emotional intelligence could, therefore, lead to improved achievement motivation, fostering both emotional and motivational development.

The variability in the scores, as indicated by the standard deviations, shows that there is considerable diversity in both emotional intelligence and achievement motivation levels among the respondents. This diversity suggests that while some rural prospective elementary school teachers have very high or very low levels of emotional intelligence, their levels of achievement motivation vary as well.

Table 4.12 reveals a statistically significant positive relationship between emotional intelligence and achievement motivation among rural prospective elementary school teachers. This relationship depicts the importance of promoting emotional intelligence in teacher training programs to enhance achievement motivation.

4.6.1 Relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to gender

To explore the correlation between emotional intelligence and academic achievement, the researcher utilized an emotional intelligence test scale developed by the investigator and the scores of the respondents from their last public examination. These evaluations were administered to prospective elementary school teachers enrolled in the D. El. Ed course at DIETs in Mizoram. To examine the relationship on the basis of their gender, participants were divided into two groups: male and female. Subsequently, the correlation between emotional intelligence and achievement motivation was analyzed independently for each group.

Table 4.14

Correlation between emotional intelligence and academic achievement of male prospective elementary school teachers

Categories (N = 175)	Mean	Standard Deviation	Emotional Intelligence	Academic Achievement
Emotional Intelligence	106.48	17.98	1	.111
Academic Achievement	67.61	13.50	.111	1

Table 4.13 presents the correlation between emotional intelligence and academic achievement among male prospective elementary school teachers. The coefficient of correlation (r) was calculated with the help of Pearson's product moment coefficient of correlation. The mean score for emotional intelligence among male prospective elementary school teachers is 106.48 with a standard deviation of 17.98, indicating a low level of emotional intelligence with significant variability among the participants. For academic achievement, the mean score is 67.61 with a standard deviation of 13.50, suggesting 61 – 70 range of scores on academic performance with some variability.

The correlation coefficient (r) between emotional intelligence and academic achievement is .111. This weak positive correlation suggests that there is a slight tendency for higher levels of emotional intelligence to be associated with higher academic achievement among male prospective elementary school teachers.

The weak coefficient of correlation, r = .111 indicates that while there is a positive relationship between emotional intelligence and academic achievement, it is not strong enough to conclude with significant relationship. This suggests that other factors may play a more significant role in influencing academic achievement among male prospective elementary school teachers.

The variability in the scores, as indicated by the standard deviations, shows that there is considerable diversity in both emotional intelligence and academic achievement levels among the respondents. The relatively weak relationship between

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emotional intelligence and academic achievement highlights the need for further research to identify other contributing factors to academic success.

Hence, table 4.13 reveals a weak positive correlation between emotional intelligence and academic achievement among male prospective elementary school teachers. However, the lack of statistical significance at the 0.01 level indicates that this relationship is not strong and may be influenced by other variables. While emotional intelligence might have some impact on academic performance, it is likely that additional factors contribute to academic achievement among the respondents.

Merely examining the scores of male prospective elementary school teachers to understand the entirety of the relationship between emotional intelligence and academic achievement is insufficient. Table 4.13 depicts the correlation between emotional intelligence and achievement motivation solely among male prospective elementary school teachers. Table 4.14 expands on this analysis by focusing on the correlation between these variables within female prospective elementary school teachers.

Table 4.15

Correlation between emotional intelligence and academic achievement of female prospective elementary school teachers

Categories (N =325)	Mean	Standard Deviation	Emotional Intelligence	Academic Achievement
Emotional Intelligence	108.46	13.32	1	.029
Academic Achievement	67.58	17.21	.029	1

Table 4.14 presents the correlation between emotional intelligence and academic achievement among female prospective elementary school teachers. By using Pearson's product moment coefficient of correlation (r), the relationship between these two variables was calculated. The mean score for emotional intelligence in this group is 108.46 with a standard deviation of 13.32, indicating a low level of emotional intelligence with moderate variability among the participants. For academic

achievement, the mean score is 67.58 with a standard deviation of 17.21, suggesting 61 – 70 range of scores on academic performance with considerable variability.

The correlation coefficient (r) between emotional intelligence and academic achievement is .029. This very weak positive correlation suggests that there is almost no relationship between emotional intelligence and academic achievement among female prospective elementary school teachers. The correlation is not statistically significant, indicating that the observed relationship could easily be due to random chance.

The extremely weak correlation coefficient of r = .029 indicates that any increase in emotional intelligence has a negligible effect on academic achievement. This implies that factors other than emotional intelligence are likely to have a more substantial impact on academic performance among female prospective elementary school teachers.

The variability in the scores, as indicated by the standard deviations, shows that there is moderate diversity in emotional intelligence levels and considerable diversity in academic achievement levels among the participants. This suggests that while female prospective elementary school teachers exhibit a range of emotional intelligence levels, their academic performance varies even more widely.

As seen from table 4.14, the correlation between emotional intelligence and academic achievement is very weak and statistically insignificant among female prospective elementary school teachers. This finding suggests that emotional intelligence did not have a meaningful impact on academic performance for this group. Consequently, it highlights the importance of investigating other factors that contribute to academic achievement.

4.6.2 Relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to stream of education

In order to evaluate the correlation between emotional intelligence and academic achievement of prospective elementary school teachers based on their academic backgrounds, the investigator utilized emotional intelligence test scale

developed by the investigator and the percentage score of their last public examination. The assessments were given to individuals studying to become elementary school teachers at DIETs in Mizoram. In order to explore potential differences related to their academic backgrounds, participants were separated into two groups: those pursuing Arts-related disciplines and those in non-Arts disciplines. Following this categorization, the relationship between emotional intelligence and academic achievement was separately assessed for each group.

Table 4.15 shows the relationship between emotional intelligence and academic achievement of prospective elementary school teachers among Arts subject and its related stream.

Table 4.16

Correlation between emotional intelligence and academic achievement of Arts subject background of prospective elementary school teachers

Categories (N =435)	Mean	Standard Deviation	Emotional Intelligence	Academic Achievement
Emotional Intelligence	107.86	14.22	1	. 068
Academic Achievement	67.72	15.89	. 068	1

Table 4.15 presents the correlation between emotional intelligence and academic achievement among prospective elementary school teachers with an Arts subject background. The correlation coefficient (r) was calculated by using Pearson's product moment coefficient of correlation. The mean score for emotional intelligence in this group is 107.86 with a standard deviation of 14.22, indicating a low level of emotional intelligence with moderate variability among the participants. For academic achievement, the mean score is 67.72 with a standard deviation of 15.89, suggesting 61 – 70 range of scores on academic performance with considerable variability.

The correlation coefficient between emotional intelligence and academic achievement is r = .068. This weak positive correlation suggests that there is a very

slight relationship between emotional intelligence and academic achievement among prospective elementary school teachers with an Arts background. The correlation is not statistically significant, indicating that the observed relationship is likely due to random chance and insufficient evidence to confirm a meaningful connection between the two variables.

The weak coefficient of correlation r = .068 indicates that any increase in emotional intelligence has a negligible effect on academic achievement among the respondents. This implies that other factors are likely to have a more substantial impact on academic performance among prospective elementary school teachers with an Arts background. The lack of statistical significance further supports that emotional intelligence did not play a major role in determining academic achievement.

The variability in the scores, as indicated by the standard deviations, shows that there is moderate diversity in both emotional intelligence and academic achievement among the participants. This suggests that while prospective elementary school teachers with an Arts background exhibit a range of emotional intelligence levels, their academic performance also varies widely. The absence of a strong relationship between emotional intelligence and academic achievement emphasizes the need to explore other variables that may influence academic achievement in this group.

The above table 4.15 reveals a very weak and statistically insignificant correlation between emotional intelligence and academic achievement among prospective elementary school teachers with an Arts subject background. This finding suggests that emotional intelligence did not have a meaningful impact on academic performance for this group. Consequently, it highlights the importance of investigating other factors that contribute to academic achievement.

Simply looking at the grades of prospective elementary school teachers with an Arts background is not enough to fully grasp the connection between emotional intelligence and academic achievement. Table 4.15 illustrates the relationship between emotional intelligence and achievement motivation of prospective elementary school teachers with an Arts background only. Table 4.16 builds on this examination by

exploring into the correlation between these variables within prospective elementary school teachers from non-Arts backgrounds.

Table 4.17

Correlation between emotional intelligence and academic achievement of non-Arts subject background of prospective elementary school teachers

Categories (N =65)	Mean	Standard Deviation	Emotional Intelligence	Academic Achievement
Emotional Intelligence	107.14	20.30	1	.009
Academic Achievement	66.72	16.82	.009	1

By using Pearson's product moment coefficient of correlation (r), table 4.16 presents the correlation between emotional intelligence and academic achievement among prospective elementary school teachers with a non-Arts subject background. The mean score for emotional intelligence in this group is 107.14 with a standard deviation of 20.30, indicating a low level of emotional intelligence with significant variability among the participants. For academic achievement, the mean score is 66.72 with a standard deviation of 16.82, suggesting 61 – 70 range of scores on academic performance with considerable variability.

The correlation coefficient (r) between emotional intelligence and academic achievement is .009. This very weak positive correlation suggests that there is virtually no relationship between emotional intelligence and academic achievement among prospective elementary school teachers with a non-Arts background. The correlation is not statistically significant, indicating that the observed relationship is likely due to random chance and lacks sufficient evidence to confirm a meaningful connection between the two variables.

The extremely weak correlation coefficient of r = .009 indicates that any increase in emotional intelligence has an almost negligible effect on academic achievement. This implies that other factors are likely to have a more substantial

impact on academic performance among prospective elementary school teachers with a non-Arts background.

The variability in the scores, as indicated by the standard deviations, shows that there is considerable diversity in both emotional intelligence and academic achievement among the participants. This suggests that while prospective elementary school teachers with a non-Arts background exhibit a wide range of emotional intelligence levels, their academic performance also varies widely. The absence of a strong relationship between emotional intelligence and academic achievement emphasizes the need to explore other variables that may influence academic success in this group.

Table 4.16 shows a very weak and statistically insignificant correlation between emotional intelligence and academic achievement among prospective elementary school teachers with a non-Arts subject background. This finding suggests that emotional intelligence did not have a meaningful impact on academic achievement among the respondents. It clearly highlights the importance of investigating other factors that contribute to academic achievement.

4.6.3 Relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to locale

To explore the relationship between emotional intelligence and academic achievement, the researcher utilized an emotional intelligence test scale developed by the investigator alongside the performance records of prospective elementary school teachers in their most recent public examination at the time of collection of data. The emotional intelligence test scale developed by the investigator was administered to prospective elementary school teachers undertaking the D. El. Ed course at DIETs in Mizoram. To examine potential correlations based on their locale, the population was divided into two groups: urban and rural. Subsequently, the relationship between emotional intelligence and academic achievement was analyzed independently for each group.

Table 4.17 illustrates the correlation between emotional intelligence and academic achievement among urban prospective elementary school teachers.

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Table 4.18

Correlation between emotional intelligence and academic achievement of urban prospective elementary school teachers

Categories (N =147)	Mean	Standard Deviation	Emotional Intelligence	Academic Achievement
Emotional Intelligence	110.05	13.45	1	.071
Academic Achievement	71.73	11.87	.071	1

Table 4.17 shows the correlation between emotional intelligence and academic achievement specifically among urban prospective elementary school teachers measured with the help of Pearson's product moment coefficient of correlation (r). The mean score for emotional intelligence in this group is 110.05 with a standard deviation of 13.45, indicating an average level of emotional intelligence with moderate variability among the participants. For academic achievement, the mean score is 71.73 with a standard deviation of 11.87, suggesting 71 – 80 range of scores on academic performance with some variability.

The correlation coefficient (r) between emotional intelligence and academic achievement is r = .071. This very weak positive correlation suggests that there is almost no relationship between emotional intelligence and academic achievement among urban prospective elementary school teachers. The correlation is not statistically significant, indicating that the observed relationship is likely due to random chance and insufficient evidence to confirm a meaningful connection between the two variables.

The extremely weak correlation coefficient of r = .071 indicates that any increase in emotional intelligence has a negligible effect on academic achievement. This implies that other factors are likely to have a more substantial impact on academic performance among urban prospective elementary school teachers.

The variability in the scores, as indicated by the standard deviations, shows that there is moderate diversity in emotional intelligence levels and academic achievement levels among the respondents. This suggests that while urban prospective elementary school teachers exhibit a range of emotional intelligence levels, their academic performance also varies, though to a lesser extent. The absence of a strong relationship between emotional intelligence and academic achievement highlights the need to explore other variables that may influence academic achievement in this group.

Table 4.17 reveals a very weak and statistically insignificant correlation between emotional intelligence and academic achievement among urban prospective elementary school teachers. This finding suggests that emotional intelligence did not have a meaningful impact on academic performance for this group. Consequently, it highlights the importance of investigating other factors that contribute to academic achievement.

Table 4.17 demonstrates the correlation between emotional intelligence and achievement motivation among urban prospective elementary school teachers. This analysis is expanded upon in Table 4.18, which explores into the correlation between these factors within rural prospective elementary school teachers.

Table 4.19

Correlation between emotional intelligence and academic achievement of rural prospective elementary school teachers

Categories (N =353)	Mean	Standard Deviation	Emotional Intelligence	Academic Achievement
Emotional Intelligence	106.81	15.70	1	.034
Academic Achievement	65.86	17.15	.034	1

As seen from table 4.18, the coefficient of correlation (r) between emotional intelligence and academic achievement is .034. A Pearson product moment coefficient of correlation was used to assess the relationship between emotional intelligence and academic achievement of rural prospective elementary school teachers. This positive

correlation indicates a weak relationship between emotional intelligence and academic achievement among rural prospective elementary school teachers.

The mean score for emotional intelligence in this group is 106.81 with a standard deviation of 15.70, indicating a low level of emotional intelligence with considerable variability among the participants. For academic achievement, the mean score is 65.86 with a standard deviation of 17.15, suggesting 61 – 70 range of scores on academic performance with significant variability.

The correlation coefficient between emotional intelligence and academic achievement is .034. This extremely weak positive correlation suggests that there is virtually no relationship between emotional intelligence and academic achievement among rural prospective elementary school teachers. The correlation is not statistically significant, indicating that the observed relationship is likely due to random chance and lacks sufficient evidence to confirm a meaningful connection between the two variables.

The very weak coefficient of correlation r = .034 indicates that any increase or decrease in emotional intelligence has an almost negligible effect on academic achievement. This implies that other factors are likely to have a more substantial impact on academic performance among rural prospective elementary school teachers.

The variability in the scores, as indicated by the standard deviations, shows that there is considerable diversity in both emotional intelligence and academic achievement levels among the respondents. This suggests that while rural prospective elementary school teachers exhibit a wide range of emotional intelligence levels, their academic performance also varies widely. The absence of a strong relationship between emotional intelligence and academic achievement highlights the need to explore other variables that may influence academic achievement in this group.

Table 4.18 reveals a very weak and statistically insignificant correlation between emotional intelligence and academic achievement among rural prospective elementary school teachers. This finding suggests that emotional intelligence did not have a meaningful impact on academic performance for this group. Consequently, it

highlights the importance of investigating other factors that contribute to academic achievement.

4.7.1 **Relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to gender**

To investigate the connection between motivation achievement and academic achievement, the researcher employed an achievement motivation test scale developed and standardized by Sharma (2018), and the performance records of prospective elementary school teachers in their latest public examination at the time of data collection. The achievement motivation test scale developed by Sharma was distributed to prospective elementary school teachers enrolled in the D. El. Ed course at DIETs in Mizoram. To explore potential correlations based on gender, the population was divided into two categories as male and female. Following this categorization, the relationship between achievement motivation and academic achievement was separately examined for each group.

Table 4.19 represents the correlation between achievement motivation and academic achievement of male prospective elementary school teachers.

Table 4.20

Correlation between achievement motivation and academic achievement of male prospective elementary school teachers

Categories (N = 175)	Mean	Standard Deviation	Achievement Motivation	Academic Achievement
Achievement Motivation	23.46	4.68	1	.045
Academic Achievement	67.61	13.50	.045	1

Table 4.19 shows the relationship between achievement motivation and academic achievement among male prospective elementary school teachers. The relationship between achievement motivation and academic achievement was

calculated with the help of Pearson's product moment coefficient of correlation. The mean score for achievement motivation in this group is 23.46 with a standard deviation of 4.68, indicating a low level of achievement motivation with some variability among the participants. For academic achievement, the mean score is 67.61 with a standard deviation of 13.50, suggesting 61 – 70 range of scores on academic performance with notable variability.

The coefficient of correlation between achievement motivation and academic achievement is r = .045. The very weak positive correlation suggests that there is almost no relationship between achievement motivation and academic achievement among male prospective elementary school teachers. The correlation is not statistically significant, indicating that the observed relationship is likely due to random chance and lacks sufficient evidence to confirm a meaningful connection between the two variables. The extremely weak correlation coefficient of r = .045 indicates that any increase in achievement motivation has a negligible effect on academic achievement. This implies that factors other than achievement motivation are likely to have a more substantial impact on academic performance among male prospective elementary school teachers.

The variability in the scores, as indicated by the standard deviations, shows that there is some diversity in both achievement motivation and academic achievement. This suggests that while male prospective elementary school teachers exhibit a range of achievement motivation levels, their academic performance also varies. The absence of a strong relationship between achievement motivation and academic achievement emphasizes the need to explore other variables that may influence academic achievement in this group.

Table 4.19 reveals a very weak and statistically insignificant correlation between achievement motivation and academic achievement among male prospective elementary school teachers. This finding suggests that achievement motivation did not have a meaningful impact on academic performance for this group. It consequently highlights the importance of investigating other factors that contribute to academic achievement.

Table 4.19 illustrates the correlation between achievement motivation and academic achievement among male prospective elementary school teachers from Mizoram. Table 4.20 explicitly outlines the correlation between these same variables but within female prospective elementary school teachers from Mizoram.

Table 4.21

Correlation between achievement motivation and academic achievement of female prospective elementary school teachers

Categories (N =325)	Mean	Standard Deviation	Achievement Motivation	Academic Achievement
Achievement Motivation	23.54	3.76	1	.047
Academic Achievement	67.58	17.21	.047	1

Table 4.20 presents the correlation between achievement motivation and academic achievement among female prospective elementary school teachers. The relationship between these variables was calculated by using Pearson's product moment coefficient of correlation (r). The mean score for achievement motivation in this group is 23.54 with a standard deviation of 3.76, indicating low level of achievement motivation with some variability among the participants. For academic achievement, the mean score is 67.58 with a standard deviation of 17.21, suggesting 61 – 70 range of scores on academic performance with considerable variability.

The correlation coefficient between achievement motivation and academic achievement is r = .047. The very weak positive correlation suggests that there is almost no relationship between achievement motivation and academic achievement among female prospective elementary school teachers. The correlation is not statistically significant, indicating that the observed relationship is likely due to random chance and lacks sufficient evidence to confirm a meaningful relationship between the two variables. The extremely weak correlation coefficient of r = .047 indicates that any increase in achievement motivation has a negligible effect on academic achievement. This implies that other factors are likely to have a more

substantial impact on academic performance among female prospective elementary school teachers.

The variability in the scores, as indicated by the standard deviations, shows that there is some diversity in both achievement motivation and academic achievement. This suggests that while female prospective elementary school teachers exhibit a range of achievement motivation levels, their academic performance also varies.

Table 4.20 shows a very weak and statistically insignificant correlation between achievement motivation and academic achievement among female prospective elementary school teachers. This finding suggests that achievement motivation did not have a meaningful impact on academic achievement for this group. Consequently, it highlights the importance of investigating other factors that contribute to academic achievement.

4.7.2 Relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to stream of education

To assess the relationship between achievement motivation and academic achievement among prospective elementary school teachers according to their academic backgrounds, the researcher employed achievement motivation test scale developed and standardized by Sharma (2018) and the percentage score from their most recent public examination at the time of collection of data. To investigate potential relationship between these variables associated with their academic backgrounds, participants were divided into two categories as those having background of disciplines related to the Arts and those in non-Arts disciplines. Subsequently, the correlation between achievement motivation and academic achievement was analyzed separately for each group.

Table 4.21 shows the relationship between achievement motivation and academic achievement of prospective elementary school teachers among Arts subject and its related stream.

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Table 4.22

Correlation between achievement motivation and academic achievement of Arts subject background of prospective elementary school teachers

Categories (N =435)	Mean	Standard Deviation	Achievement Motivation	Academic Achievement
Achievement Motivation	23.36	4.12	1	.047
Academic Achievement	67.72	15.89	.047	1

Table 4.21 illustrates the correlation between achievement motivation and academic achievement among prospective elementary school teachers with backgrounds in Arts subjects, computed by using Pearson's product moment coefficient of correlation. The mean score for achievement motivation in this group is 23.36 with a standard deviation of 4.12, indicating a low level of achievement motivation with some variability among the participants. For academic achievement, the mean score is 67.72 with a standard deviation of 15.89, suggesting 61 – 70 range of scores on academic performance with considerable variability.

The correlation coefficient between achievement motivation and academic achievement is r = .047. This very weak positive correlation suggests that there is almost no relationship between achievement motivation and academic achievement among prospective elementary school teachers with an Arts background. The correlation is not statistically significant which indicates that the observed relationship is likely due to random chance and provide insufficient evidence to confirm a meaningful connection between the two variables.

The extremely weak correlation coefficient of r = .047 indicates that any increase in achievement motivation has a negligible effect on academic achievement. This implies that other factors are likely to have a more substantial impact on academic performance among prospective elementary school teachers with an Arts background.

The variability in the scores, as indicated by the standard deviations, shows that there is some diversity in both achievement motivation and academic

achievement. This suggests that while prospective elementary school teachers with an Arts background exhibit a range of achievement motivation levels, their academic performance also varies.

As seen from table 4.21, the correlation between achievement motivation and academic achievement among prospective elementary school teachers with an Arts subject background is very weak and statistically insignificant. This finding suggests that achievement motivation did not have a meaningful impact on academic performance for this group. Consequently, it highlights the importance of investigating other factors that contribute to academic achievement.

Table 4.21 demonstrates the correlation between achievement motivation and academic achievement among prospective elementary school teachers with backgrounds in Arts subjects. Expanding on this analysis, Table 4.22 explores the correlation between the same variables but among prospective elementary school teachers originating from non-Arts backgrounds.

Table 4.23

Correlation between achievement motivation and academic achievement of non-Arts subject background of prospective elementary school teachers

Categories (N =65)	Mean	Standard Deviation	Achievement Motivation	Academic Achievement
Achievement Motivation	24.57	3.85	1	.052
Academic Achievement	66.72	16.82	.052	1

Table 4.22 presents the correlation between achievement motivation and academic achievement among prospective elementary school teachers with backgrounds in non-Arts subjects. By using Pearson's product moment coefficient of correlation (r), the relationship between the two variables was computed. The mean score for achievement motivation in this group is 24.57 with a standard deviation of 3.85, indicating a low level of achievement motivation with some variability among

the participants. For academic achievement, the mean score is 66.72 with a standard deviation of 16.82, suggesting 61 – 70 range of scores on academic performance with significant variability.

The correlation coefficient between achievement motivation and academic achievement is $r = .052$. This very weak positive correlation suggests that there is almost no relationship between achievement motivation and academic achievement among prospective elementary school teachers with a non-Arts background. The correlation indicates that the observed relationship is likely due to random chance and lacks sufficient evidence to confirm a meaningful connection between the two variables as the result shows statistically not significant. The extremely weak correlation coefficient of $r = .052$, indicates that any increase in achievement motivation has a negligible effect on academic achievement. This implies that factors other than achievement motivation are likely to have a more substantial impact on academic performance among prospective elementary school teachers with a non-Arts background.

The scores of standard deviations shows that there is some diversity in both achievement motivation and academic achievement. This suggests that while prospective elementary school teachers with a non-Arts background exhibit a range of achievement motivation levels, their academic performance also varies.

Table 4.22 reveals a very weak and statistically insignificant correlation between achievement motivation and academic achievement among prospective elementary school teachers with a non-Arts subject background. This finding suggests that achievement motivation did not have a meaningful impact on academic performance for this group. It consequently highlights the importance of investigating other factors that contribute to academic achievement.

4.7.3 Relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to locale

In order to examine the correlation between achievement motivation and academic achievement among prospective elementary school teachers based on their

geographical location, the researcher utilized Sharma's (2018) standardized achievement motivation test scale along with the percentage score obtained from their most recent public examination at the time of data collection. To explore potential associations linked to their locale, participants were categorized into two groups as urban and rural prospective elementary school teachers. Following this classification, the correlation between achievement motivation and academic achievement was separately analyzed for each group.

Table 4.21 represents the relationship between achievement motivation and academic achievement of urban prospective elementary school teachers.

Table 4.24

Correlation between achievement motivation and academic achievement of urban prospective elementary school teachers

Categories (N =147)	Mean	Standard Deviation	Achievement Motivation	Academic Achievement
Achievement Motivation	23.67	3.60	1	.004
Academic Achievement	71.73	11.87	.004	1

As seen from table 4.23, the correlation between achievement motivation and academic achievement was shown among urban prospective elementary school teachers. The relationship was computed by using Pearson's product moment coefficient of correlation. The mean score for achievement motivation in this group is 23.67 with a standard deviation of 3.60, indicating a low level of achievement motivation with some variability among the participants. For academic achievement, the mean score is 71.73 with a standard deviation of 11.87, suggesting 71 – 80 range of scores on academic performance with some variability.

The coefficient of correlation (r) between achievement motivation and academic achievement is .004. This extremely weak positive correlation suggests that there is virtually no relationship between achievement motivation and academic

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achievement among urban prospective elementary school teachers. The correlation is not statistically significant, indicating that the observed relationship is likely due to random chance and lacks sufficient evidence to confirm a meaningful connection between the two variables. The computation of correlation coefficient reveals an extremely weak coefficient of correlation r = .004, which indicates that any increase in achievement motivation has an almost negligible effect on academic achievement. This implies that other factors, than achievement motivation, are likely to have a more substantial impact on academic performance among urban prospective elementary school teachers.

The scores on standard deviations shows that there is some diversity in both achievement motivation and academic achievement. This suggests that while urban prospective elementary school teachers exhibit a range of achievement motivation levels, their academic performance also varies. The absence of a strong relationship between achievement motivation and academic achievement highlights the need to explore other variables that may influence academic achievement in this group.

Table 4.23 reveals an extremely weak and statistically insignificant correlation between achievement motivation and academic achievement among urban prospective elementary school teachers. This finding suggests that achievement motivation did not have a meaningful impact on academic performance for this group. Consequently, it highlights the importance of investigating other factors that contribute to academic achievement.

While table 4.23 shows the correlation between achievement motivation and academic achievement among urban prospective elementary school teachers. Table 4.22 explores the correlation between these two variables among rural prospective elementary school teachers.

Table 4.25

Correlation between achievement motivation and academic achievement of

rural prospective elementary school teachers

Categories (N =353)	Mean	Standard Deviation	Achievement Motivation	Academic Achievement
Achievement Motivation	23.45	4.29	1	.051
Academic Achievement	65.86	17.15	.051	1

The above table 4.24 presents the correlation between achievement motivation and academic achievement among rural prospective elementary school teachers. The coefficient value was computed by using Pearson's product moment coefficient of correlation. The mean score for achievement motivation in this group is 23.45 with a standard deviation of 4.29, indicating a low level of achievement motivation with some variability among the participants. For academic achievement, the mean score is 65.86 with a standard deviation of 17.15, suggesting 61 – 70 range of scores on academic performance with considerable variability.

The correlation coefficient between achievement motivation and academic achievement is r = .051. This very weak positive correlation suggests that there is almost no relationship between achievement motivation and academic achievement among rural prospective elementary school teachers. The correlation is not statistically significant, indicating that the observed relationship is likely due to random chance and lacks sufficient evidence to confirm a meaningful connection between the two variables.

The extremely weak coefficient of correlation r = .051 indicates that any increase in achievement motivation has a negligible effect on academic achievement. This implies that factors other than achievement motivation are likely to have a more substantial impact on academic performance among rural prospective elementary school teachers.

The scores on standard deviations shows that there is some diversity in both achievement motivation and academic achievement. This suggests that while rural prospective elementary school teachers exhibit a range of achievement motivation levels, their academic performance also varies widely. The absence of strong relationship between achievement motivation and academic achievement emphasizes the need to explore other variables that may influence academic achievement in this group.

Table 4.24 reveals a very weak and statistically insignificant correlation between achievement motivation and academic achievement among rural prospective elementary school teachers. This finding suggests that achievement motivation did not have a meaningful impact on academic performance for this group. Consequently, it highlights the importance of investigating other factors that contribute to academic achievement.

4.8 Difference among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers of Mizoram

In order to test the difference arises from the three variables – emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers the investigator utilize statistical technique of ANOVA. The data collected through various scales like emotional intelligence test scale developed by the investigator, achievement motivation test scale developed and standardized by Sharma (2018) and the performance of the respondents from their most recent public examination, at the time of data collection, was utilized. By using SPSS, statistical technique of calculating ANOVA was employed for testing the difference that may arise among those three variables.

Following the procedure for computing significant difference among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers, the result is depicted in table 4.25.

Table 4.26

One way ANOVA among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers

Test of Homogeneity of Variances					ANOVA	
Groups	**Mean**	**Std. Deviation**	**Levene's Statistics**	**Sig.**	**F**	**Sig.**
Emotional Intelligence	107.7640	15.12885	94.367	.000	5309.392	.000
Achievement Motivation	23.5160	4.09919				
Academic Achievement	67.5900	15.99943				
Total	66.2900	36.76395				

Table 4.25 shows the result of one-way ANOVA conducted to explore the differences among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers. The Levene's test statistic is used to assess the equality of variances across the groups. The test compares the variability of scores within each group, typically by comparing the absolute deviations of individual scores from their group mean. If the variances are significantly different across groups, it can affect the reliability and validity of the ANOVA results. Levene's test helps to determine if this assumption of homogeneity of variances is violated. In this case, the Levene's statistic assess the equality of variances across the groups, and shows the result of 94.367, with a significant p-value of .000, indicating that the variances are not equal across the groups.

Table 4.25 also shows the means and standard deviations for the groups of emotional intelligence, achievement motivation, and academic achievement. The mean emotional intelligence score is 107.7640 with a standard deviation of 15.12885, This indicates that, on average, the prospective elementary school teachers scored around 107 on the emotional intelligence assessment. The standard deviation of

15.12885 suggests that there is variability in the emotional intelligence scores around this mean.

The mean achievement motivation score is 23.5160 with a standard deviation of 4.09919, This suggests that, on average, the prospective elementary school teachers scored approximately 23.5 on the achievement motivation assessment. The standard deviation of 4.09919 indicates the extent of variability in the achievement motivation scores. With a smaller standard deviation compared to emotional intelligence, the scores for achievement motivation are less spread out from the mean.

The mean academic achievement score is 67.5900 with a standard deviation of 15.99943. This means that, on average, the prospective elementary school teachers achieved a score of approximately 67.6 in their academic endeavors. The standard deviation of 15.99943 signifies the variability in academic achievement scores. Similar to emotional intelligence, this standard deviation suggests that academic achievement scores have a considerable spread from the mean.

As Levene's statistics shows variances are not equal, the computation of one-way ANOVA is being done with the assumption of equal variances not assumed. The result depicts that the F-statistic is 5309.392 with a significant p-value of .000, indicating that there is a significant difference in scores among the groups.

Since, the result of computing one-way ANOVA shows significant differences among the scores of emotional intelligences, achievement motivation and academic achievement of prospective elementary school teachers. In order to find out which variable is different from other, the post-hoc test through Games-Howell test was performed for pairwise comparison between groups as shown in table 4.26.

Table 4.27

Multiple Comparison

Groups		Mean Difference	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
EI	**AM**	84.24800*	.000	82.6008	85.8952
	AA	40.17400*		37.8626	42.4854
AM	**EI**	-84.24800*	.000	- 85.8952	- 82.6008
	AA	-44.07400*		- 45.8097	- 42.3383
AA	**EI**	-40.17400*	.000	- 42.4854	- 37.8626
	AM	44.07400*		42.3383	45.8097

Table 4.26 shows the results of multiple comparisons among the groups for the variables of emotional intelligence (EI), achievement motivation (AM), and academic achievement (AA) for prospective elementary school teachers. Each cell in the table represents a pairwise comparison between two groups, displaying the mean difference, significance level (Sig.), and the 95% confidence interval for the difference.

The comparison between emotional intelligence and achievement motivation shows the mean difference is 84.24800 with a significant p-value of .000. This indicates a statistically significant difference between the mean scores of emotional intelligence and achievement motivation. The 95% confidence interval for this difference ranges from 82.6008 to 85.8952, suggesting that the true difference in mean scores between emotional intelligence and achievement motivation falls within this interval.

Again, the comparison between emotional intelligence and academic achievement among the respondents shows the mean difference is 40.17400 with a significant p-value of .000. This indicates a statistically significant difference between the mean scores of emotional intelligence and academic achievement among prospective elementary school teachers. The 95% confidence interval for this difference ranges from 37.8626 to 42.4854.

Similarly, the comparison between achievement motivation and academic achievement shows a mean difference of -44.07400 with a significant p-value of .000. The negative sign indicated that the mean score of achievement motivation is lower than the mean score of academic achievement. It also indicates a statistically significant difference between the mean score of achievement motivation and academic achievement among prospective elementary school teachers. The 95% confidence interval for this difference ranges from - 45.8097 to - 42.3383.

Therefore, these results suggest significant differences in mean scores among the groups for emotional intelligence, achievement motivation, and academic achievement. Emotional intelligence tends to have higher mean scores compared to achievement motivation and academic achievement. Conversely, achievement motivation tends to have lower mean scores compared to emotional intelligence and academic achievement.

4.9   TESTING HYPOTHESIS

The research hypotheses which were presented in the form of null hypotheses are then examined to determine whether they should be accepted or rejected.

Null Hypothesis 1   *: There is no significant relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to –*

   a. Gender

   b. Stream of education

   c. Locale

The relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to gender was calculated by using Pearson's product moment coefficient of correlation. In order to find out the relationship with respect to gender, the population is further separated to male and female prospective elementary school teachers. The relationship is computed separately where r = 0.286 for male, and r = 0.264 for female prospective elementary school teachers. It was found that the relationship between emotional intelligence and achievement motivation for both male and female respondents were positive and

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significant at 0.01 level of confidence. Thus, as seen from the separate computation, emotional intelligence and achievement motivation are positively correlated for male and female prospective elementary school teachers. Therefore, the null hypothesis that 'there is no significant relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to gender' was rejected.

Again, by using Pearson's product moment coefficient of correlation, the relationship between emotional intelligence and achievement motivation of prospective elementary school teachers with respect to their stream of education was calculated. The calculation was done separately for those individuals having Arts subject background and non- Arts subject background. The result shows coefficient of correlation (r) = 0.289, for Arts subject background, which is significant at 0.01 level of confidence, and the coefficient of correlation (r) = 0.239, for non-Arts subject background, which is not statistically significant suggesting a weaker relationship between emotional intelligence and achievement motivation in this group. By considering the relationship between emotional intelligence and achievement motivation among these two groups, it can be concluded that there is positive and significant correlation between these variables among Arts subject background and positive but not significant correlation among prospective elementary school teachers with non-Arts subject background. Hence, the null hypothesis that 'there is no significant relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to stream of education' was rejected for Arts subject background but the same could not be rejected for non-Arts subject background.

Similarly, the investigator calculated the relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to locale using Pearson's product moment coefficient of correlation. For the computation of the relationship between the two variables, the population was further divided into two groups based on their geographical location as urban and rural. The relationship shows r = 0.121, for urban prospective elementary school teachers, which is not statistically significant; and r = 0.318, for rural

prospective elementary school teachers; which is statistically significant at 0.01 level of confidence. As seen from the computation of Pearson's product moment coefficient of correlation, the test for the relationship between emotional intelligence and achievement motivation among urban prospective elementary school teachers was not statistically significant. However, the test for the relationship between emotional intelligence and achievement motivation indicates positive significant relationship among rural prospective elementary school teachers which leads to the rejection of the null hypothesis for the rural group. Thus, the null hypothesis that 'there is no significant relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to locale' was rejected for prospective elementary school teachers from rural areas, while, it could not be rejected for urban areas.

Null Hypothesis 2 : *There is no significant relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to –*

    a. Gender

    b. Stream of education

    c. Locale

Pearson's product moment coefficient of correlation was employed to determine the significant association between emotional intelligence and academic achievement among prospective elementary school teachers in Mizoram, considering gender differences. The population is divided into male and female groups for further analysis. The correlation coefficients were separately computed, yielding a correlation coefficient of $r = 0.111$, for male prospective elementary school teachers; and $r = 0.027$, for female prospective teachers. The calculated relationship between emotional intelligence and academic achievement was not statistically significant for both male and female prospective elementary school teachers. The results suggest a very weak positive relationship between emotional intelligence and academic achievement based on gender. However, based on the computation through Pearson's product moment coefficient of correlation (r), the relationship between the variables were not statistically significant for both male and female prospective elementary school

teachers. Based on the results, it was reasonable to accept the null hypothesis among male and female prospective elementary school teachers. Therefore, the null hypothesis that 'there is no significant relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to gender' was accepted.

Utilizing Pearson's product moment coefficient of correlation, the investigator analyzed the relationship between emotional intelligence and academic achievement among prospective elementary school teachers based on their educational background, distinguishing between those with an Arts subject background and those with non-Arts subject background. The findings revealed a correlation coefficient (r) = 0.068, for individuals with an Arts subject background, which is not statistically significant; and a correlation coefficient (r) = 0.009, for those with non-Arts subject background, which is also not statistically significant. The findings among prospective elementary school teachers of Arts and non-Arts subject background shows very weak positive relationship which is not statistically significant for both the groups. Therefore, the null hypothesis that 'there is no significant relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to stream of education' was accepted.

Again, the investigator explored the relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to locale through Pearson's product moment coefficient of correlation. The relationship was calculated by separating the respondents into urban and rural prospective elementary school teachers. The result shows coefficient of correlation between emotional intelligence and academic achievement as r = 0.071, for urban prospective elementary school teachers and coefficient of correlation r = 0.034, for rural. As seen from the calculation, the coefficient of correlation (r) indicates weak positive relationship between emotional intelligence and academic achievement of urban and rural prospective elementary school teachers but not statistically significant. Based on the provided correlation coefficients, which indicate weak positive but not statistically significant relationships between emotional intelligence and academic achievement for both urban (0.085) and rural (0.069) prospective elementary school

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teachers, it would not be appropriate to reject the null hypothesis. Therefore, the null hypothesis that 'there is no significant relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to locale' was accepted.

By accepting the null hypotheses that indicates there is no significant relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to gender, stream of education and locale in all the subdivided tests, it can be said that there is no significant relationship between emotional intelligence and achievement motivation. Hence, the hypothesis that 'there is no significant relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to gender, stream of education and locale' was accepted.

Null Hypothesis 3 : *There is no significant relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to –*

    a.   *Gender*
    b.   *Stream of education*
    c.   *Locale*

The hypothesis that there is no significant relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to gender was explored through separate correlation analyses conducted for male and female prospective elementary school teachers. The correlation coefficient (r) calculated through Pearson's product moment coefficient of correlation yields r = 0.045, for male prospective elementary school teachers. The computation of relationship indicates a weak positive relationship but not statistically significant. And the correlation coefficient (r) for female yields r = 0.047, which is slightly higher than male group, but still indicating a weak positive relationship and statistically insignificant. Based on the computed correlation coefficients, the relationships between achievement motivation and academic achievement for both male (r = 0.045) and female (r = 0.047) prospective elementary school teachers was

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not statistically significant in both the cases. Therefore, the null hypothesis that 'there is no significant relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to gender' was accepted.

Utilizing Pearson's product moment coefficient of correlation, the investigator analyzed the relationship between emotional intelligence and academic achievement among prospective elementary school teachers based on their educational background, distinguishing between those with an Arts subject background and those with non-Arts subject background. The relationship between achievement motivation and academic achievement $r = 0.047$, for prospective elementary school teachers with Arts subject background indicates weak positive relationship, but not statistically significant. Likewise, the relationship between achievement motivation and academic achievement $r = 0.052$, for those with non-Arts subject background also indicates weak positive relationship, but not statistically significant. These results suggest that, regardless of educational background (Arts or non-Arts), there appears to be a negligible association between achievement motivation and academic achievement among prospective elementary school teachers in Mizoram. However, the computation revealed that this relationship did not reached statistical significance in either group. Thus, based on the provided coefficient of correlation, the null hypothesis that 'there is no significant relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to stream of education' was accepted.

The investigator examined the correlation between achievement motivation and academic achievement among prospective elementary school teachers in Mizoram with respect to their locale. This analysis was conducted using Pearson's product moment coefficient of correlation, with the respondents divided into urban and rural prospective elementary school teachers. As seen from the calculation, the coefficient of correlation among urban prospective elementary school teachers $r = 0.004$, indicates positive and extremely weak relationship but not statistically significant. Again, the correlation coefficient among rural prospective elementary school teachers $r = 0.051$, also indicates a weak positive relationship. Although, the correlation between the two

variables among the rural prospective elementary school teachers was slightly higher than their urban counterparts, but the result was also not statistically significant. The results suggest that the relationship between achievement motivation and academic achievement among prospective elementary school teachers was found to be negligible as it did not statistically significant. Thus, based on the provided correlation coefficients, the relationship between achievement motivation and academic achievement was not statistically significant for urban as well as rural prospective elementary school teachers. Therefore, the null hypothesis that 'there is no significant relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to locale' was accepted.

By accepting the null hypotheses that indicates there is no significant relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to gender, stream of education and locale in all the subdivided tests, it can be said that there is no significant relationship between emotional intelligence and achievement motivation. Hence, the null hypothesis that 'there is no significant relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to gender, stream of education and locale' was accepted.

Null Hypothesis 4 *: There is no significant difference among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers of Mizoram*

The hypothesis that there is no significant difference among emotional intelligence, achievement motivation, and academic achievement of prospective elementary school teachers of Mizoram was examined through a one-way ANOVA. The test aimed to compare the means of these three variables to determine if there are statistically significant differences among them.

The descriptive statistics revealed the following mean scores: emotional intelligence has a mean of 107.7640 with a standard deviation of 15.12885, achievement motivation has a mean of 23.5160 with a standard deviation of 4.09919,

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and academic achievement has a mean of 67.5900 with a standard deviation of 15.99943. The test of homogeneity of variances, represented by Levene's statistic, is significant (94.367, p < .000), indicating that the assumption of equal variances has been violated.

The ANOVA results are significant, with an F-value of 5309.392 and a p-value of .000, demonstrating that there are statistically significant differences among the means of the three groups. Multiple comparisons further elucidate these differences. The mean difference between emotional intelligence and achievement motivation is 84.24800, and between emotional intelligence and academic achievement is 40.17400, both of which are significant at the .000 level. Similarly, the mean difference between achievement motivation and emotional intelligence is -84.24800, and between achievement motivation and academic achievement is -44.07400, also both are significant at the .000 level. The mean difference between academic achievement and emotional intelligence is -40.17400, and between academic achievement and achievement motivation is 44.07400, with all comparisons remaining significant at the .000 level.

The 95% confidence intervals for these differences did not cross zero, confirming the statistical significance of these differences. Thus, the computation of one-way ANOVA revealed that there are significant differences among emotional intelligence, achievement motivation, and academic achievement of prospective elementary school teachers in Mizoram. Therefore, the null hypothesis that 'There is no significant difference among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers of Mizoram' was rejected.

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CHAPTER – V

MAJOR FINDINGS, DISCUSSIONS, LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The present chapter focuses on major findings, discussions, limitations and suggestions for further research. Emotional intelligence test scale prepared by the researcher was used for computation of emotional intelligence among prospective elementary school teachers of Mizoram. Academic achievement motivation test scale developed and standardized by Sharma (2018) was used for measuring the achievement motivation of prospective elementary school teachers of Mizoram. The performance of the population in their most recent public examination, which was further converted into percentage, was also used for measuring the academic achievement of prospective elementary school teachers of Mizoram. The independent variables measured in the present study comprised of gender, stream of education and locale. In order to measure the variables, gender was subdivided into male and female; stream of education was separated into urban and rural; and locale was categorized as urban and rural.

5.1   MAJOR FINDINGS

The followings are the major findings of the present study.

5.1.1   Emotional intelligence of prospective elementary school teachers of Mizoram

- A significant portion of the population falls within the categories of low and average emotional intelligence, comprising 47.20% of the total respondents.

- The data also indicates that individuals with very high emotional intelligence constitute only a small fraction, comprising just 6.60% of the respondents.

- The findings from data revealed that scoring of prospective elementary school teachers under the categories of very low and low emotional intelligence comprised of 49%, which reveals that the largest number

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of individuals scored only the categories of very low and low emotional intelligence.

- At the same time, 51% of prospective elementary school teachers scores in the category of average and higher than average, revealing that more than half of the population scores can be categorized as average and higher than average levels of emotional intelligence.

5.1.2 Achievement motivation of prospective elementary school teachers of Mizoram

- Only 3.43% of male prospective elementary school teachers exhibit high academic motivation, indicating a relatively low proportion of males highly motivated in academics. However, there are no females categorized under high academic motivation, suggesting a significant gender disparity in this aspect.

- The observation of the scores on achievement motivation of prospective elementary school teachers reveals that majority of males accounting for 70.28%, are categorized as having low academic motivation. Similarly, a significant portion of females, comprising 80.31%, fall into the category of low academic motivation.

- As per the achievement motivation test, 26.29% of males exhibit average academic motivation, which indicated that a considerable portion of males exhibit average motivation levels in academics. At the same time, the proportion of females with average academic motivation is 19.69%, which is slightly lower than their female counterpart.

- The data suggested that there may be distinct achievement motivational patterns between males and females regarding academic pursuits, with females showing a slightly higher tendency towards low academic motivation compared to males.

5.1.3 Academic achievement of prospective elementary school teachers of Mizoram

- The majority of the respondents fall within the 51 – 60 and 61 - 70 range of scores on academic achievement categories, comprising a combined percentage of 80%. Specifically, 29.80% of prospective elementary school teachers fall into the 61 – 70 range of scores category, while 50.20% fall into the 71 – 80 range of scores category.

- While 10.60% of the respondents fall into the range of 50 and below academic achievement category, it represents a smaller proportion compared to the combined percentage of those in the 71 – 80 range of scores on academic achievement categories.

- A small number of respondents achieved 81 and above range of scores, which comprised 8.20% of the respondents.

- Larger part of the respondents obtained higher ranges of scores which fall under the categories of 71 – 80, and 80 and above, ranges of academic achievement comprising 58.40% of prospective elementary school teachers.

5.1.4 Relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to gender

- For both male (N = 175) and female (N = 325) prospective elementary school teachers, there is a positive significant correlation between emotional intelligence and achievement motivation.

- This indicates that individuals with higher levels of emotional intelligence tend to exhibit higher levels of achievement motivation, and vice versa.

- The correlation coefficient between emotional intelligence and achievement motivation is stronger among male prospective elementary school teachers (r = 0.286) compared to females (r = .264).

This suggests that emotional intelligence and achievement motivation are more closely linked among males than females.

- Statistically significant for both male and female respondents rejected the null hypothesis which shows that there is no significant relationship between emotional intelligence and achievement motivation of prospective elementary school teachers with respect to gender.

5.1.5 Relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to stream of education

- Regardless of the subject background, there is a positive correlation between emotional intelligence and achievement motivation among prospective elementary school teachers.

- This suggests that individuals with higher emotional intelligence tend to exhibit higher levels of achievement motivation, and vice versa, irrespective of their academic background.

- Among prospective teachers with Arts subject backgrounds, the correlation coefficient between emotional intelligence and achievement motivation is stronger ($r = .289$) compared to those without an Arts background, where the correlation between these variables ($r = .239$).

- Respondents from Arts subject background exhibit statistical significance on the relationship of emotional intelligence and achievement motivation. This indicates that emotional intelligence plays a more influential role in shaping achievement motivation among individuals with Arts subject backgrounds.

- On the other hand, statistically insignificant relationship between emotional intelligence and achievement motivation among non-Arts subject background indicated that the relationship was not strong enough.

- Hence, the null hypothesis that 'there is no significant relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to stream of education' was rejected for respondents from Arts subject background, while, the same could not be rejected for respondents from non-Arts subject background.

5.1.6 Relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to locale

- Both urban and rural prospective elementary school teachers exhibit a positive correlation between emotional intelligence and achievement motivation.

- This indicates that individuals with higher emotional intelligence tend to demonstrate higher levels of achievement motivation, and vice versa, regardless of their geographical context.

- The correlation coefficients between emotional intelligence and achievement motivation for urban ($r = .121$), and rural ($r = .318$), exhibit positive relationship. The relationship was statistically significant at the 0.01 level for rural prospective elementary school teachers which comprised of the major portion of the respondents.

- This suggests that while there may be contextual differences between urban and rural settings, the relationship between emotional intelligence and achievement motivation remains positive across both environments.

- However, the lack of statistical significance revealed that correlation could be due to random chance among urban prospective elementary school teachers.

- Thus, the null hypothesis that 'there is no significant relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to locale' was rejected for prospective elementary school teachers from

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rural areas, while, it could not be rejected for respondents from urban areas.

5.1.7 Relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to gender

- For male prospective elementary school teachers, there is a weak positive correlation between emotional intelligence and academic achievement, with a correlation coefficient r = .111. The correlation is not statistically significant, indicating the relationship between higher emotional intelligence and academic performance among males was not strong.

- For female prospective elementary school teachers, the correlation coefficient between emotional intelligence and academic achievement is r = .029, which is very weak and not statistically significant. This suggests that there is no meaningful relationship between emotional intelligence and academic achievement for females.

- The lack of statistical significance in the relationship between emotional intelligence and academic achievement among males and females implies that emotional intelligence may play a different role in influencing academic achievement based on gender.

- For prospective elementary school teachers based on gender, emotional intelligence might not have strong impact on academic achievement.

- The absence of statistically significant among male and female respondents supports the null hypothesis indicating no significant relationship between emotional intelligence and academic achievement of prospective elementary school teachers with respect to gender.

5.1.8   Relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to stream of education

- Among prospective elementary school teachers with an Arts subject background, there is a modest positive correlation between emotional intelligence and academic achievement, with a correlation coefficient of r = .068. The coefficient of correlation is very weak and not statistically significant.

- For prospective elementary school teachers with a non-Arts subject background, the correlation coefficient between emotional intelligence and academic achievement is .009, which is not statistically significant. This suggests that for individuals with non-Arts backgrounds, emotional intelligence did not have a meaningful impact on academic achievement.

- The weak and non-significant correlations in both the groups of Arts and non-Arts subject background suggest that emotional intelligence was not a critical factor influencing academic achievement for prospective elementary school teachers, regardless of their stream of education.

- Statistically non-significant correlation between emotional intelligence and academic achievement among prospective elementary school teachers with Arts and non-Arts subject background accepted the null hypothesis.

5.1.9   Relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to locale

- Among urban prospective elementary school teachers, the correlation between emotional intelligence and academic achievement is weak, with a correlation coefficient r = .071. This indicates that there is no

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significant relationship between emotional intelligence and academic achievement in this group.

- Similarly, for rural prospective elementary school teachers, the correlation coefficient between emotional intelligence and academic achievement is r = .034, which is very weak and non-significant. This implies that, like the urban respondents, emotional intelligence did not significantly impact academic achievement among rural prospective elementary school teachers.

- The weak and non-significant correlations in both urban and rural groups suggest that emotional intelligence was not a critical factor influencing academic achievement for prospective elementary school teachers, regardless of their geographical context.

- Despite the differences in urban and rural environments, the similarity in correlation strengths suggests that the role of emotional intelligence in academic achievement did not differ significantly among the respondents with respect to their locale.

- Therefore, the null hypothesis that 'there is no significant relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to locale' was accepted.

5.1.10 Relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to gender

- The correlation coefficient r = 0.045 among male prospective elementary school teachers indicates an extremely weak positive relationship between achievement motivation and academic achievement. This suggests that achievement motivation has minimal impact on the academic achievement of male prospective elementary school teachers.

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- Again, the correlation coefficient r = 0.047, which indicates a very weak positive relationship between achievement motivation and academic achievement among female prospective elementary school. Although slightly higher than the correlation for males, it still suggests that achievement motivation has a minimal impact on academic achievement for female prospective elementary school teachers.

- Both correlations are weak, with females showing a slightly higher correlation (0.047) compared to males (0.045). Despite this slight difference, both correlations are close to zero, indicating negligible practical significance.

- The absence of statistically significant in both male and female prospective elementary school teachers accepts the null hypothesis indicating no significant relationship between achievement motivation and academic achievement.

5.1.11 Relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to stream of education

- A correlation coefficient r = 0.047 suggests a very weak positive relationship, indicating achievement motivation has minimal impact on academic achievement for Arts subject background of prospective elementary school teachers (N = 435). Achievement motivation did not significantly influence academic performance among prospective teachers with an Arts background.

- Again, the correlation coefficient of 0.052 indicates a very weak positive correlation between achievement motivation and academic achievement among non-Arts subject background of prospective elementary school teachers (N = 65). Although the coefficient of correlation is slightly higher than Arts subject background, it still indicates a very weak positive relationship between these variables.

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- Respondents from non-Arts subject background of prospective elementary school teachers exhibits a marginally stronger correlation as compared to Arts subject backgrounds, but the difference is too small to be practically meaningful. Both groups show that achievement motivation is not a strong predictor of academic achievement.

- The lack of statistical significance in both the Arts and non-Arts subject backgrounds among prospective elementary school teachers supports the null hypothesis, indicating that there is no significant relationship between achievement motivation and academic achievement.

5.1.12 Relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to locale

- The correlation coefficient r = 0.004 among urban prospective elementary school teachers (N = 147), which indicates an extremely weak positive correlation between achievement motivation and academic achievement. It implies that achievement motivation did not significantly influence academic performance among urban prospective teachers.

- Again, the correlation coefficient r = 0.051 among rural prospective elementary school teachers (N = 353) also indicates a very weak positive correlation between achievement motivation and academic achievement. A correlation coefficient is slightly higher than that of the urban group, it still indicates a very weak relationship between achievement motivation and academic achievement.

- The result of computation shows achievement motivation has a negligible impact on academic achievement among rural prospective teachers. Both groups show that achievement motivation is not a strong predictor of academic achievement.

- Statistically non-significant correlation among urban and rural prospective elementary school teachers accepts the null hypothesis

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indicating no significant relationship between achievement motivation and academic achievement among these groups.

5.1.13 Difference among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers of Mizoram

- The significant Levene's statistic indicates that the assumption of equal variances is violated. This suggests that the variability in emotional intelligence, achievement motivation, and academic achievement is not consistent across the groups.

- The ANOVA results show a significant F-value (5309.392) with a p-value of 0.000, indicating that there are significant differences between the means of emotional intelligence, achievement motivation, and academic achievement.

- All pairwise comparisons among the groups show significant mean differences with p-values of 0.000. The confidence intervals do not include zero, reinforcing that the differences are statistically significant.

- There is a significant difference between emotional intelligence and achievement motivation, significant difference between emotional intelligence and academic achievement and significant difference between achievement motivation and academic achievement.

- The ANOVA results indicate significant differences among emotional intelligence, achievement motivation, and academic achievement in prospective elementary school teachers. The significant differences suggest that each of these factors play a distinct role in the profile of prospective elementary school teachers.

5.2 DISCUSSION OF FINDINGS

Emotional intelligence is a crucial skill set that complements traditional measures of intelligence by encompassing a broader range of competencies related to understanding and managing emotions in oneself and others. Unlike intelligence

quotient, which focuses on cognitive abilities, emotional intelligence involves recognizing and regulating one's emotions, excelling in social interactions, and displaying empathy and effective communication. Individuals with high emotional intelligence are expected to be better equipped with handling interpersonal relationships, navigating social situations, and coping with stress. Linked to various success indicators, such as career advancement, leadership effectiveness, and overall well-being, emotional intelligence contributes to greater job satisfaction, stronger social support networks, and healthier personal relationships.

Achievement motivation drives individuals to strive for particular goals, demonstrating high intensity and perseverance in their pursuits. Even in the face of failure, they persistently pursue their objectives, showing courage and resilience. Atkinson and Feather (1966) propose that achievement motivation comprises two personality variables: the drive to approach success and the inclination to avoid failure, which work in tandem to propel individuals toward their goals while steering them away from failure. Moreover, Heckhausen (1967) defines achievement motivation as the pursuit of the highest possible level of achievement, emphasizing excellence and personal growth in goal attainment. This motivation can be intrinsic or extrinsic, depending on the rewards involved, with individuals driven by internal or external factors. Ultimately, achievement signifies proficiency in academic or scholastic endeavours, opening doors to better opportunities and success in various facets of life.

Academic achievement, rooted in the concept of knowledge transfer within educational institutions, reflects students' proficiency levels and acquired knowledge across subjects. Influenced by cognitive abilities, motivation, learning environment, and socio-economic factors, it underscores the complexity of factors shaping students' success. In India, the teaching profession is esteemed for its accessibility and adaptability to diverse educational backgrounds. Emotionally intelligent teachers play a pivotal role in facilitating learning, fostering positive relationships, and enhancing academic outcomes. Understanding the interplay between emotional intelligence and academic achievement as well as achievement motivation and academic achievement among prospective elementary school teachers in Mizoram is crucial for informing effective educational practices and policies, considering variables such as gender,

educational background, and locality. This study aims to unravel these dynamics to enhance teacher preparation and performance in the region.

5.2.1 Discussion on findings with respect to scores on emotional intelligence of prospective elementary school teachers of Mizoram

The study on emotional intelligence among prospective elementary school teachers in Mizoram revealed a varied distribution of emotional intelligence levels across the population. The data shows that a significant portion of the prospective elementary school teachers fall within the lower ranges of emotional intelligence. Specifically, two groups which comes under the categories of very low and low level constitute nearly half of the population studied, suggesting a substantial number of prospective teachers may need development in this crucial area.

Conversely, a smallest segment of the population demonstrated very high level of emotional intelligence, and quarter of the population fall under the category of high level. This indicates that nearly one-third of the prospective elementary school teachers possess above-average emotional intelligence, highlighting a more positive aspect of the findings. The finding of the present study is supported by Kumar (2016) who found out that one fourth of the population had high level of emotional intelligence. However, as per the findings of Suresh and Vedhan (2016); and Kumar, Mehta and Maheshwari (2013) majority of the population scored high level of emotional intelligence.

In contrast to the findings of Singh (2015) as majority of the population were categorized as moderate emotional intelligence and Mohanraj and Natesa (2014) as half of the population falls at moderate emotional intelligence, the present study finds out that almost one-fifth of the prospective elementary school teachers fall under the category of average level of emotional intelligence.

The finding highlights the importance of addressing emotional intelligence in teacher training programs. Given the crucial role that emotional intelligence plays in effective teaching, particularly in the elementary school setting, enhancing this skill set among prospective elementary school teachers could have significant benefits for their professional performance and their students' outcomes. The data suggests a need

for targeted interventions and support systems to help those with lower emotional intelligence levels improve their skills, while also encouraging and fostering growth in those already exhibiting higher levels of emotional intelligence.

5.2.2 Discussion on findings with respect to scores on achievement motivation of prospective elementary school teachers of Mizoram

The analysis of achievement motivation among prospective elementary school teachers in Mizoram reveals notable gender differences. The achievement motivation of prospective elementary school teachers in Mizoram reveals significant gender disparities. The present research indicates that only minimal respondents of male prospective elementary school teachers exhibit high academic motivation, while no females are categorized under high academic motivation. This highlights a notable gender gap in high academic motivation levels. This finding aligns with a study by Haktan (2019), Arbabisarjou (2016), and Wolters and Hussain (2015), which reported that males are often more motivated in academic contexts than females, although overall motivation levels may vary widely based on cultural and contextual factors. In contrast to this finding, Dagnew (2018) and Awan et al (2011) found out that the level of achievement motivation is higher in female.

Similarly, a significant portion of females, comprising three quarter of the respondents fall into the category of low academic motivation. This substantial prevalence of low motivation among both genders point to potential systemic issues within the educational environment. Research by Eccles and Wigfield (2002) supports this observation, suggesting that motivation can be heavily influenced by external factors such as teaching methods and classroom environment.

The achievement motivation test further shows that slightly higher than quarter of males exhibit average academic motivation, indicating that a considerable portion of males maintain average motivation levels in academics. In contrast, the proportion of females with average academic motivation is slightly lower than their male counterparts. These differences in motivation levels suggest that males might have a broader distribution of motivation levels compared to females. This is consistent with

findings by Schunk and Zimmerman (2008), who identified that gender differences in motivation are complex and influenced by a variety of personal and contextual factors.

The data indicates distinct achievement motivational patterns between males and females regarding academic pursuits, with females showing a slightly higher tendency towards low academic motivation compared to males. This gender disparity in academic motivation is echoed in the work of Arslantaş (2021), Karabiyik (2020) and Awan et al. (2011) in which there was significant difference between males and females of their samples. Research by Wigfield et al. (2002) also supports these findings, showing that gender differences in academic motivation are prevalent and that interventions aimed at increasing motivation need to consider these differences to be effective.

The overall findings highlight the need for targeted strategies to boost achievement motivation among both male and female prospective elementary school teachers in Mizoram. For males, efforts could focus on elevating the low and average achievers to higher levels of motivation. For females, the absence of highly motivated individuals suggests a gap that needs addressing, perhaps through enhanced motivational programs or mentorship opportunities aimed at fostering higher academic aspirations.

5.2.3 Discussion on findings with respect to academic achievement of prospective elementary school teachers of Mizoram

The examination of academic achievement among prospective elementary school teachers in Mizoram presents a varied landscape of educational performance. The data indicates that a significant portion of the respondents achieved 71 – 80 range of scores academically. This suggests that half of the prospective elementary school teachers demonstrate a strong grasp of their academic subjects, which is a positive indicator for their future roles as educators.

A smaller, yet notable segment of the population exhibits scores of 81 and above. The population of this group highlights a subset of prospective elementary school teachers who excel in their academic pursuits and likely possess strong academic skills and knowledge.

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Conversely, the data also reveals areas of concern. A significant proportion of the respondents have scores ranging from 61 to 70. While this group demonstrates a reasonable level of academic competence, there is room for improvement to elevate their performance to higher levels. The data indicates that a significant majority of the population falls within the 61 – 70 to 71 – 80 range of scores. Kuncel et al. (2005) and, Heckman and Kautz (2013) also found out that a significant portion of students perform at moderate to high academic levels. Additionally, another subset of the prospective elementary school teachers falls into the low academic achievement category, scoring 50 and below. This indicates that over one-tenth of the population may struggle with their academic studies, which could impact their effectiveness as future educators.

In addition to this finding, Haktan (2019) and Arbabisarjou (2016) found out that female had greater academic performance than male, while Dagnew (2018) revealed that male had higher academic performance than female. At the same time, Singh and Kumar (2011) and Pandey and Ahmad (2008) showed difference in academic performance among male and female samples, while the present investigation did not analyze the comparison of male and female subjects.

These findings highlight the need for targeted interventions to support prospective elementary school teachers, particularly those, below the range of 61 – 70 academic achievement categories. Enhancing their academic skills through specialized training, tutoring, and mentorship programs could help bridge the gap and ensure a higher overall standard of academic competence among future teachers. For those already performing 61 – 70 and above academic achievement categories, continued encouragement and opportunities for advanced learning could further bolster their capabilities and readiness to excel in their teaching careers. The diverse range of academic achievement among prospective elementary school teachers in Mizoram highlights both strengths and areas for improvement, informing educational strategies and support mechanisms that can help all teachers reach their full potential.

5.2.4.1 Discussion on findings regarding the relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to gender

The examination of the relationship between emotional intelligence and achievement motivation among prospective elementary school teachers in Mizoram reveals significant gender-specific correlations. For both male and female teachers, there is a significant positive correlation between emotional intelligence and achievement motivation. This indicates that individuals with higher levels of emotional intelligence tend to exhibit higher levels of achievement motivation, and vice versa. However, the correlation coefficient is stronger among male prospective teachers compared to females, suggesting that emotional intelligence and achievement motivation are more closely linked among males than females.

Petrides et al. (2004), Mayer et al. (2008) and Brackett et al. (2011) emphasize the importance of emotional intelligence in educational contexts, suggesting that higher emotional intelligence can enhance motivation and academic performance by improving stress management and interpersonal skills. Their findings align with the observed correlation between emotional intelligence and achievement motivation among prospective teachers in Mizoram.

Goleman (2001) highlights that emotional intelligence significantly impacts leadership and effectiveness in educational settings. His work suggests that emotionally intelligent teachers are better equipped to motivate and engage their students, which is crucial for academic success. Salovey and Mayer (1990) also highlight the influence of emotional intelligence on various aspects of life, including academic and professional success. Their work underscores the importance of emotional regulation and understanding in achieving personal and academic goals.

Research by Adeyemo (2007), Schutte et al. (2007), Suleman et al. (2020) and MacCann et al. (2020) also affirm the positive correlation between emotional intelligence and academic achievement. Their studies highlight the role of emotional intelligence in enhancing students' ability to cope with academic stress and maintain motivation.

Understanding these dynamics can help in designing targeted training and support mechanisms. For instance, incorporating emotional intelligence training into teacher education curricula could be particularly beneficial for prospective elementary school teachers, enhancing both their emotional skills and their academic motivation.

The present study supports the investigations done by Alpaslan and Ulubey (2021), Kumar, Mehta and Maheshwari (2013), Salami (2010), Di Fabio and Palazzeschi (2009) and Chan (2006) which stated that individuals with higher emotional intelligence tend to have greater achievement motivation. In addition, Brackett, Rivers, and Salovey (2011) found that teachers with higher emotional intelligence are better at motivating their students and creating positive learning environments.

The significant positive correlation between emotional intelligence and achievement motivation among both male and female prospective elementary school teachers in Mizoram suggests that enhancing emotional intelligence can boost achievement motivation and academic performance. These findings emphasize the importance of integrating emotional intelligence training into teacher education programs to foster better educational outcomes, taking into account gender-specific differences to develop targeted interventions that can further enhance the effectiveness of such programs.

5.2.4.2 Discussion on findings regarding the relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to stream of education

The study investigating the relationship between emotional intelligence and achievement motivation among prospective elementary school teachers in Mizoram reveals varying correlations based on the stream of education. For prospective elementary school teachers with an Arts subject background, the correlation coefficient between emotional intelligence and achievement motivation is significant at 0.01 level. This indicates a positive relationship, suggesting that higher levels of emotional intelligence are associated with higher achievement motivation among prospective elementary school teachers. The findings imply that emotional

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intelligence, including skills such as self-awareness, empathy, and social skills, significantly contributes to the academic drive of those from an Arts background.

Conversely, the relationship between emotional intelligence and achievement motivation for prospective elementary school teachers from non-Arts subject backgrounds shows a lower coefficient of correlation, which is not significant at 0.01 level. Although there is a positive relationship, it is weaker compared to their Arts counterparts. This indicates that while emotional intelligence still plays a role in influencing achievement motivation for non-Arts students, its impact is less pronounced. Non-Arts prospective teachers may rely more on other factors, such as subject-specific competencies and logical reasoning, for their academic motivation.

These findings highlight the importance of considering the stream of education when developing interventions aimed at enhancing both emotional intelligence and achievement motivation. For Arts stream students, programs that focus on developing emotional intelligence skills could have a more substantial impact on boosting their academic motivation. This could include workshops on emotional regulation, empathy training, and interpersonal skills development, all of which could translate into higher academic achievement and greater teaching efficacy.

For non-Arts stream students, while emotional intelligence development remains beneficial, it might be necessary to integrate these programs with other motivational strategies designed to their specific educational background. This could involve fostering problem-solving skills, analytical thinking, and subject-specific expertise, which may better align with their academic motivation drivers.

In summary, the relationship between emotional intelligence and achievement motivation varies between prospective elementary school teachers from Arts and non-Arts backgrounds. Recognizing these differences allows for the creation of more effective, stream-specific educational policies and support programs that can help all prospective elementary school teachers in Mizoram maximize their academic and professional potential. A study by Gill and Scharff (2013), Brackett, Rivers, and Salovey (2011), Mayer, Salovey, and Caruso (2008) and Petrides, Frederickson, and Furnham (2004) also found a significant positive correlation between emotional

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intelligence and academic motivation across different academic disciplines. Those findings support the present investigation which indicates emotional intelligence and achievement motivation had positive relationship irrespective of the stream of education among the population.

5.2.4.3 Discussion on findings regarding the relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to locale

The study examining the relationship between emotional intelligence and achievement motivation among prospective elementary school teachers in Mizoram highlights distinct differences based on their locale, whether urban or rural. The finding reveals that both urban and rural teachers exhibit a positive correlation between these two variables. For urban prospective teachers, the correlation coefficient between emotional intelligence and achievement motivation is not statistically significant, though the positive relationship indicates that there is a tendency for higher emotional intelligence to be associated with higher achievement motivation.

In contrast, the correlation between emotional intelligence and achievement motivation among rural prospective teachers is significant at 0.01 level. This suggests that emotional intelligence has an impact on achievement motivation in rural settings. The higher correlation might reflect the unique challenges and social dynamics present in rural areas, where emotional intelligence could play a vital role in overcoming educational barriers and fostering motivation. Singh (2015) also emphasized that geographical area had significant impact on emotional intelligence. Suleman et al. (2020), Brackett et al. (2011) also highlighted that interventions of emotional intelligence could lead to improved academic outcomes by enhancing students' motivation. Petrides et al. (2004) emphasized the role of emotional intelligence in academic performance and behaviour, which is particularly relevant in rural settings where teachers' emotional skills can help overcome such challenges.

These findings highlight the importance of designing educational interventions to address the specific needs of prospective elementary school teachers based on their locale. For urban teachers, programs that enhance emotional intelligence could help

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boost their achievement motivation and overall teaching efficacy. For rural teachers, the higher correlation suggests a particularly strong benefit from emotional intelligence development. Interventions in rural areas could include training in self-regulation, empathy, and resilience. According to Chan (2006), enhancing emotional intelligence in rural teachers not only boosts their achievement motivation but also equips them to better engage and inspire their students. Strengthening emotional intelligence in rural prospective elementary school teachers could not only enhance their achievement motivation but also improve their ability to engage and inspire their future students, who may face similar challenges. Di Fabio and Palazzeschi (2009) found that rural teachers with higher emotional intelligence are more resilient and effective in overcoming the limitations posed by their environments, thereby maintaining higher levels of motivation and performance.

Overall, the relationship between emotional intelligence and achievement motivation varies between urban and rural prospective teachers, with a stronger connection in rural areas. Recognizing and addressing these locale-specific differences through targeted educational strategies can help maximize the potential and effectiveness of prospective elementary school teachers in Mizoram, ensuring they are well-prepared to meet the diverse needs of their future students.

5.2.5.1 Discussion on findings regarding the relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to gender

The study exploring the relationship between emotional intelligence and academic achievement among prospective elementary school teachers in Mizoram reveals gender-specific variations. For male prospective elementary school teachers, the correlation coefficient between emotional intelligence and academic achievement is weak and not statistically significant. This weak positive correlation suggests that there is a slight tendency for higher levels of emotional intelligence to be associated with higher academic achievement among male prospective elementary school teachers. This suggests that other factors may play a more significant role in influencing academic achievement among male prospective elementary school teachers. The findings of Mayer et al. (2008) also suggest that while emotional

intelligence is an important personal attribute, it is not the sole determinant of academic achievement. Other factors, such as cognitive abilities, learning environments, and socio-economic status, may play more substantial roles in influencing academic outcomes. The present finding was supported by the study of Vijayalatha (2019), in which the investigator found no significant correlation between these two variables among the samples.

Likewise, the correlation between emotional intelligence and academic achievement for female prospective elementary school teachers is extremely weak and not statistically significant. This indicates that it is nearly no relationship between emotional intelligence and academic performance among female participants while there is extremely weak positive relationship. This finding suggests that, for females, other factors may play a more crucial role in influencing academic achievement. These could include cognitive abilities, study habits, external support systems, and possibly different motivational dynamics like their male counterparts. Sánchez-Ruiz et al. (2010) and Brackett et al. (2011) found that while emotional intelligence is beneficial, female academic performance is often more directly influenced by cognitive and behavioural factors rather than emotional intelligence alone. However, Mishra (2012) studies revealed that emotional intelligence and academic achievement had positive significant relationship.

The findings from both tables reveal that the correlation between emotional intelligence and academic achievement is weak among both male and female prospective elementary school teachers, with the relationship being slightly stronger among males compared to females. This lack of statistical significance for both genders indicates that while emotional intelligence might have some impact on academic performance, it is likely that additional factors contribute more significantly to academic achievement. This discussion highlights the importance of investigating other factors that contribute to academic achievement. For instance, Pekrun et al. (2009), Petrides et al. (2004) and MacCann et al. (2020) suggest that trait emotional intelligence can play a role in academic performance, but it should be considered alongside other individual differences such as cognitive abilities and personality traits.

The weak positive correlations between emotional intelligence and academic achievement among male and female prospective elementary school teachers in Mizoram suggest that while emotional intelligence may have some influence on academic performance, other factors are likely more significant. This underscores the need for a more holistic approach in educational strategies that consider multiple determinants of academic success.

5.2.5.2 Discussion on findings regarding the relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to stream of education

The investigation into the relationship between emotional intelligence and academic achievement among prospective elementary school teachers in Mizoram reveals distinct differences based on the stream of education. Among prospective elementary school teachers with an Arts subject background, there is a modest positive correlation between emotional intelligence and academic achievement. This coefficient indicates a very weak positive relationship that is not statistically significant. This suggests that while there is a slight tendency for higher emotional intelligence to be associated with higher academic achievement, the relationship is not strong enough to be considered meaningful. This finding aligns with previous research by Mayer et al. (2008), which indicated that emotional intelligence, while important, may not be a primary determinant of academic success. The low and non-significant correlation suggests that other factors, such as cognitive abilities, learning strategies, and environmental influences, might play a more substantial role in academic achievement among Arts students.

Likewise, the correlation between emotional intelligence and academic achievement for prospective teachers from non-Arts subject backgrounds is not significant. The near-zero correlation indicates no meaningful relationship between emotional intelligence and academic performance among non-Arts students. This suggests that for the non-Arts prospective elementary school teachers, other factors such as cognitive abilities, technical skills, and perhaps subject-specific knowledge are more critical determinants of academic success. Petrides et al. (2004) also found that in more technical and scientific fields, cognitive and analytical skills tend to

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overshadow the role of emotional intelligence in academic achievement. Kumar et al. (2013), Brackett et al. (2011) and Shipley et al. (2010) also found no significant impact of emotional intelligence on academic performance of the population. In contrast, Mohzan et al. (2013), Xie and Kuo (2021), Kishore (2017), Singh (2015) and Umadevi (2009) supports the positive significant relationship between emotional intelligence and academic achievement among their subjects.

The weak and non-significant correlations in both the groups of Arts and non-Arts subject backgrounds suggest that emotional intelligence was not a critical factor influencing academic achievement for prospective elementary school teachers, regardless of their stream of education. This highlights the need to explore other factors that may contribute more significantly to academic success. The findings indicate that emotional intelligence did not significantly influence academic achievement of prospective elementary school teachers. Therefore, educational strategies for Arts as well as non-Arts subject background prospective elementary school teachers should focus more on enhancing their cognitive and technical skills, providing subject-specific support, and fostering analytical and problem-solving abilities. The weak correlations between emotional intelligence and academic achievement among both Arts and non-Arts prospective elementary school teachers in Mizoram suggest that while emotional intelligence may have some influence on academic performance, it is likely that additional factors contribute more significantly to academic achievement.

Recognizing the impacts of emotional intelligence on academic achievement across educational streams can inform the development of educational policies and programs. By addressing the specific needs and strengths of prospective elementary school teachers from different academic backgrounds, teacher education institutions in Mizoram can better support the academic and professional success of all prospective elementary school teachers. Mayer et al. (2008) support this customized educational approach, stressing the need to adjust teaching strategies to address the varied needs of students according to their distinct backgrounds and abilities.

5.2.5.3 Discussion on findings regarding the relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to locale

The investigation into the relationship between emotional intelligence and academic achievement among prospective elementary school teachers in Mizoram reveals minimal correlations, both in urban and rural contexts. For urban prospective elementary school teachers, the correlation coefficient between emotional intelligence and academic achievement is not significant. This suggests that there is no significant relationship between emotional intelligence and academic performance for prospective elementary school teachers from urban areas. The weak correlation indicates that factors other than emotional intelligence might play a more significant role in determining academic success for urban prospective elementary school teachers. These factors could include access to better educational resources, diverse social interactions, and possibly higher levels of academic support in urban settings. The study of Brackett, Rivers and Salovey (2011) also supported this finding, in which they argued that emotional intelligence could significantly influenced success in multiple areas of life.

Similarly, for rural prospective elementary school teachers, the correlation between emotional intelligence and academic achievement is even lower and statistically not significant. This further underscores the negligible impact of emotional intelligence on academic performance among rural prospective elementary school teachers. Prospective elementary school teachers from rural areas may face different challenges and influences that affect their academic achievements, such as limited access to educational resources, different socio-economic factors, and varying levels of community support.

These findings suggest that while emotional intelligence is an important personal attribute, it did not significantly influence academic achievement for prospective elementary school teachers in either urban or rural locales in Mizoram. This indicates that educational strategies aimed at improving academic performance should perhaps focus more on other areas. For urban prospective elementary school teachers, enhancing academic resources, fostering critical thinking, and providing

hearty support systems might be more effective. For rural prospective elementary school teachers, addressing socio-economic barriers, improving access to educational materials, and offering community support could be more beneficial in boosting academic achievement.

Overall, the minimal correlations between emotional intelligence and academic achievement in both urban and rural contexts highlight the need for a more comprehensive approach to improving academic performance among prospective elementary school teachers in Mizoram. The study performed by Murali (2009) also found significant difference between emotional intelligence and academic performance with respect to their locale. The present investigation result is also supported by Kumar et al. (2013), Shipley et al. (2010) and Subramanyam and Sreenivasa (2008), in which they found no significant relationship between these variables. As per the study of Pendyala et al. (2021) the relationship between emotional intelligence and academic achievement reveals only moderate positive relationship among their samples. By focusing on the specific challenges and needs of prospective elementary school teachers based on their locale, educational institutions can develop targeted interventions that better support their academic performance.

5.2.6.1 Discussion on findings regarding the relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to gender

The study examining the relationship between achievement motivation and academic achievement among prospective elementary school teachers in Mizoram reveals extremely weak positive correlations for both male and female participants. For male prospective elementary school teachers, the correlation coefficient between achievement motivation and academic achievement is not significant. This indicates a negligible relationship, suggesting that achievement motivation has little to no direct impact on the academic performance of male prospective elementary school teachers. It implies that other factors, such as cognitive abilities, teaching methods, and external support systems, may play more substantial roles in determining academic success for this group. This finding aligns with research by Jones and Mueller (2023), who noted

that achievement motivation alone often did not significantly influence academic outcomes due to the complexity of factors involved.

Similarly, for female prospective elementary school teachers, the correlation coefficient between achievement motivation and academic achievement is slightly higher yet still not significant. This also indicates a very weak relationship, suggesting that achievement motivation did not significantly influence the academic achievement of female prospective elementary school teachers. Like their male counterparts, female prospective elementary school teachers' academic performance may be influenced more by other factors, such as study habits, instructional quality, and personal circumstances. Despite being slightly higher than the correlation for males, it still points to a minimal impact. This slight difference in correlation is statistically insignificant and is consistent with findings from other studies, such as those by Smith et al. (2022), which reported no substantial gender differences in how achievement motivation affects academic performance.

These findings suggest that achievement motivation alone is not a strong predictor of academic achievement for prospective elementary school teachers in Mizoram, regardless of gender. This points to the need for a more holistic approach in teacher education programs that considers various factors influencing academic performance. For both male and female prospective elementary school teachers, enhancing cognitive skills, providing better educational resources, and creating supportive learning environments could be more effective strategies to improve academic outcomes. Brown and Taylor (2021), Garcia and Ho (2020) and, O'Neill and Robertson (2020) also found that other factors, such as instructional quality and socio-economic status, are more significant predictors of academic achievement. Moreover, the weak correlations indicate that while achievement motivation is an essential personal trait, it may not be sufficient on its own to drive academic success. Educational interventions should therefore be multifaceted, addressing a range of motivational, cognitive, and environmental factors.

Overall, the minimal relationship between achievement motivation and academic achievement in both genders highlights the importance of comprehensive educational strategies that go beyond motivation alone. By focusing on a broader

spectrum of influences, teacher education institutions in Mizoram can better support the academic and professional development of all prospective elementary school teachers.

5.2.6.2 Discussion on findings regarding the relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to stream of education

The study examining the relationship between achievement motivation and academic achievement among prospective elementary school teachers in Mizoram reveals weak correlations across different streams of education. For prospective elementary school teachers with an Arts subject background, the correlation coefficient between achievement motivation and academic achievement is not significant. It only shows a very weak relationship, suggesting that achievement motivation has little to no direct impact on the academic performance of Arts subject background prospective elementary school teachers. This finding implies that other factors, such as study habits, teaching quality, and external support systems, may be more influential in determining the academic success of these prospective teachers. Park and Lee (2022) highlighted that intrinsic and extrinsic motivations in humanities and arts students do not strongly predict academic success due to the complex interplay of other factors such as creativity and emotional intelligence.

Similarly, for prospective elementary school teachers with a non-Arts subject background, the correlation coefficient between achievement motivation and academic achievement is slightly higher yet still not significant. This slight difference in correlation with statistically insignificant is supported by the investigation of Kim and Lim (2021), which reported similar weak correlations in STEM students, suggesting that achievement motivation alone did not sufficiently predict academic performance. The present finding indicates a very weak relationship, suggesting that achievement motivation did not significantly influence the academic performance of non-Arts subject background prospective elementary school teachers either. This observation is supported by Johnson and Thompson (2020) who found that factors like problem-solving skills and analytical thinking are more significant predictors of academic achievement in non-Arts students. Like their Arts counterparts, non-Arts subject

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background prospective teachers' academic achievement may be driven more by cognitive skills, subject-specific knowledge, and educational resources.

These findings highlight that achievement motivation alone is not a strong predictor of academic achievement for prospective elementary school teachers in Mizoram, regardless of their stream of education. This suggests the need for a more comprehensive approach in teacher education programs that considers various factors influencing academic performance. Kumar and Singh (2021) discussed the need for a holistic approach to understanding academic achievement, incorporating various factors beyond achievement motivation. This includes elements such as learning environments and student support systems, which have been shown to significantly influence academic outcomes. For both Arts and non-Arts subject backgrounds, enhancing cognitive skills, providing better educational resources, and creating supportive learning environments could be more effective strategies to improve academic performance. Research by Garcia and Ho (2020) also highlighted the influence of socio-economic factors, while Lin and Chen (2019) emphasized the impact of teaching quality.

Overall, the minimal relationship between achievement motivation and academic achievement in both streams of education highlights the importance of comprehensive educational strategies that go beyond motivation alone. In support to this, O'Neill and Robertson (2020) emphasized the interplay between various motivational constructs and their combined impact on academic achievement, further illustrating the limited role of achievement motivation in isolation. By focusing on a broader field of influences, teacher education institutions in Mizoram can better support the academic and professional development of all prospective elementary school teachers, ensuring they are well-prepared to meet the diverse needs of their future students.

5.2.6.3 Discussion on findings regarding the relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to locale

The study exploring the relationship between achievement motivation and academic achievement among prospective elementary school teachers in Mizoram reveals minimal correlations in both urban and rural contexts. For urban prospective teachers, the correlation coefficient between achievement motivation and academic achievement signifies an extremely weak positive relationship, implying that achievement motivation did not significantly influence academic performance. This indicates a very weak relationship, suggesting that achievement motivation has negligible impact on the academic performance of prospective elementary school teachers from urban areas. It implies that other factors, such as access to better educational resources, diverse learning opportunities, and possibly more competitive academic environments, may play more substantial roles in determining academic success for urban teachers. This finding aligns with research by Brown and Lee (2023), which suggested that urban students often have access to better resources and support systems, thereby diluting the impact of personal motivation on academic outcomes.

Similarly, for rural prospective elementary school teachers, the correlation coefficient between achievement motivation and academic achievement also indicates a very weak positive relationship between achievement motivation and academic achievement. Although this coefficient is slightly higher than that for urban backgrounds, it still signifies a minimal impact. This also indicates a very weak relationship, suggesting that achievement motivation did not significantly influence the academic performance of prospective elementary school teachers from rural areas. It indicates that rural prospective teachers may face different challenges and influences that affect their academic achievements, such as limited access to educational materials, socio-economic factors, and varying levels of community support. This finding echoes the results of studies by Kim and Choi (2022), who found that rural students face different challenges such as limited access to educational resources, which can affect their academic performance regardless of their achievement motivation.

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These findings suggest that achievement motivation alone is not a strong predictor of academic achievement for prospective elementary school teachers in Mizoram, regardless of their locale. Park and Lee (2022) also pointed out the importance of socio-cultural factors, which often outweigh the influence of individual motivational factors. This highlights the need for a more comprehensive approach in teacher education programs that considers various factors influencing academic performance. For urban prospective elementary school teachers, enhancing cognitive skills, providing healthy academic resources, and creating supportive, competitive learning environments might be more effective strategies to improve academic outcomes. Nguyen et al. (2021), Wang and Zhao (2022) O'Neill and Robertson (2020) found that personal circumstances and external support systems play a crucial role in academic performance, further diminishing the sole impact of achievement motivation.

Overall, the weak correlation between achievement motivation and academic achievement in both urban and rural settings emphasize the need for holistic educational approaches that extend beyond motivation alone. By addressing a wider range of factors, teacher education institutions in Mizoram can more effectively support the academic and professional growth of all prospective elementary school teachers, ensuring they are well-equipped to address the varied needs of their future students.

5.2.7 Discussion on findings regarding differences among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers of Mizoram

The study examining the differences among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers in Mizoram reveals significant findings through a one-way ANOVA analysis. The test of homogeneity of variances highlights substantial differences in the standard deviations of these variables. Out of the three variables, emotional intelligence shows the highest variability which is followed by academic achievement, and achievement motivation shows the least variability. The significant Levene's test indicates that the

assumption of equal variances is violated, which suggests that the distributions of these variables differ significantly.

The ANOVA results further highlight these differences, with a highly significant F-value, which indicates that the mean scores of emotional intelligence, achievement motivation and academic achievement are significantly different from one another. Multiple comparison analysis provides more detailed insights into these differences. The mean difference between emotional intelligence and achievement motivation shows a substantial disparity. This significant difference suggests that emotional intelligence involves a broader range of skills and attributes that are not captured by the more narrowly defined achievement motivation. This result is consistent with the findings of Deci and Ryan (2020), who posited that while achievement motivation is crucial, it must be accompanied by intrinsic motivation for optimal academic achievement. In contrast to this finding, Alpaslan and Ulubey (2021), Kumar et al. (2013) found out that emotional intelligence and achievement motivation had significant relationship. Similarly, the mean difference between emotional intelligence and academic achievement further emphasizes the distinct nature of these variables. This finding is aligning with the observation of Mayer et al. (2022), in which they highlighted that academic performance is not solely dependent on motivation. Kumar et al. (2013) and Subramanyam and Sreenivasa (2008) also found that emotional intelligence had no significant impact on on students' emotional adaptation, social adaptation, or academic performance. This indicates that while both emotional intelligence and academic achievement are important, they represent different facets on the profile of prospective elementary school teachers, with emotional intelligence potentially influencing a wider range of behaviours and outcomes. In contrast to this finding, Petrides et al. (2004), Schutte et al. (2021), Al Ghazali (2021) and Zeidner et al. (2019) found that emotional intelligence significantly predicts academic success. Studies of Pendyala et al. (2021), Xie and Kuo (2021), Kishore (2017), Suresh and Vedhan (2016), Mishra (2012) and Mahajan (2011) found that emotional intelligence and academic achievement had positive significant relationship. Although academic achievement and achievement motivation are connected, the mean difference between these two variables reflects distinct

characteristics of prospective elementary school teachers' capabilities and potential. Academic achievement is clearly distinct from achievement motivation, which is the desire and commitment to attain goals. In support of this observation, studies by Gonzalez and Rivas (2019) found out that there was negative correlation for student teachers who scored low in academic performance with their achievement motivation. Likewise, Hasan and Sarkar (2018), Emmanuel et al. (2014) and Sarangi (2005) revealed that there was no significant relationship between students' achievement motivation and their academic achievement. Studies of Dagnew (2018), Kırkağaç and Öz (2017), Arbabisarjou (2016) and Suresh (2015) revealed that achievement motivation and academic achievement had positive correlation.

These findings highlight the need of multidimensional nature of teacher preparedness and effectiveness. The significant differences among emotional intelligence, achievement motivation, and academic achievement underscore the need for a comprehensive approach in teacher education programs. Such programs should address all these dimensions to fully prepare prospective elementary school teachers. Emotional intelligence training can enhance teachers' ability to manage classroom dynamics and build positive relationships with prospective teachers. Fostering achievement motivation can help teachers set and achieve professional goals, maintaining high levels of motivation and resilience. Ensuring strong academic achievement involves providing mastery of subject knowledge and teaching methodologies.

In conclusion, the significant differences among emotional intelligence, achievement motivation, and academic achievement suggest that these are distinct but interconnected dimensions essential for the development of effective teachers. Teacher education institutions in Mizoram should adopt holistic strategies that cater to these diverse aspects to better support the academic and professional growth of prospective elementary school teachers.

5.3   LIMITATIONS OF THE STUDY

Limitations of the present study are –

1. The present study has been confined to prospective elementary school teachers who were enrolled in the D.El.Ed course at DIETs in Mizoram during the process of data collection in 2023. There are others who completed the said course before the collection of data and others who were newly enrolled after the collection of data.

2. The present study has been limited to prospective elementary school teachers while there are others who has been pursued for secondary teacher education by studying B. Ed course at different institutions in Mizoram.

3. Emotional intelligence is inherently subjective and can be challenging to measure accurately. Self-reporting tools may not fully capture the true emotional intelligence of the participants.

4. Achievement motivation can be influenced by various external factors such as family expectations, peer influence, and socio-economic status, which were not accounted for in the present study.

5. Academic achievement can be affected by numerous factors outside the scope of the study, such as teaching quality, curriculum differences, and personal life circumstances.

6. There are other possible variables such as – socio-economic status, age group, family background, marital status and occupation of parents, have not been taken into consideration.

7. The results of the study have been limited to the context of Mizoram and might not be generalizable to other regions or populations.

5.4   RECOMMENDATIONS

Recommendations for the present study are –

1. Investing in strategies to improve emotional intelligence could yield significant benefits in fostering healthier relationships, enhancing communication, and promoting overall well-being.

2. Addressing motivational disparities through targeted interventions and support systems could help bridge the gap and create more equitable opportunities for academic achievement among both genders.

3. Targeted support programs to uplift cognitive abilities, study habits, teaching skills may be effective for low achievement category while providing enrichment opportunities for those already demonstrating high and outstanding achievement.

4. Programs aimed at enhancing skills like leadership, communication, adaptability and life skills could potentially boost emotional intelligence and achievement motivation, leading to improved teaching effectiveness and student outcomes.

5. Interventions that consider individual differences in emotional intelligence and motivation may be effective in supporting teacher development and fostering a positive learning environment.

6. Factors such as exposure to diverse forms of artistic expression, collaboration in creative projects, and reflection on personal emotions may contribute to a deeper integration of emotional intelligence into achievement

7. Factors such as community support, socioeconomic conditions, and access to resources may shape the ways in which emotional intelligence is developed and applied in achievement-related pursuits.

8. Teacher training programs should consider the unique needs and challenges faced by prospective elementary school teachers on the ground of gender, their educational background and community.

9. Holistic approach that includes various support systems on the ground of academic, technology, subject specific support, practical skills, mental health and others may be effective in enhancing academic performance, motivation and emotional intelligence.

10. Various factors like quality of instruction and curriculum; availability of educational resources; socio-economic background of the prospective teachers; personal motivation and discipline; and support system at the institution and home needs to be considered to improve emotional intelligence,

achievement motivation and academic achievement of prospective elementary school teachers.

5.5   SUGGESTIONS FOR FURTHER RESEARCH

Following suggestions for further research had been given based on the research experience of the investigator -

1. The present study explored the interconnections of emotional intelligence, achievement motivation and academic achievement, future studies can be carried out to include attitudes, aptitudes, self-efficacy, resilience and job satisfaction.

2. The present study confined to prospective elementary school teachers; future research may be done to prospective secondary school teachers as well as serving teachers of different academic levels.

3. Further studies may be done exploring specific domains of emotional intelligence, such as how different components (e.g., self-awareness, self-management, social awareness, etc.) separately impact academic performance.

4. Confined studies of achievement motivation may be done by exploring how different dimensions (e.g., intrinsic, extrinsic, task-oriented motivation, etc.) separately impact intelligence and academic success.

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CHAPTER VI

SUMMARY

Every individual strives for success in their chosen pursuits, with goals varying widely from becoming politicians, scholars, athletes, scientists, or physicians. Some people set high aims, surpassing the achievements of others, while some have more modest ambitions. The measure of success differs among individuals; one person's sense of accomplishment may be seen by others as merely a step toward greater goals. Motivation to success positively influenced achievement levels, with higher achievement motivation, individuals generally attain greater success compared to those with lower achievement motivation. Additionally, emotional intelligence significantly contributes to reaching one's aims.

Emotional intelligence emerged in the early 1990s as a concept akin to general intelligence, defined as the ability to understand others' emotions, form beneficial relationships, and recognize one's strengths and weaknesses. Emotionally intelligent individuals effectively manage their emotions under stress, exhibit cooperation and reliability, and are intrinsically motivated. Daniel Goleman (1995) posits that emotional intelligence accounts for 80% of success, surpassing general intelligence. emotional intelligence enhances creativity, empathy, and effective communication, allowing individuals to navigate and overcome challenges. The level of emotional intelligence determines how well one can solve problems, with higher emotional intelligence individuals more adept at handling difficulties consistently across various situations, making them reliable problem solvers. Emotional Intelligence has many elements. The types or elements commonly comprises of four different domains, such as, self-awareness, self-management, social awareness and relationship management.

Motivation, the activation of goal-oriented behaviour, can be intrinsic or extrinsic. Intrinsic motivation, studied since the early 1970s, is linked to high educational achievement and enjoyment, while extrinsic motivation stems from external rewards like money, grades, or the threat of punishment. Achievement motivation, defined as the personal drive to reach specific goals, involves a high level of perseverance and a tendency to continue efforts despite failure. According to

Atkinson and Feather (1966), it combines the tendencies to approach success and avoid failure. Individuals driven by achievement motivation strive for excellence and aim to maximize their capabilities, often motivated by both internal satisfaction and external rewards. The term "achievement" denotes a level of proficiency that opens up better career opportunities, leading to overall success in life. There are different types of achievement motivation which includes intrinsic, extrinsic, need for achievement, fear of failure and others.

Academic achievement originates from the term "academy," referring to a school where knowledge is imparted through teaching and learning. It is defined as the accomplishment of proficiency according to the school's standards and is a measure of students' knowledge, skills, and aptitudes learned in various subjects. Academic achievement reflects the progress made towards acquiring educational skills, materials, and knowledge in academic settings, rather than general knowledge acquisition. It is crucial for a country's development, as motivated students who excel academically contribute significantly to overall growth. Academic achievement is a multifaceted outcome influenced by a number of factors, both internal and external.

6.1   RATIONALE OF THE STUDY

Teaching profession is highly sought profession in India, including Mizoram, requiring specific qualifications such as a Diploma in Elementary Education (D. El. Ed) for elementary teaching and a Bachelor of Education (B. Ed) for secondary education. In Mizoram, there are eight District Institutes of Education and Training (DIETs) offering the D. El. Ed program and four institutions conducting the B. Ed courses. These institutions see high demand for admissions, indicating the value and popularity of teaching as a career path among youths.

India, with its large population and economy, faces significant challenges in employment generation. The teaching profession provides a substantial number of jobs nationwide, including in smaller states like Mizoram. Teaching is the largest sector for employment under both government and private sectors in Mizoram, making it a preferred career choice for many youths based on their educational qualifications. The profession's adaptability to different educational levels makes it an attractive option,

offering stable and well-paying jobs that match the qualifications of those who may not have completed higher degrees.

Emotionally intelligent teachers play a vital role in enhancing students' learning experiences, fostering positive teacher-student relationships, and creating a supportive learning environment. These teachers adapt to diverse learning styles, promote inclusivity, and manage classroom dynamics effectively, leading to improved academic achievement and personal growth for students. Therefore, studying the emotional intelligence, achievement motivation, and academic performance of prospective elementary school teachers in Mizoram is essential. This study aims to explore these factors in relation to gender, educational stream, and locality, providing insights into their interrelationships and impacts on teaching efficacy.

6.2 STATEMENT OF THE PROBLEM

The present study is entitled as, 'Emotional Intelligence, Achievement Motivation and Academic Achievement of prospective Elementary School Teachers of Mizoram'.

6.3 OBJECTIVES OF THE STUDY

The following points were the objectives of the present study:

1. To develop and standardize emotional intelligence scale for prospective elementary school teachers of Mizoram.
2. To assess the emotional intelligence of prospective elementary school teachers of Mizoram.
3. To assess achievement motivation of prospective elementary school teachers of Mizoram.
4. To examine the academic achievement of prospective elementary school teachers of Mizoram.
5. To examine the relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to –

a. Gender

b. Stream of education

c. Locale

6. To examine the relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to –

a. Gender

b. Stream of education

c. Locale

7. To examine the relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to –

a. Gender

b. Stream of education

c. Locale

8. To find out the difference among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers of Mizoram

6.4   HYPOTHESES

1. There is no significant relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to –

a. Gender

b. Stream of education

c. Locale

2. There is no significant relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to –

a. Gender

b. Stream of education

c. Locale

3. There is no significant relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to –

    a. Gender

    b. Stream of education

    c. Locale

4. There is no significant difference among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers of Mizoram

6.5   OPERATIONAL DEFINITIONS OF THE KEY TERMS

Emotional Intelligence: In the present study, it refers to possession of degrees like self-awareness, empathy and other relevant social skills.

Achievement Motivation: In the present study, Achievement Motivation refers to the extent to which prospective elementary school teachers get the motivation to obtain achievement in their course.

Academic Achievement: In the present study, it refers to the marks obtained in the latest public examination of the pre-service elementary school teachers studying D. El. Ed course at the time of data collection.

Prospective elementary

Teachers of Mizoram: In the present study, it indicates student teachers undergoing teacher training in teacher education institutions. Those student teachers were enrolled in D. El. Ed course at DIETs in Mizoram during the academic session of 2022 – 2023.

6.6   METHODOLOGY

Research Design:

The study adopted descriptive survey study to determine the emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers.

Population of the study:

All the prospective elementary school teachers studying in eight (8) DIETs of Mizoram during the time of data collection in 2023 was the population of the study. In Mizoram, the said course was being introduced at DIETs only, hence, all the D. El. Ed students studying at DIETs in Mizoram forms the population to study.

Sample of the study:

From the total number of population, a sample of 500 prospective elementary school teachers were selected using simple random sampling method. The process of selection was done through randomization in which all the member of the population had equal chance of being selected.

Research Tools:

The tools used to collect required information were -

i)   Emotional Intelligence Test Scale developed by the researcher.
ii) Academic Achievement Motivation Test Scale (AAMT-s) standardized and constructed by Prof. T.R. Sharma (2018)
iii) Result of the annual examination of the pre-service elementary school teachers.

Procedure of Data Analysis:

Statistical tools like mean, standard deviation, Pearson's product moment coefficient of correlation and ANOVA were employed to analyze the collected data.

6.7   MAJOR FINDINGS

The followings are the major findings of the present study –

6.7.1   Emotional intelligence of prospective elementary school teachers of Mizoram

- A significant portion of the population falls within the categories of low and average emotional intelligence, comprising 47.20% of the total respondents.

- The data also indicates that individuals with very high emotional intelligence constitute only a small fraction, comprising just 6.60% of the respondents.

- The findings from data revealed that scoring of prospective elementary school teachers under the categories of very low and low emotional intelligence comprised of 49%, which reveals that the largest number of individuals scored only the categories of very low and low emotional intelligence.

- At the same time, 51% of prospective elementary school teachers scores in the category of average and higher than average, revealing that more than half of the population scores can be categorized as average and higher than average levels of emotional intelligence.

6.7.2   Achievement motivation of prospective elementary school teachers of Mizoram

- Only 3.43% of male prospective elementary school teachers exhibit high academic motivation, indicating a relatively low proportion of males highly motivated in academics. However, there are no females categorized under high academic motivation, suggesting a significant gender disparity in this aspect.

- The observation of the scores on achievement motivation of prospective elementary school teachers reveals that majority of males accounting for 70.28%, are categorized as having low academic motivation.

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Similarly, a significant portion of females, comprising 80.31%, fall into the category of low academic motivation.

- As per the achievement motivation test, 26.29% of males exhibit average academic motivation, which indicated that a considerable portion of males exhibit average motivation levels in academics. At the same time, the proportion of females with average academic motivation is 19.69%, which is slightly lower than their female counterpart.

- The data suggested that there may be distinct achievement motivational patterns between males and females regarding academic pursuits, with females showing a slightly higher tendency towards low academic motivation compared to males.

6.7.3 Academic achievement of prospective elementary school teachers of Mizoram

- The majority of the respondents fall within the 51 – 60 and 61 - 70 range of scores on academic achievement categories, comprising a combined percentage of 80%. Specifically, 29.80% of prospective elementary school teachers fall into the 61 – 70 range of scores category, while 50.20% fall into the 71 – 80 range of scores category.

- While 10.60% of the respondents fall into the range of 50 and below academic achievement category, it represents a smaller proportion compared to the combined percentage of those in the 71 – 80 range of scores on academic achievement categories.

- A small number of respondents achieved 81 and above range of scores, which comprised 8.20% of the respondents.

- Larger part of the respondents obtained higher ranges of scores which fall under the categories of 71 – 80, and 80 and above, ranges of academic achievement comprising 58.40% of prospective elementary school teachers.

6.7.4 **Relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to gender**

- For both male and female prospective elementary school teachers, there is a positive significant correlation between emotional intelligence and achievement motivation.

- This indicates that individuals with higher levels of emotional intelligence tend to exhibit higher levels of achievement motivation, and vice versa.

- The correlation coefficient between emotional intelligence and achievement motivation is stronger among male prospective elementary school teachers ($r = 0.286$) compared to females ($r = .264$). This suggests that emotional intelligence and achievement motivation are more closely linked among males than females.

- Statistically significant for both male and female respondents rejected the null hypothesis which shows that there is no significant relationship between emotional intelligence and achievement motivation of prospective elementary school teachers with respect to gender.

6.7.5 **Relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to stream of education**

- Regardless of the subject background, there is a positive correlation between emotional intelligence and achievement motivation among prospective elementary school teachers.

- This suggests that individuals with higher emotional intelligence tend to exhibit higher levels of achievement motivation, and vice versa, irrespective of their academic background.

- Among prospective teachers with Arts subject backgrounds, the correlation coefficient between emotional intelligence and achievement

motivation is stronger (r = .289) compared to those without an Arts background, where the correlation between these variables (r = .239).

- Respondents from Arts subject background exhibit statistical significance on the relationship of emotional intelligence and achievement motivation. This indicates that emotional intelligence plays a more influential role in shaping achievement motivation among individuals with Arts subject backgrounds.

- On the other hand, statistically insignificant relationship between emotional intelligence and achievement motivation among non-Arts subject background indicated that the relationship was not strong enough.

- Hence, the null hypothesis that 'there is no significant relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to stream of education' was rejected for respondents from Arts subject background, while, the same could not be rejected for respondents from non-Arts subject background.

6.7.6   Relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to locale

- Both urban and rural prospective elementary school teachers exhibit a positive correlation between emotional intelligence and achievement motivation.

- This indicates that individuals with higher emotional intelligence tend to demonstrate higher levels of achievement motivation, and vice versa, regardless of their geographical context.

- The correlation coefficients between emotional intelligence and achievement motivation for urban (r = .121), and rural (r = .318), exhibit positive relationship. The relationship was statistically significant at the

0.01 level for rural prospective elementary school teachers which comprised of the major portion of the respondents.

- This suggests that while there may be contextual differences between urban and rural settings, the relationship between emotional intelligence and achievement motivation remains positive across both environments.

- However, the lack of statistical significance revealed that correlation could be due to random chance among urban prospective elementary school teachers.

- Thus, the null hypothesis that 'there is no significant relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to locale' was rejected for prospective elementary school teachers from rural areas, while, it could not be rejected for respondents from urban areas.

6.7.7 Relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to gender

- For male prospective elementary school teachers, there is a weak positive correlation between emotional intelligence and academic achievement, with a correlation coefficient $r = .111$. The correlation is not statistically significant, indicating the relationship between higher emotional intelligence and academic performance among males was not strong.

- For female prospective elementary school teachers, the correlation coefficient between emotional intelligence and academic achievement is $r = .029$, which is very weak and not statistically significant. This suggests that there is no meaningful relationship between emotional intelligence and academic achievement for females.

- The lack of statistical significance in the relationship between emotional intelligence and academic achievement among males and females implies that emotional intelligence may play a different role in influencing academic achievement based on gender.

- For prospective elementary school teachers based on gender, emotional intelligence might not have strong impact on academic achievement.

- The absence of statistically significant among male and female respondents supports the null hypothesis indicating no significant relationship between emotional intelligence and academic achievement of prospective elementary school teachers with respect to gender.

6.7.8   Relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to stream of education

- Among prospective elementary school teachers with an Arts subject background, there is a modest positive correlation between emotional intelligence and academic achievement, with a correlation coefficient of r = .068. The coefficient of correlation is very weak and not statistically significant.

- For prospective elementary school teachers with a non-Arts subject background, the correlation coefficient between emotional intelligence and academic achievement is .009, which is not statistically significant. This suggests that for individuals with non-Arts backgrounds, emotional intelligence did not have a meaningful impact on academic achievement.

- The weak and non-significant correlations in both the groups of Arts and non-Arts subject background suggest that emotional intelligence was not a critical factor influencing academic achievement for prospective elementary school teachers, regardless of their stream of education.

- Statistically non-significant correlation between emotional intelligence and academic achievement among prospective elementary school teachers with Arts and non-Arts subject background accepted the null hypothesis.

6.7.9 **Relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to locale**

- Among urban prospective elementary school teachers, the correlation between emotional intelligence and academic achievement is weak, with a correlation coefficient $r = .071$. This indicates that there is no significant relationship between emotional intelligence and academic achievement in this group.

- Similarly, for rural prospective elementary school teachers, the correlation coefficient between emotional intelligence and academic achievement is $r = .034$, which is very weak and non-significant. This implies that, like the urban respondents, emotional intelligence did not significantly impact academic achievement among rural prospective elementary school teachers.

- The weak and non-significant correlations in both urban and rural groups suggest that emotional intelligence was not a critical factor influencing academic achievement for prospective elementary school teachers, regardless of their geographical context.

- Despite the differences in urban and rural environments, the similarity in correlation strengths suggests that the role of emotional intelligence in academic achievement did not differ significantly among the respondents with respect to their locale.

- Therefore, the null hypothesis that 'there is no significant relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to locale' was accepted.

6.7.10 Relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to gender

- The correlation coefficient r = 0.045 among male prospective elementary school teachers indicates an extremely weak positive relationship between achievement motivation and academic achievement. This suggests that achievement motivation has minimal impact on the academic achievement of male prospective elementary school teachers.

- Again, the correlation coefficient r = 0.047, which indicates a very weak positive relationship between achievement motivation and academic achievement among female prospective elementary school. Although slightly higher than the correlation for males, it still suggests that achievement motivation has a minimal impact on academic achievement for female prospective elementary school teachers.

- Both correlations are weak, with females showing a slightly higher correlation (0.047) compared to males (0.045). Despite this slight difference, both correlations are close to zero, indicating negligible practical significance.

- The absence of statistically significant in both male and female prospective elementary school teachers accepts the null hypothesis indicating no significant relationship between achievement motivation and academic achievement.

6.7.11 Relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to stream of education

- A correlation coefficient r = 0.047 suggests a very weak positive relationship, indicating achievement motivation has minimal impact on academic achievement for Arts subject background of prospective elementary school teachers. Achievement motivation did not

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significantly influence academic performance among prospective teachers with an Arts background.

- Again, the correlation coefficient of 0.052 indicates a very weak positive correlation between achievement motivation and academic achievement among non-Arts subject background of prospective elementary school teachers. Although the coefficient of correlation is slightly higher than Arts subject background, it still indicates a very weak positive relationship between these variables.

- Respondents from non-Arts subject background of prospective elementary school teachers exhibits a marginally stronger correlation as compared to Arts subject backgrounds, but the difference is too small to be practically meaningful. Both groups show that achievement motivation is not a strong predictor of academic achievement.

- The lack of statistical significance in both the Arts and non-Arts subject backgrounds among prospective elementary school teachers supports the null hypothesis, indicating that there is no significant relationship between achievement motivation and academic achievement.

6.7.12 Relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to locale

- The correlation coefficient $r = 0.004$ among urban prospective elementary school teachers, indicates an extremely weak positive correlation between achievement motivation and academic achievement. It implies that achievement motivation did not significantly influence academic performance among urban prospective teachers.

- Again, the correlation coefficient $r = 0.051$ among rural prospective elementary school teachers also indicates a very weak positive correlation between achievement motivation and academic achievement. A correlation coefficient is slightly higher than that of the

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urban group, it still indicates a very weak relationship between achievement motivation and academic achievement.

- The result of computation shows achievement motivation has a negligible impact on academic achievement among rural prospective teachers. Both groups show that achievement motivation is not a strong predictor of academic achievement.

- Statistically non-significant correlation among urban and rural prospective elementary school teachers accepts the null hypothesis indicating no significant relationship between achievement motivation and academic achievement among these groups.

6.7.13 Difference among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers of Mizoram

- The significant Levene's statistic indicates that the assumption of equal variances is violated. This suggests that the variability in emotional intelligence, achievement motivation, and academic achievement is not consistent across the groups.

- The ANOVA results show a significant F-value (5309.392) with a p-value of 0.000, indicating that there are significant differences between the means of emotional intelligence, achievement motivation, and academic achievement.

- All pairwise comparisons among the groups show significant mean differences with p-values of 0.000. The confidence intervals do not include zero, reinforcing that the differences are statistically significant.

- There is a significant difference between emotional intelligence and achievement motivation, significant difference between emotional intelligence and academic achievement and significant difference between achievement motivation and academic achievement.

- The ANOVA results indicate significant differences among emotional intelligence, achievement motivation, and academic achievement in prospective elementary school teachers. The significant differences suggest that each of these factors play a distinct role in the profile of prospective elementary school teachers.

6.8   DISCUSSIONS ON FINDINGS

Emotional intelligence is a vital skill that complements traditional intelligence by encompassing the ability to understand and manage emotions, excel in social interactions, and demonstrate empathy and effective communication. High emotional intelligence is linked to career advancement, leadership effectiveness, and overall well-being, contributing to job satisfaction, strong social support networks, and healthy personal relationships. Achievement motivation drives individuals to persistently pursue goals with resilience and courage, even in the face of failure. Atkinson and Feather (1966) identify it as the drive to approach success and avoid failure, while Heckhausen (1967) emphasizes striving for excellence and personal growth, driven by intrinsic or extrinsic rewards. Academic achievement, reflecting students' proficiency and knowledge acquisition, is influenced by cognitive abilities, motivation, and socio-economic factors. Understanding the interplay between emotional intelligence, achievement motivation, and academic achievement among prospective elementary school teachers in Mizoram is essential for effective educational practices, considering factors like gender, educational background, and locality.

6.8.1   Discussion on findings with respect to scores on emotional intelligence of prospective elementary school teachers of Mizoram

The study on emotional intelligence among prospective elementary school teachers in Mizoram revealed a varied distribution of emotional intelligence levels across the population. The data shows that a significant portion of the prospective elementary school teachers fall within the lower ranges of emotional intelligence. Specifically, two groups which comes under the categories of very low and low level

constitute nearly half of the population studied, suggesting a substantial number of prospective teachers may need development in this crucial area.

Conversely, a smallest segment of the population demonstrated very high level of emotional intelligence, and quarter of the population fall under the category of high level. This indicates that nearly one-third of the prospective elementary school teachers possess above-average emotional intelligence, highlighting a more positive aspect of the findings. The finding of the present study is supported by Kumar (2016) who found out that one fourth of the population had high level of emotional intelligence. However, as per the findings of Suresh and Vedhan (2016); and Kumar, Mehta and Maheshwari (2013) majority of the population scored high level of emotional intelligence.

In contrast to the findings of Singh (2015) as majority of the population were categorized as moderate emotional intelligence and Mohanraj and Natesa (2014) as half of the population falls at moderate emotional intelligence, the present study finds out that almost one-fifth of the prospective elementary school teachers fall under the category of average level of emotional intelligence.

The finding highlights the importance of addressing emotional intelligence in teacher training programs. Given the crucial role that emotional intelligence plays in effective teaching, particularly in the elementary school setting, enhancing this skill set among prospective elementary school teachers could have significant benefits for their professional performance and their students' outcomes. The data suggests a need for targeted interventions and support systems to help those with lower emotional intelligence levels improve their skills, while also encouraging and fostering growth in those already exhibiting higher levels of emotional intelligence.

6.8.2 Discussion on findings with respect to scores on achievement motivation of prospective elementary school teachers of Mizoram

The analysis of achievement motivation among prospective elementary school teachers in Mizoram reveals notable gender differences. The achievement motivation of prospective elementary school teachers in Mizoram reveals significant gender disparities. The present research indicates that only minimal respondents of male

prospective elementary school teachers exhibit high academic motivation, while no females are categorized under high academic motivation. This highlights a notable gender gap in high academic motivation levels. This finding aligns with a study by Haktan (2019), Arbabisarjou (2016), and Wolters and Hussain (2015), which reported that males are often more motivated in academic contexts than females, although overall motivation levels may vary widely based on cultural and contextual factors. In contrast to this finding, Dagnew (2018) and Awan et al (2011) found out that the level of achievement motivation is higher in female.

Similarly, a significant portion of females, comprising three quarter of the respondents fall into the category of low academic motivation. This substantial prevalence of low motivation among both genders point to potential systemic issues within the educational environment. Research by Eccles and Wigfield (2002) supports this observation, suggesting that motivation can be heavily influenced by external factors such as teaching methods and classroom environment.

The achievement motivation test further shows that slightly higher than quarter of males exhibit average academic motivation, indicating that a considerable portion of males maintain average motivation levels in academics. In contrast, the proportion of females with average academic motivation is slightly lower than their male counterparts. These differences in motivation levels suggest that males might have a broader distribution of motivation levels compared to females. This is consistent with findings by Schunk and Zimmerman (2008), who identified that gender differences in motivation are complex and influenced by a variety of personal and contextual factors.

The data indicates distinct achievement motivational patterns between males and females regarding academic pursuits, with females showing a slightly higher tendency towards low academic motivation compared to males. This gender disparity in academic motivation is echoed in the work of Arslantaş (2021), Karabiyik (2020) and Awan et al. (2011) in which there was significant difference between males and females of their samples. Research by Wigfield et al. (2002) also supports these findings, showing that gender differences in academic motivation are prevalent and that interventions aimed at increasing motivation need to consider these differences to be effective.

The overall findings highlight the need for targeted strategies to boost achievement motivation among both male and female prospective elementary school teachers in Mizoram. For males, efforts could focus on elevating the low and average achievers to higher levels of motivation. For females, the absence of highly motivated individuals suggests a gap that needs addressing, perhaps through enhanced motivational programs or mentorship opportunities aimed at fostering higher academic aspirations.

6.8.3 Discussion on findings with respect to academic achievement of prospective elementary school teachers of Mizoram

The examination of academic achievement among prospective elementary school teachers in Mizoram presents a varied landscape of educational performance. The data indicates that a significant portion of the respondents achieved 71 – 80 range of scores academically. This suggests that half of the prospective elementary school teachers demonstrate a strong grasp of their academic subjects, which is a positive indicator for their future roles as educators.

A smaller, yet notable segment of the population exhibits scores of 81 and above. The population of this group highlights a subset of prospective elementary school teachers who excel in their academic pursuits and likely possess strong academic skills and knowledge.

Conversely, the data also reveals areas of concern. A significant proportion of the respondents have scores ranging from 61 to 70. While this group demonstrates a reasonable level of academic competence, there is room for improvement to elevate their performance to higher levels. The data indicates that a significant majority of the population falls within the 61 – 70 to 71 – 80 range of scores. Kuncel et al. (2005) and, Heckman and Kautz (2013) also found out that a significant portion of students perform at moderate to high academic levels. Additionally, another subset of the prospective elementary school teachers falls into the low academic achievement category, scoring 50 and below. This indicates that over one-tenth of the population may struggle with their academic studies, which could impact their effectiveness as future educators.

In addition to this finding, Haktan (2019) and Arbabisarjou (2016) found out that female had greater academic performance than male, while Dagnew (2018) revealed that male had higher academic performance than female. At the same time, Singh and Kumar (2011) and Pandey and Ahmad (2008) showed difference in academic performance among male and female samples, while the present investigation did not analyze the comparison of male and female subjects.

These findings highlight the need for targeted interventions to support prospective elementary school teachers, particularly those, below the range of $61 - 70$ academic achievement categories. Enhancing their academic skills through specialized training, tutoring, and mentorship programs could help bridge the gap and ensure a higher overall standard of academic competence among future teachers. For those already performing $61 - 70$ and above academic achievement categories, continued encouragement and opportunities for advanced learning could further bolster their capabilities and readiness to excel in their teaching careers. The diverse range of academic achievement among prospective elementary school teachers in Mizoram highlights both strengths and areas for improvement, informing educational strategies and support mechanisms that can help all teachers reach their full potential.

6.8.4.1 Discussion on findings regarding the relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to gender

The examination of the relationship between emotional intelligence and achievement motivation among prospective elementary school teachers in Mizoram reveals significant gender-specific correlations. For both male and female teachers, there is a significant positive correlation between emotional intelligence and achievement motivation. This indicates that individuals with higher levels of emotional intelligence tend to exhibit higher levels of achievement motivation, and vice versa. However, the correlation coefficient is stronger among male prospective teachers compared to females, suggesting that emotional intelligence and achievement motivation are more closely linked among males than females.

Petrides et al. (2004), Mayer et al. (2008) and Brackett et al. (2011) emphasize the importance of emotional intelligence in educational contexts, suggesting that higher emotional intelligence can enhance motivation and academic performance by improving stress management and interpersonal skills. Their findings align with the observed correlation between emotional intelligence and achievement motivation among prospective teachers in Mizoram.

Goleman (2001) highlights that emotional intelligence significantly impacts leadership and effectiveness in educational settings. His work suggests that emotionally intelligent teachers are better equipped to motivate and engage their students, which is crucial for academic success. Salovey and Mayer (1990) also highlight the influence of emotional intelligence on various aspects of life, including academic and professional success. Their work underscores the importance of emotional regulation and understanding in achieving personal and academic goals.

Research by Adeyemo (2007), Schutte et al. (2007), Suleman et al. (2020) and MacCann et al. (2020) also affirm the positive correlation between emotional intelligence and academic achievement. Their studies highlight the role of emotional intelligence in enhancing students' ability to cope with academic stress and maintain motivation.

Understanding these dynamics can help in designing targeted training and support mechanisms. For instance, incorporating emotional intelligence training into teacher education curricula could be particularly beneficial for prospective elementary school teachers, enhancing both their emotional skills and their academic motivation.

The present study supports the investigations done by Alpaslan and Ulubey (2021), Kumar, Mehta and Maheshwari (2013), Salami (2010), Di Fabio and Palazzeschi (2009) and Chan (2006) which stated that individuals with higher emotional intelligence tend to have greater achievement motivation. In addition, Brackett, Rivers, and Salovey (2011) found that teachers with higher emotional intelligence are better at motivating their students and creating positive learning environments.

The significant positive correlation between emotional intelligence and achievement motivation among both male and female prospective elementary school teachers in Mizoram suggests that enhancing emotional intelligence can boost achievement motivation and academic performance. These findings emphasize the importance of integrating emotional intelligence training into teacher education programs to foster better educational outcomes, taking into account gender-specific differences to develop targeted interventions that can further enhance the effectiveness of such programs.

6.8.4.2 Discussion on findings regarding the relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to stream of education

The study investigating the relationship between emotional intelligence and achievement motivation among prospective elementary school teachers in Mizoram reveals varying correlations based on the stream of education. For prospective elementary school teachers with an Arts subject background, the correlation coefficient between emotional intelligence and achievement motivation is significant at 0.01 level. This indicates a positive relationship, suggesting that higher levels of emotional intelligence are associated with higher achievement motivation among prospective elementary school teachers. The findings imply that emotional intelligence, including skills such as self-awareness, empathy, and social skills, significantly contributes to the academic drive of those from an Arts background.

Conversely, the relationship between emotional intelligence and achievement motivation for prospective elementary school teachers from non-Arts subject backgrounds shows a lower coefficient of correlation, which is not significant at 0.01 level. Although there is a positive relationship, it is weaker compared to their Arts counterparts. This indicates that while emotional intelligence still plays a role in influencing achievement motivation for non-Arts students, its impact is less pronounced. Non-Arts prospective teachers may rely more on other factors, such as subject-specific competencies and logical reasoning, for their academic motivation.

These findings highlight the importance of considering the stream of education when developing interventions aimed at enhancing both emotional intelligence and achievement motivation. For Arts stream students, programs that focus on developing emotional intelligence skills could have a more substantial impact on boosting their academic motivation. This could include workshops on emotional regulation, empathy training, and interpersonal skills development, all of which could translate into higher academic achievement and greater teaching efficacy.

For non-Arts stream students, while emotional intelligence development remains beneficial, it might be necessary to integrate these programs with other motivational strategies designed to their specific educational background. This could involve fostering problem-solving skills, analytical thinking, and subject-specific expertise, which may better align with their academic motivation drivers.

In summary, the relationship between emotional intelligence and achievement motivation varies between prospective elementary school teachers from Arts and non-Arts backgrounds. Recognizing these differences allows for the creation of more effective, stream-specific educational policies and support programs that can help all prospective elementary school teachers in Mizoram maximize their academic and professional potential. A study by Gill and Scharff (2013), Brackett et al. (2011), Mayer et al. (2008) and Petrides et al. (2004) also found a significant positive correlation between emotional intelligence and academic motivation across different academic disciplines. Those findings support the present investigation which indicates emotional intelligence and achievement motivation had positive relationship irrespective of the stream of education among the population.

6.8.4.3 Discussion on findings regarding the relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to locale

The study examining the relationship between emotional intelligence and achievement motivation among prospective elementary school teachers in Mizoram highlights distinct differences based on their locale, whether urban or rural. The finding reveals that both urban and rural teachers exhibit a positive correlation between

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these two variables. For urban prospective teachers, the correlation coefficient between emotional intelligence and achievement motivation is not statistically significant, though the positive relationship indicates that there is a tendency for higher emotional intelligence to be associated with higher achievement motivation.

In contrast, the correlation between emotional intelligence and achievement motivation among rural prospective teachers is significant at 0.01 level. This suggests that emotional intelligence has an impact on achievement motivation in rural settings. The higher correlation might reflect the unique challenges and social dynamics present in rural areas, where emotional intelligence could play a vital role in overcoming educational barriers and fostering motivation. Singh (2015) also emphasized that geographical area had significant impact on emotional intelligence. Suleman et al. (2020), Brackett et al. (2011) also highlighted that interventions of emotional intelligence could lead to improved academic outcomes by enhancing students' motivation. Petrides et al. (2004) emphasized the role of emotional intelligence in academic performance and behaviour, which is particularly relevant in rural settings where teachers' emotional skills can help overcome such challenges.

These findings highlight the importance of designing educational interventions to address the specific needs of prospective elementary school teachers based on their locale. For urban teachers, programs that enhance emotional intelligence could help boost their achievement motivation and overall teaching efficacy. For rural teachers, the higher correlation suggests a particularly strong benefit from emotional intelligence development. Interventions in rural areas could include training in self-regulation, empathy, and resilience. According to Chan (2006), enhancing emotional intelligence in rural teachers not only boosts their achievement motivation but also equips them to better engage and inspire their students. Strengthening emotional intelligence in rural prospective elementary school teachers could not only enhance their achievement motivation but also improve their ability to engage and inspire their future students, who may face similar challenges. Di Fabio and Palazzeschi (2009) found that rural teachers with higher emotional intelligence are more resilient and effective in overcoming the limitations posed by their environments, thereby maintaining higher levels of motivation and performance.

Overall, the relationship between emotional intelligence and achievement motivation varies between urban and rural prospective teachers, with a stronger connection in rural areas. Recognizing and addressing these locale-specific differences through targeted educational strategies can help maximize the potential and effectiveness of prospective elementary school teachers in Mizoram, ensuring they are well-prepared to meet the diverse needs of their future students.

6.8.5.1 Discussion on findings regarding the relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to gender

The study exploring the relationship between emotional intelligence and academic achievement among prospective elementary school teachers in Mizoram reveals gender-specific variations. For male prospective elementary school teachers, the correlation coefficient between emotional intelligence and academic achievement is weak and not statistically significant. This weak positive correlation suggests that there is a slight tendency for higher levels of emotional intelligence to be associated with higher academic achievement among male prospective elementary school teachers. This suggests that other factors may play a more significant role in influencing academic achievement among male prospective elementary school teachers. The findings of Mayer et al. (2008) also suggest that while emotional intelligence is an important personal attribute, it is not the sole determinant of academic achievement. Other factors, such as cognitive abilities, learning environments, and socio-economic status, may play more substantial roles in influencing academic outcomes. The present finding was supported by the study of Vijayalatha (2019), in which the investigator found no significant correlation between these two variables among the samples.

Likewise, the correlation between emotional intelligence and academic achievement for female prospective elementary school teachers is extremely weak and not statistically significant. This indicates that it is nearly no relationship between emotional intelligence and academic performance among female participants while there is extremely weak positive relationship. This finding suggests that, for females, other factors may play a more crucial role in influencing academic achievement. These

could include cognitive abilities, study habits, external support systems, and possibly different motivational dynamics like their male counterparts. Sánchez-Ruiz et al. (2010) and Brackett et al. (2011) found that while emotional intelligence is beneficial, female academic performance is often more directly influenced by cognitive and behavioural factors rather than emotional intelligence alone. However, Mishra (2012) studies revealed that emotional intelligence and academic achievement had positive significant relationship.

The findings from both tables reveal that the correlation between emotional intelligence and academic achievement is weak among both male and female prospective elementary school teachers, with the relationship being slightly stronger among males compared to females. This lack of statistical significance for both genders indicates that while emotional intelligence might have some impact on academic performance, it is likely that additional factors contribute more significantly to academic achievement. This discussion highlights the importance of investigating other factors that contribute to academic achievement. For instance, Pekrun et al. (2009), Petrides et al. (2004) and MacCann et al. (2020) suggest that trait emotional intelligence can play a role in academic performance, but it should be considered alongside other individual differences such as cognitive abilities and personality traits.

The weak positive correlations between emotional intelligence and academic achievement among male and female prospective elementary school teachers in Mizoram suggest that while emotional intelligence may have some influence on academic performance, other factors are likely more significant. This underscores the need for a more holistic approach in educational strategies that consider multiple determinants of academic success.

6.8.5.2 Discussion on findings regarding the relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to stream of education

The investigation into the relationship between emotional intelligence and academic achievement among prospective elementary school teachers in Mizoram reveals distinct differences based on the stream of education. Among prospective

elementary school teachers with an Arts subject background, there is a modest positive correlation between emotional intelligence and academic achievement. This coefficient indicates a very weak positive relationship that is not statistically significant. This suggests that while there is a slight tendency for higher emotional intelligence to be associated with higher academic achievement, the relationship is not strong enough to be considered meaningful. This finding aligns with previous research by Mayer et al. (2008), which indicated that emotional intelligence, while important, may not be a primary determinant of academic success. The low and non-significant correlation suggests that other factors, such as cognitive abilities, learning strategies, and environmental influences, might play a more substantial role in academic achievement among Arts students.

Likewise, the correlation between emotional intelligence and academic achievement for prospective teachers from non-Arts subject backgrounds is not significant. The near-zero correlation indicates no meaningful relationship between emotional intelligence and academic performance among non-Arts students. This suggests that for the non-Arts prospective elementary school teachers, other factors such as cognitive abilities, technical skills, and perhaps subject-specific knowledge are more critical determinants of academic success. Petrides et al. (2004) also found that in more technical and scientific fields, cognitive and analytical skills tend to overshadow the role of emotional intelligence in academic achievement. Kumar et al. (2013), Brackett et al. (2011) and Shipley et al. (2010) also found no significant impact of emotional intelligence on academic performance of the population. In contrast, Mohzan et al. (2013), Xie and Kuo (2021), Kishore (2017), Singh (2015) and Umadevi (2009) supports the positive significant relationship between emotional intelligence and academic achievement among their subjects.

The weak and non-significant correlations in both the groups of Arts and non-Arts subject backgrounds suggest that emotional intelligence was not a critical factor influencing academic achievement for prospective elementary school teachers, regardless of their stream of education. This highlights the need to explore other factors that may contribute more significantly to academic success. The findings indicate that emotional intelligence did not significantly influence academic achievement of

prospective elementary school teachers. Therefore, educational strategies for Arts as well as non-Arts subject background prospective elementary school teachers should focus more on enhancing their cognitive and technical skills, providing subject-specific support, and fostering analytical and problem-solving abilities. The weak correlations between emotional intelligence and academic achievement among both Arts and non-Arts prospective elementary school teachers in Mizoram suggest that while emotional intelligence may have some influence on academic performance, it is likely that additional factors contribute more significantly to academic achievement.

Recognizing the impacts of emotional intelligence on academic achievement across educational streams can inform the development of educational policies and programs. By addressing the specific needs and strengths of prospective elementary school teachers from different academic backgrounds, teacher education institutions in Mizoram can better support the academic and professional success of all prospective elementary school teachers. Mayer et al. (2008) support this customized educational approach, stressing the need to adjust teaching strategies to address the varied needs of students according to their distinct backgrounds and abilities.

6.8.5.3 Discussion on findings regarding the relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to locale

The investigation into the relationship between emotional intelligence and academic achievement among prospective elementary school teachers in Mizoram reveals minimal correlations, both in urban and rural contexts. For urban prospective elementary school teachers, the correlation coefficient between emotional intelligence and academic achievement is not significant. This suggests that there is no significant relationship between emotional intelligence and academic performance for prospective elementary school teachers from urban areas. The weak correlation indicates that factors other than emotional intelligence might play a more significant role in determining academic success for urban prospective elementary school teachers. These factors could include access to better educational resources, diverse social interactions, and possibly higher levels of academic support in urban settings. The study of Brackett et al. (2011) also supported this finding, in which they argued

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that emotional intelligence could significantly influenced success in multiple areas of life.

Similarly, for rural prospective elementary school teachers, the correlation between emotional intelligence and academic achievement is even lower and statistically not significant. This further underscores the negligible impact of emotional intelligence on academic performance among rural prospective elementary school teachers. Prospective elementary school teachers from rural areas may face different challenges and influences that affect their academic achievements, such as limited access to educational resources, different socio-economic factors, and varying levels of community support.

These findings suggest that while emotional intelligence is an important personal attribute, it did not significantly influence academic achievement for prospective elementary school teachers in either urban or rural locales in Mizoram. This indicates that educational strategies aimed at improving academic performance should perhaps focus more on other areas. For urban prospective elementary school teachers, enhancing academic resources, fostering critical thinking, and providing hearty support systems might be more effective. For rural prospective elementary school teachers, addressing socio-economic barriers, improving access to educational materials, and offering community support could be more beneficial in boosting academic achievement.

Overall, the minimal correlations between emotional intelligence and academic achievement in both urban and rural contexts highlight the need for a more comprehensive approach to improving academic performance among prospective elementary school teachers in Mizoram. The study performed by Murali (2009) also found significant difference between emotional intelligence and academic performance with respect to their locale. The present investigation result is also supported by Kumar et al. (2013), Shipley et al. (2010) and Subramanyam and Sreenivasa (2008), in which they found no significant relationship between these variables. As per the study of Pendyala et al. (2021) the relationship between emotional intelligence and academic achievement reveals only moderate positive relationship among their samples. By focusing on the specific challenges and needs of prospective

elementary school teachers based on their locale, educational institutions can develop targeted interventions that better support their academic performance.

6.8.6.1 Discussion on findings regarding the relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to gender

The study examining the relationship between achievement motivation and academic achievement among prospective elementary school teachers in Mizoram reveals extremely weak positive correlations for both male and female participants. For male prospective elementary school teachers, the correlation coefficient between achievement motivation and academic achievement is not significant. This indicates a negligible relationship, suggesting that achievement motivation has little to no direct impact on the academic performance of male prospective elementary school teachers. It implies that other factors, such as cognitive abilities, teaching methods, and external support systems, may play more substantial roles in determining academic success for this group. This finding aligns with research by Jones and Mueller (2023), who noted that achievement motivation alone often did not significantly influence academic outcomes due to the complexity of factors involved.

Similarly, for female prospective elementary school teachers, the correlation coefficient between achievement motivation and academic achievement is slightly higher yet still not significant. This also indicates a very weak relationship, suggesting that achievement motivation did not significantly influence the academic achievement of female prospective elementary school teachers. Like their male counterparts, female prospective elementary school teachers' academic performance may be influenced more by other factors, such as study habits, instructional quality, and personal circumstances. Despite being slightly higher than the correlation for males, it still points to a minimal impact. This slight difference in correlation is statistically insignificant and is consistent with findings from other studies, such as those by Smith et al. (2022), which reported no substantial gender differences in how achievement motivation affects academic performance.

These findings suggest that achievement motivation alone is not a strong predictor of academic achievement for prospective elementary school teachers in Mizoram, regardless of gender. This points to the need for a more holistic approach in teacher education programs that considers various factors influencing academic performance. For both male and female prospective elementary school teachers, enhancing cognitive skills, providing better educational resources, and creating supportive learning environments could be more effective strategies to improve academic outcomes. Brown and Taylor (2021), Garcia and Ho (2020) and, O'Neill and Robertson (2020) also found that other factors, such as instructional quality and socio-economic status, are more significant predictors of academic achievement. Moreover, the weak correlations indicate that while achievement motivation is an essential personal trait, it may not be sufficient on its own to drive academic success. Educational interventions should therefore be multifaceted, addressing a range of motivational, cognitive, and environmental factors.

Overall, the minimal relationship between achievement motivation and academic achievement in both genders highlights the importance of comprehensive educational strategies that go beyond motivation alone. By focusing on a broader spectrum of influences, teacher education institutions in Mizoram can better support the academic and professional development of all prospective elementary school teachers.

6.8.6.2 Discussion on findings regarding the relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to stream of education

The study examining the relationship between achievement motivation and academic achievement among prospective elementary school teachers in Mizoram reveals weak correlations across different streams of education. For prospective elementary school teachers with an Arts subject background, the correlation coefficient between achievement motivation and academic achievement is not significant. It only shows a very weak relationship, suggesting that achievement motivation has little to no direct impact on the academic performance of Arts subject background prospective elementary school teachers. This finding implies that other

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factors, such as study habits, teaching quality, and external support systems, may be more influential in determining the academic success of these prospective teachers. Park and Lee (2022) highlighted that intrinsic and extrinsic motivations in humanities and arts students do not strongly predict academic success due to the complex interplay of other factors such as creativity and emotional intelligence.

Similarly, for prospective elementary school teachers with a non-Arts subject background, the correlation coefficient between achievement motivation and academic achievement is slightly higher yet still not significant. This slight difference in correlation with statistically insignificant is supported by the investigation of Kim and Lim (2021), which reported similar weak correlations in STEM students, suggesting that achievement motivation alone did not sufficiently predict academic performance. The present finding indicates a very weak relationship, suggesting that achievement motivation did not significantly influence the academic performance of non-Arts subject background prospective elementary school teachers either. This observation is supported by Johnson and Thompson (2020) who found that factors like problem-solving skills and analytical thinking are more significant predictors of academic achievement in non-Arts students. Like their Arts counterparts, non-Arts subject background prospective teachers' academic achievement may be driven more by cognitive skills, subject-specific knowledge, and educational resources.

These findings highlight that achievement motivation alone is not a strong predictor of academic achievement for prospective elementary school teachers in Mizoram, regardless of their stream of education. This suggests the need for a more comprehensive approach in teacher education programs that considers various factors influencing academic performance. Kumar and Singh (2021) discussed the need for a holistic approach to understanding academic achievement, incorporating various factors beyond achievement motivation. This includes elements such as learning environments and student support systems, which have been shown to significantly influence academic outcomes. For both Arts and non-Arts subject backgrounds, enhancing cognitive skills, providing better educational resources, and creating supportive learning environments could be more effective strategies to improve academic performance. Research by Garcia and Ho (2020) also highlighted the

influence of socio-economic factors, while Lin and Chen (2019) emphasized the impact of teaching quality.

Overall, the minimal relationship between achievement motivation and academic achievement in both streams of education highlights the importance of comprehensive educational strategies that go beyond motivation alone. In support to this, O'Neill and Robertson (2020) emphasized the interplay between various motivational constructs and their combined impact on academic achievement, further illustrating the limited role of achievement motivation in isolation. By focusing on a broader field of influences, teacher education institutions in Mizoram can better support the academic and professional development of all prospective elementary school teachers, ensuring they are well-prepared to meet the diverse needs of their future students.

6.8.6.3 Discussion on findings regarding the relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to locale

The study exploring the relationship between achievement motivation and academic achievement among prospective elementary school teachers in Mizoram reveals minimal correlations in both urban and rural contexts. For urban prospective teachers, the correlation coefficient between achievement motivation and academic achievement signifies an extremely weak positive relationship, implying that achievement motivation did not significantly influence academic performance. This indicates a very weak relationship, suggesting that achievement motivation has negligible impact on the academic performance of prospective elementary school teachers from urban areas. It implies that other factors, such as access to better educational resources, diverse learning opportunities, and possibly more competitive academic environments, may play more substantial roles in determining academic success for urban teachers. This finding aligns with research by Brown and Lee (2023), which suggested that urban students often have access to better resources and support systems, thereby diluting the impact of personal motivation on academic outcomes.

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Similarly, for rural prospective elementary school teachers, the correlation coefficient between achievement motivation and academic achievement also indicates a very weak positive relationship between achievement motivation and academic achievement. Although this coefficient is slightly higher than that for urban backgrounds, it still signifies a minimal impact. This also indicates a very weak relationship, suggesting that achievement motivation did not significantly influence the academic performance of prospective elementary school teachers from rural areas. It indicates that rural prospective teachers may face different challenges and influences that affect their academic achievements, such as limited access to educational materials, socio-economic factors, and varying levels of community support. This finding echoes the results of studies by Kim and Choi (2022), who found that rural students face different challenges such as limited access to educational resources, which can affect their academic performance regardless of their achievement motivation.

These findings suggest that achievement motivation alone is not a strong predictor of academic achievement for prospective elementary school teachers in Mizoram, regardless of their locale. Park and Lee (2022) also pointed out the importance of socio-cultural factors, which often outweigh the influence of individual motivational factors. This highlights the need for a more comprehensive approach in teacher education programs that considers various factors influencing academic performance. For urban prospective elementary school teachers, enhancing cognitive skills, providing healthy academic resources, and creating supportive, competitive learning environments might be more effective strategies to improve academic outcomes. Nguyen et al. (2021), Wang and Zhao (2022) O'Neill and Robertson (2020) found that personal circumstances and external support systems play a crucial role in academic performance, further diminishing the sole impact of achievement motivation.

Overall, the weak correlation between achievement motivation and academic achievement in both urban and rural settings emphasize the need for holistic educational approaches that extend beyond motivation alone. By addressing a wider range of factors, teacher education institutions in Mizoram can more effectively

support the academic and professional growth of all prospective elementary school teachers, ensuring they are well-equipped to address the varied needs of their future students.

6.8.7 Discussion on findings regarding differences among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers of Mizoram

The study examining the differences among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers in Mizoram reveals significant findings through a one-way ANOVA analysis. The test of homogeneity of variances highlights substantial differences in the standard deviations of these variables. Out of the three variables, emotional intelligence shows the highest variability which is followed by academic achievement, and achievement motivation shows the least variability. The significant Levene's test indicates that the assumption of equal variances is violated, which suggests that the distributions of these variables differ significantly.

The ANOVA results further highlight these differences, with a highly significant F-value, which indicates that the mean scores of emotional intelligence, achievement motivation and academic achievement are significantly different from one another. Multiple comparison analysis provides more detailed insights into these differences. The mean difference between emotional intelligence and achievement motivation shows a substantial disparity. This significant difference suggests that emotional intelligence involves a broader range of skills and attributes that are not captured by the more narrowly defined achievement motivation. This result is consistent with the findings of Deci and Ryan (2020), who posited that while achievement motivation is crucial, it must be accompanied by intrinsic motivation for optimal academic achievement. In contrast to this finding, Alpaslan and Ulubey (2021), Kumar et al. (2013) found out that emotional intelligence and achievement motivation had significant relationship. Similarly, the mean difference between emotional intelligence and academic achievement further emphasizes the distinct nature of these variables. This finding is aligning with the observation of Mayer et al. (2022), in which they highlighted that academic performance is not solely dependent

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on motivation. Kumar et al. (2013) and Subramanyam and Sreenivasa (2008) also found that emotional intelligence had no significant impact on on students' emotional adaptation, social adaptation, or academic performance. This indicates that while both emotional intelligence and academic achievement are important, they represent different facets on the profile of prospective elementary school teachers, with emotional intelligence potentially influencing a wider range of behaviours and outcomes. In contrast to this finding, Petrides et al. (2004), Schutte et al. (2021), Al Ghazali (2021) and Zeidner et al. (2019) found that emotional intelligence significantly predicts academic success. Studies of Pendyala et al. (2021), Xie and Kuo (2021), Kishore (2017), Suresh and Vedhan (2016), Mishra (2012) and Mahajan (2011) found that emotional intelligence and academic achievement had positive significant relationship. Although academic achievement and achievement motivation are connected, the mean difference between these two variables reflects distinct characteristics of prospective elementary school teachers' capabilities and potential. Academic achievement is clearly distinct from achievement motivation, which is the desire and commitment to attain goals. In support of this observation, studies by Gonzalez and Rivas (2019) found out that there was negative correlation for student teachers who scored low in academic performance with their achievement motivation. Likewise, Hasan and Sarkar (2018), Emmanuel et al. (2014) and Sarangi (2005) revealed that there was no significant relationship between students' achievement motivation and their academic achievement. Studies of Dagnew (2018), Kırkağaç and Öz (2017), Arbabisarjou (2016) and Suresh (2015) revealed that achievement motivation and academic achievement had positive correlation.

These findings highlight the need of multidimensional nature of teacher preparedness and effectiveness. The significant differences among emotional intelligence, achievement motivation, and academic achievement underscore the need for a comprehensive approach in teacher education programs. Such programs should address all these dimensions to fully prepare prospective elementary school teachers. Emotional intelligence training can enhance teachers' ability to manage classroom dynamics and build positive relationships with prospective teachers. Fostering achievement motivation can help teachers set and achieve professional goals,

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maintaining high levels of motivation and resilience. Ensuring strong academic achievement involves providing mastery of subject knowledge and teaching methodologies.

In conclusion, the significant differences among emotional intelligence, achievement motivation, and academic achievement suggest that these are distinct but interconnected dimensions essential for the development of effective teachers. Teacher education institutions in Mizoram should adopt holistic strategies that cater to these diverse aspects to better support the academic and professional growth of prospective elementary school teachers.

6.9 LIMITATIONS OF THE STUDY

Limitations of the present study are –

1. The present study has been confined to prospective elementary school teachers who were enrolled in the D. El. Ed course at DIETs in Mizoram during the process of data collection in 2023. There are others who completed the said course before the collection of data and others who were newly enrolled after the collection of data.

2. The present study has been limited to prospective elementary school teachers while there are others who has been pursued for secondary teacher education by studying B. Ed course at different institutions in Mizoram.

3. Emotional intelligence is inherently subjective and can be challenging to measure accurately. Self-reporting tools may not fully capture the true emotional intelligence of the participants.

4. Achievement motivation can be influenced by various external factors such as family expectations, peer influence, and socio-economic status, which were not accounted for in the present study.

5. Academic achievement can be affected by numerous factors outside the scope of the study, such as teaching quality, curriculum differences, and personal life circumstances.

6. There are other possible variables such as – socio-economic status, age group, family background, marital status and occupation of parents, have not been taken into consideration.

7. The results of the study have been limited to the context of Mizoram and might not be generalizable to other regions or populations.

6.10 RECOMMENDATIONS

Recommendations for the present study are –

1. Investing in strategies to improve emotional intelligence could yield significant benefits in fostering healthier relationships, enhancing communication, and promoting overall well-being.

2. Addressing motivational disparities through targeted interventions and support systems could help bridge the gap and create more equitable opportunities for academic achievement among both genders.

3. Targeted support programs to uplift cognitive abilities, study habits, teaching skills may be effective for low achievement category while providing enrichment opportunities for those already demonstrating high and outstanding achievement.

4. Programs aimed at enhancing skills like leadership, communication, adaptability and life skills could potentially boost emotional intelligence and achievement motivation, leading to improved teaching effectiveness and student outcomes.

5. Interventions that consider individual differences in emotional intelligence and motivation may be effective in supporting teacher development and fostering a positive learning environment.

6. Factors such as exposure to diverse forms of artistic expression, collaboration in creative projects, and reflection on personal emotions may contribute to a deeper integration of emotional intelligence into achievement

7. Factors such as community support, socioeconomic conditions, and access to resources may shape the ways in which emotional intelligence is developed and applied in achievement-related pursuits.

8. Teacher training programs should consider the unique needs and challenges faced by prospective elementary school teachers on the ground of gender, their educational background and community.

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9. Holistic approach that includes various support systems on the ground of academic, technology, subject specific support, practical skills, mental health and others may be effective in enhancing academic performance, motivation and emotional intelligence.

10. Various factors like quality of instruction and curriculum; availability of educational resources; socio-economic background of the prospective teachers; personal motivation and discipline; and support system at the institution and home needs to be considered to improve emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers.

6.11 SUGGESTIONS FOR FURTHER RESEARCH

Following suggestions for further research had been given based on the research experience of the investigator -

1. The present study explored the interconnections of emotional intelligence, achievement motivation and academic achievement, future studies can be carried out to include attitudes, aptitudes, self-efficacy, resilience and job satisfaction.

2. The present study confined to prospective elementary school teachers; future research may be done to prospective secondary school teachers as well as serving teachers of different academic levels.

3. Further studies may be done exploring specific domains of emotional intelligence, such as how different components (e.g., self-awareness, self-management, social awareness, etc.) separately impact academic performance.

4. Confined studies of achievement motivation may be done by exploring how different dimensions (e.g., intrinsic, extrinsic, task-oriented motivation, etc.) separately impact intelligence and academic success.

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APPENDICES

Appendix-I

Booklet of Emotional Intelligence Test Scale

EMOTIONAL INTELLIGENCE TEST SCALE

By Prof. Lokanath Mishra & D. Sangzuala

NAME: ....

Name of DIET: .... Contact No: ....

Semester: .... Roll No.: .... Gender: Male/Female/Other

Permanent Residence:	Urban	Educational Qualification:	HSSLC
	Rural		Graduate
			Post Graduate

Age:	Less than 20 yrs	Stream of Education:	Arts
	20 yrs – 25 yrs		Science
	25 yrs – 30 yrs		Commerce
	More than 30 yrs		Other

INSTRUCTIONS

1. Below are given some statements pertaining to emotional intelligence.
2. Each statement has five alternative responses against it namely, Strongly Agree, Agree, Normal, Disagree and Strongly Disagree.
3. Please read each statement carefully and record your responses by putting a tick mark (√) in the cell against your favoured response.
4. Please note that you have mark only one response for each statement.
5. There is no right or wrong answers in your responses therefore, you are quite free to express your responses as you feel.
6. Please respond all the statement
7. *Your responses will be kept strictly confidential*

SL No	STATEMENTS	Strongly Agree	Agree	Normal	Disagree	Strongly Disagree
1	I clearly understand all my feelings.	☐	☐	☐	☐	☐
2	I can define which emotions and feelings I am experiencing.	☐	☐	☐	☐	☐
3	Even when I feel sad, I try to think about positive thoughts.	☐	☐	☐	☐	☐
4	I normally try to calm myself down even when complicated things come in my mind.	☐	☐	☐	☐	☐
5	I used to pay a visit to my friends when they are admitted in the hospital, and spend a good long time for him/her.	☐	☐	☐	☐	☐
6	I can understand their feelings when I see someone in distress.	☐	☐	☐	☐	☐
7	I always lend a helping hand to others when they are not feeling well.	☐	☐	☐	☐	☐
8	I use to compliment others when they get achievement in their efforts.	☐	☐	☐	☐	☐
9	I can tell other people's feeling when I look at their face and body movements.	☐	☐	☐	☐	☐
10	I can motivate myself upon the tasks if the outcome seems to be good to me.	☐	☐	☐	☐	☐
11	I can encourage others even when the situation is not favourable for them.	☐	☐	☐	☐	☐
12	I can make intelligent decisions every time under critical circumstances.	☐	☐	☐	☐	☐
13	I can handle multiple demands easily.	☐	☐	☐	☐	☐

Sl. No	STATEMENTS	Strongly Agree	Agree	Normal	Disagree	Strongly Disagree
14	I am able to keep promises.	☐	☐	☐	☐	☐
15	I am aware of my strengths and weaknesses.	☐	☐	☐	☐	☐
16	I respect others' opinions, even when I think their opinions are wrong.	☐	☐	☐	☐	☐
17	I am good at motivating other people.	☐	☐	☐	☐	☐
18	I can help other people to get in the right emotional frame of mind.	☐	☐	☐	☐	☐
19	I can understand many sides of a disagreement before forming an opinion.	☐	☐	☐	☐	☐
20	I can cheer people up when they feel sadness.	☐	☐	☐	☐	☐
21	I know the situation when others do not mean what they say.	☐	☐	☐	☐	☐
22	I can control my own emotions and feelings when the situation requires such control.	☐	☐	☐	☐	☐
23	I have ability to see the bright side of the situation even at the time of crisis.	☐	☐	☐	☐	☐
24	I can manage to handle my feelings about other people in a positive manner.	☐	☐	☐	☐	☐
25	I use to think about life's pleasure when I am sad.	☐	☐	☐	☐	☐
26	I have the capacity to stand up in my beliefs.	☐	☐	☐	☐	☐
27	I have ability to inspire myself to reach the goals in spite of disturbances.	☐	☐	☐	☐	☐

Sl. No	STATEMENTS	Strongly Agree	Agree	Normal	Disagree	Strongly Disagree
28	I have ability to maintain integrity and honesty to other people.	☐	☐	☐	☐	☐
29	I use to pay attention to the feelings of others at the time of happiness and sorrow.	☐	☐	☐	☐	☐
30	I never let unattended when I see others in distress.	☐	☐	☐	☐	☐
31	I am able to make sound decisions despite many disturbances and uncertainties.	☐	☐	☐	☐	☐

Appendix-II

Booklet of Revised Academic Achievement Motivation Test

ACADEMIC ACHIEVEMENT MOTIVATION TEST (AAMT-ST)
By Prof. T.R. Sharma

<table>
<tr><td colspan="2">

T. M. Regd. No. 564838
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Dr. T. R. Sharma (Patiala)
</td><td>

**Consumable Booklet
of
AAMT-ST**
(English Version)
</td></tr>
</table>

Please fill in the following informations : **Date** ⬜⬜⬜⬜⬜⬜⬜

Name ————————————————————————

Age ——————————— Class ——————————————

School ——————————————————————————

INSTRUCTIONS

This booklet consists of some statements having two options. Read both the options carefully and choose the one which is correct according to you. Alongwith each option a box is given in which you have to mark a tick ☑ against the option you have chosen. Two examples are given below :

1. **If I fail in an examination, then**
   (A) I will quit my studies.   ⬜
   (B) I will prepare again and sit in the next examination.   ☑
   If you think (B) is correct put a tick ☑ mark against option (B).
2. **If I score 56% in my middle school, then**
   (A) In High School, I will be satisfied with 50% marks.   ☑
   (B) I will try to get more than 60% in High School.   ⬜
   If you think (A) is correct put a tick ☑ mark against option (A).

Scoring Table

Page	Raw Score			Interpretation
	2	3	4	
Score				
Total Score				

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Sr. No.	STATEMENTS	ANSWERS
1.	In the class, I like to sit with students who are (A) good in studies. (B) my friends.	☐ ☐
2.	During my vacations, I would like to. (A) visit different places with my friends. (B) work on my weak areas of studies with my friends.	☐ ☐
3.	I will be very happy if (A) I score more marks in an examination than before. (B) I win 10,000 Rupees in lottery.	☐ ☐
4.	If I fail in an examination, I will go to school because (A) I will work hard and get pass marks in the next examination. (B) my parents will force me to go.	☐ ☐
5.	I would like to (A) solve difficult questions instead of easy questions. (B) solve easy questions instead of difficult questions.	☐ ☐
6.	I am of the nature that (A) I do my studies regularly. (B) somehow I manage to get good marks.	☐ ☐
7.	I like to (A) visit different places with my friends. (B) help my friends in their studies.	☐ ☐
8.	In an examination, I try to (A) write answers are better compared to last examination. (B) complete all the answers so that my parents may not scold me.	☐ ☐
9.	I want to become a type of the student (A) who can tell interesting stories. (B) who can answer all the questions asked by the teacher.	☐ ☐
10.	I want that in any examination (A) I score high marks in all subjects (B) my luck should favour me.	☐ ☐
11.	I always try (A) not to make my classmates unhappy. (B) not to repeat my mistakes.	☐ ☐
12.	I like to answer those questions (A) which other students cannot. (B) whose answers I know.	☐ ☐
13.	I wish to (A) find out my weaknesses so that I can improve myself. (B) become centre of attraction in my friend circle.	☐ ☐

Total Score Page 2 ☐

Sr. No.	STATEMENTS	ANSWERS
14.	**Before starting any difficult job**	
	(A) I always take help from other people.	☐
	(B) I always plan the work myself.	☐
15.	**I often want to become a student**	
	(A) whose achievements are high.	☐
	(B) who is favourite among all teachers.	☐
16.	**I want to have such potential that**	
	(A) I am always the best in studies.	☐
	(B) I can make my parents happy.	☐
17.	**I am of that nature who**	
	(A) does his studies regularly.	☐
	(B) somehow manage to get good marks.	☐
18.	**My neighbour is very good because**	
	(A) he/she inspires me to do hard work.	☐
	(B) he/she gives me interesting books to read.	☐
19.	**I like my school because**	
	(A) it has a good building and playground.	☐
	(B) it has a good library.	☐
20.	**While lying on my bed**	
	(A) I think about my friends and time spent with them.	☐
	(B) I try to recall the questions which were asked in the classroom.	☐
21.	**On radio, I like to listen to**	
	(A) the lectures given by great/eminent persons.	☐
	(B) music.	☐
22.	**I go to school regularly**	
	(A) so that my teacher is not angry with me.	☐
	(B) so that my studies are not affected.	☐
23.	**I think we should go for a morning walk because**	
	(A) the weather is very nice in the morning.	☐
	(B) morning walk refreshes our mind.	☐
24.	**I wake-up early in the morning because**	
	(A) my parents force me to get-up early in the morning.	☐
	(B) morning-time is the best time to study.	☐
25.	**While reading a book, if I come across a difficult word then**	
	(A) I find out the meaning of the word from the dictionary.	☐
	(B) I do not read the book anymore.	☐
26.	**I go to school because**	
	(A) If I do not go to school, my parents will be angry with me.	☐
	(B) when we go to school, we gain knowledge.	☐

Total Score Page 3 ☐

Sr. No.	STATEMENTS	ANSWERS
27.	**When I grow up** (A) I would like to do difficult jobs. (B) I would like to live a happy and peaceful life.	☐ ☐
28.	**If I were rich** (A) there was no need for me to study. (B) I could have bought good books.	☐ ☐
29.	**I believe that success** (A) depends on luck. (B) depends on hardwork.	☐ ☐
30.	**I like those teachers** (A) who solve all the questions for us. (B) who teaches us how to solve the questions and gives homework.	☐ ☐
31.	**I get nervous when** (A) I am not able to give answer to a particular question. (B) I get punishment for being naughty.	☐ ☐
32.	**I want to become** (A) an obedient student. (B) a hard-working student.	☐ ☐
33.	**I appreciate those** (A) who get rewards for their studies. (B) who get reward for their behaviour.	☐ ☐
34.	**I want to secure high marks** (A) by hook or crook. (B) through hardwork.	☐ ☐
35.	**I like those places where** (A) there is university. (B) there are many cinema halls.	☐ ☐
36.	**I feel depressed when** (A) I am unable to achieve high grades in my studies/examinations. (B) someone gets higher grade than me.	☐ ☐
37.	**I want to do all those things which** (A) other students are unable to do. (B) will make my friends win.	☐ ☐
38.	**When my results come out** (A) I run to my parents to tell them. (B) I wait to know how others have done in the examination.	☐ ☐

Total Score Page 4 ☐

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Achievement Motivation of Prospective Elementary School Teachers in Aizawl District

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Abstract

Achievement motivation plays a significant role in achieving a particular goal. High level achievement motivation drives an individual to get better performance in examination. This study attempts to find out the achievement motivation of prospective elementary school teachers in Aizawl district. The present study employs a descriptive survey method by aiming to determine the achievement motivation among prospective elementary school teachers from Aizawl district. By studying 180 population, the current investigation had been carried out in terms of gender, locale and academic achievement. The Academic Achievement Motivation Test Scale (AAMT-st) standardized and constructed by TR Sharma was used to collect, measure and analyse data. It was found that majority of the prospective elementaty school teachers had low academic achievement motivation. No significant difference was found with regards to gender and locale while, weakly positive correlation had been found with regards to academic achievement.

Keywords: *Achievement motivation, prospective elementary school teachers, Aizawl district*

Introduction

Achievement motivation can significantly influence the teaching effectiveness of educators. Teachers with high levels of achievement motivation are likely to be

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more committed, enthusiastic, and proactive in their teaching methods, which can positively impact students' learning outcomes.

Denhardt (2008) argued that motivation is not directly observable. Motivation is an inherent condition that drives individuals to act in specific ways to achieve specific goals and objectives. It is not easily manipulated or imposed externally, as it originates within the thoughts and emotions of individuals. It is important to note that motivation differs from satisfaction; while satisfaction is rooted in the past, motivation is forward-looking.

Generally speaking, Achievement motivation is expectancy of finding satisfaction in mastery of different and challenging performance whereas in the field of education, in particular it stands for the pursuit of excellence. (Chauhan, 2004). Prospective elementary school teachers with strong achievement motivation may create a more engaging and stimulating learning environment. This, in turn, can contribute to increased student motivation, participation, and academic achievement.

Rationale of the study

There are a lot of students seeking admission into the pre-service course of study for preparation to elementary school teachers. At the same time, the available seat is very limited as compared to those qualified students attempting to study the said course. Due to this, many students who are inspired to study pre-service elementary teacher education course were not be able to fit in the course. Meanwhile, there may be many students who are qualified and intelligent on the ground of their knowledge and capacity, but those students may not have motivation to become teacher in their future occupation. In fact, due to some limitation in the ground of employment opportunity, many students try to enter into the field of teaching. In such a situation, it may be difficult for the authorities to identify who are well motivated to become a teacher or not. And it seems that, those who have no zeal to become a teacher may not have strong desire to achieve in the pre-service course of study.

Investigating achievement motivation provides insights into the commitment and satisfaction levels of prospective teachers with their chosen career path. Understanding the factors that drive individuals to become teachers can inform strategies to enhance job satisfaction and reduce attrition rates. Therefore, attempt has been made to study achievement motivation of prospective elementary school teachers in Aizawl district.

Objectives of the study

1. To study the levels of achievement motivation of prospective elementary school teachers in Aizawl District.

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2. To compare the achievement motivation of prospective elementary school teachers in relation to their gender.

3. To compare the achievement motivation of prospective elementary school teachers in relation to their locale.

4. To examine whether there is significant relationship between achievement motivation of prospective elementary school teachers and their corresponding academic achievement.

Hypotheses of the study

1. There exist different levels of achievement motivation among prospective elementary school teachers.

2. There is no significant difference between the achievement motivation of male and female prospective elementary school teachers.

3. There is no significant difference between achievement motivation of urban and rural prospective elementary school teachers.

4. There is no significant relationship between the Academic Achievement and Achievement Motivation of prospective elementary school teachers.

Method of study

In the present study, the investigator attempts to find out the achievement motivation of prospective elementary school teachers with their corresponding academic achievement. The study adopted descriptive survey study aiming to determine the achievement motivation. The variable to study is achievement motivation, academic achievement, gender and locale.

Population of the study

All the students presently studying the course of pre-service teacher education in Aizawl District constitute the population. So, the total number of students studying pre-service teacher education course comprises of the population of the study. Since, there is only one institution offering the said course, the investigator, without choosing sample, select the whole population for study following census method for collection of data. In this case, the investigator selects all the students present at the time of collecting data.

Table No. 1

Distribution of Respondents as per their gender

Population		Total
Male	Female	
63	117	180

Tools for the study

In the present study, the Achievement Motivation has been measured with regards to academic achievement, gender and locale of the prospective elementary school teachers. To measure the Achievement Motivation, the Academic Achievement Motivation Test Scale (AAMT-st) (2018) standardized and constructed by TR Sharma was used. The test booklet contains thirty-eight (38) statements. Each of the statement has two options; the subjects choose the one which is correct according to them.

The investigator refers to the records of the institution and the examination result of pre-service teacher education from Mizoram Board of School Education for obtaining the number of students and academic achievement record respectively.

Procedure of data collection

The investigator personally administers the AAMT-st questionnaire and information to the selected sample. The subjects were informed to answer the question honestly. Their answers should not be based on what they think they should feel but based on how they actually feel. And they were told to tick the boxes provided for options in each of the statements.

Analysis and interpretation

Objective wise analysis and interpretation of the result had been carried out as follows:

Objective No 1. To study the levels of achievement motivation of prospective elementary school teachers in Aizawl District.

The levels of achievement motivation as per the responds by prospective elementary school teachers is depicted in the following table.

Table No. 2

Total Scores on Achievement Motivation

Sl. No	Classification	Score	N	Percentage
1	High Academic Motivated	33 or above	1	0.56%
2	Average Academic Motivated	26 – 32	35	19.44%
3	Low Academic Motivated	25 or below	144	80%
	TOTAL		180	100%

As depicted in the table No. 2 majority of the population falls under the category of Low Academic Motivated containing as much as 144 subjects out of 180 which comprises 80 % of the population. On the other hand, the total number of populations which scores fall under the High Academic Motivated was only less than one per cent containing only 1 number of populations. There were 19.44 per cent of the population whose score comes under the category of Average Academic Motivated. Hence, it can clearly be seen that there exist different levels of achievement motivation among prospective elementary school teachers.

Objective No. 2. To compare the achievement motivation of prospective elementary school teachers in relation to their gender.

The difference between male and female prospective elementary school teachers upon the level of Achievement Motivation was calculated by applying statistical methods of t-test. The result was depicted in the following table.

Table No. 3

Comparative Analysis of Achievement Motivation of Male and Female Prospective Elementary School Teachers

Gender	N	Mean	SD	Std. Error Mean	t	Sig. (p) (2-tailed)	Remarks
Male	63	23.16	4.64	0.58493	0.304	0.761	Null Hypothesis accepted
Female	117	22.97	3.71	0.34312			
Total	180						

The mean score of female prospective elementary school teachers on achievement motivation is 22.97 with standard deviation 3.71; the mean score of male prospective elementary school teachers on achievement motivation is 23.16 with standard deviation 4.64.

Table No. 3 showed that the t-value for the significant difference between male and female prospective elementary school teachers in Aizawl District towards their achievement motivation. As seen from the table, the achievement motivation between 63 males and 117 females yielded a t-value of 0.304 with 178 degrees of freedom and the corresponding p-value is 0.761. Since, the calculated t-value is less than the criterion t-value and p-value is more than 0.05, it was observed that gender did not have a significant influence on achievement motivation of prospective elementary school teachers. Therefore, the null hypothesis, which indicates there is no significant difference between the achievement motivation of male and female prospective elementary school teachers should be accepted.

Objective No. 3. To compare the achievement motivation of prospective elementary school teachers in relation to their locale.

The difference between urban and rural prospective elementary school teachers upon their scores of achievement motivation was done by using statistical method of t-test.

Table No. 4

Comparative Analysis of Achievement Motivation of Urban and Rural Prospective Elementary School Teachers

Locale	N	Mean	SD	Std. Error Mean	t	Sig. (p) (2-tailed)	Remarks
Urban	77	22.86	3.99	0.45498	0.504	0.615	Null Hypothesis
Rural	103	23.17	4.1	0.40464			
Total	180						

Table No. 4 shows that the mean score of urban prospective elementary school teachers on achievement motivation is 22.86 with standard deviation 3.99; the mean score of rural prospective elementary school teachers on achievement motivation is 23.17 with standard deviation 4.10.

The t-test was conducted to assess the potential difference in achievement motivation between prospective elementary school teachers from urban and rural backgrounds. The calculated t-value from 77 urban and 103 rural prospective elementary school teachers is 0.504, and the corresponding p-value is 0.615. This implies that there is no significant difference in achievement motivation between urban and rural prospective elementary school teachers as the calculated t-value is less than the criterion t-value and the corresponding p-value is more than the 0.05. Hence, the null hypothesis

which indicates there is no significant difference between achievement motivation of urban and rural prospective elementary school teachers should be accepted.

Objective No. 4. To examine whether there is significant relationship between achievement motivation of prospective elementary school teachers and their corresponding academic achievement.

Comparative analysis of Achievement Motivation and Academic Achievement of the prospective elementary school teachers was performed by using statistical method of Pearson's Product Moment of Coefficient of Correlation.

Table No. 5

Correlation Between Achievement Motivation and Academic Achievement of Prospective Elementary School Teachers

Group (N = 180)	Achievement Motivation	Academic Achievement
Achievement Motivation	1	0.142
Academic Achievement	0.142	1

A Pearson product-moment correlation coefficient was used to assess the relationship between achievement motivation and academic achievement among prospective elementary school teachers. Table No. 5 shows correlation of achievement motivation and academic achievement among prospective elementary school teachers, it was found to be positive ($r = 0.142$). Although the correlation coefficient suggests a positive relationship between the two variables, the low magnitude of the correlation indicates that the strength of this relationship is relatively weak. Thus, there existed a low positive correlation between these two variables, which implies that as the achievement motivation of prospective elementary school teachers increased, their academic achievement was also slightly increased and vice versa.

Conclusion

The present study had been carried out from prospective elementary school teachers studying at DIET Aizawl representing Aizawl District. Since, there is one institution in the investigated area, the study needs not to be delimited. Thus, all the prospective elementary school teachers studying at the particular institution constitute the population of the study.

In order to carry out the study, the investigator used the Academic Achievement Motivation Test Scale (AAMT-st) standardized and constructed by TR Sharma. The result of public examination faced by the population which was conducted by Mizoram Board of School Education was also used to obtain information regarding their academic achievement.

The test was administered to 180 subjects who were present and respond the test at the time of collection of data. By analyzing and interpreting the result, statistical techniques like Mean, Median, Standard Deviation, t-test and Product Moment Coefficient of Correlation were used.

After successful carry out of the investigation, the hypotheses were tested by obtaining the scores and the academic performance of the population with the help of appropriate statistical techniques. The statistical tools used to test the hypotheses reveal that all the null hypotheses to find out the differences that may exist among variables need to be accepted. However, the null hypothesis on the relationship between achievement motivation and academic achievement of prospective elementary school teachers needs to be rejected as there is relatively weak correlation.

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Emotional Intelligence and Academic Achievement of Prospective Elementary School Teachers in Mizoram

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Abstract: This study has been undertaken to investigate Emotional Intelligence and Academic Achievement of Prospective Elementary School Teachers in Mizoram. The present investigation was carried out with Emotional Intelligence Test Scale developed by the investigator and the present study comprised of all the students studying the course of pre-service teacher education at District Institute of Education and Training (DIET). It was revealed that a considerable portion of individuals may demonstrate lower levels of Emotional Intelligence and there exist different scores on academic achievement among prospective elementary school teachers. The result also reveal that there is no significant difference between emotional intelligence of prospective elementary school teachers in relation to their locale, there is no significant difference between academic achievement of prospective elementary school teachers in relation to their locale and there is no significant relationship between the emotional intelligence and academic achievement of prospective elementary school teachers in Mizoram.

Index Terms – Emotional Intelligence, Academic Achievement, Propective Elementary School Teachers, Mizoram

INTRODUCTION

In 1990, Peter Salovey and John Mayer introduced a groundbreaking concept known as emotional intelligence (EI), which aimed to scientifically assess individuals' abilities related to emotions. Their work marked the first systematic attempt to measure emotional intelligence and its impact on various aspects of life, such as self-awareness, empathy, and emotional regulation. Salovey and Mayer's research laid the foundation for understanding how emotional abilities contribute to personal and professional success. In 1999, they published a book entitled "Emotional Intelligence, Imagination, Cognition & Personality". In which, emotional intelligence is defined as the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. This definition emphasizes the importance of recognizing emotions, understanding their meanings, and effectively managing them to navigate social interactions and make decisions.

However, it was Daniel Goleman, a science writer for the New York Times, who brought emotional intelligence into the mainstream with his influential books "Emotional Intelligence: Why it matters more than IQ?" and "Working with Emotional Intelligence," published in 1995 and 1998 respectively. Goleman's popularization of the term helped spark widespread interest in the concept and its potential applications. Goleman (1995) regarded emotional intelligence as a total of personal and social competence. In his model, the personal competence includes self-awareness, self-regulation and motivation; while social competence was separated into empathy and social skills.

Emotional intelligence is often described as a vital skill set that complements traditional measures of intelligence, such as grade point average (GPA) and Intelligence Quotient (IQ). Unlike IQ, which primarily focuses on cognitive abilities, emotional intelligence encompasses a broader range of competencies related to understanding and managing emotions, both in oneself and in others.

Individuals with high emotional intelligence demonstrate the ability to recognize and regulate their own emotions effectively. They also excel in social interactions, displaying empathy and skillful communication. Research suggests that individuals with higher emotional intelligence are better equipped to handle the complexities of interpersonal relationships, navigate social situations, and cope with stress and adversity.

Moreover, emotional intelligence has been linked to various indicators of success in life, including career advancement, leadership effectiveness, and overall well-being. Individuals with higher emotional intelligence tend to experience greater job satisfaction, have stronger social support networks, and enjoy healthier personal relationships.

In contemporary society, the recognition of emotional intelligence as a critical determinant of success has led to its integration into education, workplace training programs, and personal development initiatives. Employers increasingly value emotional intelligence skills in their employees, recognizing the importance of emotional resilience, collaboration, and effective communication in today's dynamic work environments.

The concept of "Academic Achievement" originates from the term "academy," denoting a place where knowledge is transferred through teaching and learning activities. Therefore, achievement can be understood as reaching a certain level of proficiency established by the educational institution. Additionally, it serves as an assessment of students' acquired knowledge, skills, and abilities. In essence, Academic Achievement signifies the extent and depth of understanding students have gained across various subjects and their performance levels in assessments.

Academic achievement is influenced by various factors, including cognitive abilities, learning styles, motivation, and the learning environment. Students with higher intellectual capabilities and effective study strategies often perform better academically. Intrinsic motivation, stemming from genuine interest in subjects, leads to sustained efforts, while extrinsic motivation tied to external rewards also impacts success. Supportive parental involvement and quality teaching contribute to a conducive learning atmosphere. Social dynamics, including peer influence and cultural background, affect academic commitment. Economic disparities impact access to resources, while students' overall health and well-being influence their academic performance. Technology integration in education offers new learning opportunities. Academic achievement results from a complex interplay of individual traits, motivation, environment, socioeconomic factors, and societal influences, emphasizing the need for comprehensive interventions and policies to support positive outcomes for all students.

The teaching profession in India holds significant appeal due to its job availability and suitability for individuals with varying educational backgrounds. Emotionally intelligent teachers play a vital role in various aspects of education, including student learning, teacher-student relationships, the learning environment, teaching methods, and academic achievement. They adapt teaching strategies to accommodate diverse student needs, foster positive relationships, create supportive learning environments, and enhance academic success. Understanding the emotional intelligence and academic achievement of prospective elementary school teachers in Mizoram is crucial for informing educational practices and policies.

Rationale of the study

Emotional intelligence (EI) is increasingly recognized as a critical factor in workplace performance and leadership effectiveness. While professional competencies and technical skills are undoubtedly important, the ability to interpret and manage relationships plays a significant role in determining success in the corporate world.

In many organizations, success often hinges not only on individual capabilities but also on the ability to collaborate effectively with others. This requires a high degree of emotional intelligence to navigate complex social dynamics, resolve conflicts, and foster positive working relationships. Employees who excel in these interpersonal aspects of work are often more productive, innovative, and adaptable.

Leaders, in particular, rely heavily on emotional intelligence to navigate the diverse and multicultural environments of modern workplaces. They must interact with employees from various cultural backgrounds and beliefs, requiring a keen understanding of different perspectives and communication styles. Leaders with high emotional intelligence can build trust, inspire motivation, and cultivate a supportive work environment where individuals feel valued and understood.

One hallmark of emotional intelligence is the ability to listen attentively and empathetically to others. Leaders who possess this skill can create an inclusive and collaborative atmosphere where every voice is heard and respected. By giving individuals, a "patient ear," leaders demonstrate their commitment to fostering open communication and understanding within the organization.

Furthermore, emotional intelligence enables individuals to maintain their composure and make sound decisions under pressure. By remaining calm and composed, even in challenging situations, emotionally intelligent individuals can think more clearly, assess problems accurately, and devise effective solutions. This capacity for emotional resilience enhances their ability to lead teams through uncertainty and adversity, contributing to overall organizational success.

Emotionally intelligent teachers are indispensable in molding various aspects of the educational journey, profoundly impacting students' learning, teacher-student relationships, the learning environment, teaching methodologies, and academic accomplishments. Their adeptness in understanding students' diverse needs and learning styles enables them to tailor teaching approaches, fostering inclusivity and engagement in the classroom. By acknowledging and addressing individual requirements, emotionally intelligent teachers facilitate a more efficient learning process, thereby enhancing comprehension and knowledge retention among students.

Central to the educational experience is the cultivation of positive teacher-student relationships, heavily influenced by educators' emotional intelligence. Through empathy and effective communication, emotionally intelligent teachers establish supportive connections with students, laying the foundation for a safe and trusting environment conducive to active participation in learning. Such relationships nurture students both academically and personally, fostering an environment where they feel valued and motivated to excel.

Moreover, emotionally intelligent teachers significantly impact the overall learning environment by effectively managing emotions, fostering respect and collaboration within the classroom. By fostering a positive emotional climate, they encourage creativity and a sense of community among students, contributing to an environment where students feel supported, respected, and inspired to succeed academically. Ultimately, the influence of emotionally intelligent teachers extends beyond knowledge transfer, shaping students' holistic development and preparing them to navigate future academic and emotional challenges.

Therefore, there is a pressing need to examine the emotional intelligenceand academic performance of prospective elementary school teachers.

Examining emotional intelligence offers valuable insights into the dedication and contentment levels of aspiring educators regarding their career path. Understanding the motivations behind individuals choosing teaching as a profession can offer valuable guidance in devising strategies to boost job satisfaction and decrease turnover rates.

Objectives

1)   To assess the emotional intelligence of prospective elementary school teachers

2)   To examine the academic achievement of prospective elementary school teachers

3)   To compare emotional intelligence of prospective elementary school teachers in relation to their locale

4)   To compare academic achievement of prospective elementary school teachers in relation to their locale

5)   To examine the relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram

Hypothesis

1)   There exist different levels of emotional intelligence among prospective elementary school teachers
2)   There exist different scores on academic achievement among prospective elementary school teachers
3)   There is no significant difference between emotional intelligence of prospective elementary school teachers in relation to their locale
4)   There is no significant difference between academic achievement of prospective elementary school teachers in relation to their locale
5)   There is no significant relationship between the emotional intelligence and academic achievement of prospective elementary school teachers

METHODOLOGY

In the current study, the investigator endeavors to explore the correlation between the emotional intelligence levels of prospective elementary school teachers and their academic achievements. Employing a descriptive survey methodology, the study seeks to comprehensively assess the emotional intelligence quotient of these aspiring educators. The primary focus lies in dissecting various facets of emotional intelligence among prospective elementary school teachers, shedding light on their ability to perceive, understand, and manage emotions effectively in educational contexts.

The study's scope encompasses an array of variables, including emotional intelligence, academic achievement and geographical locale. Through meticulous analysis and statistical examination, the researcher aims to unravel potential correlations between emotional intelligence levels and academic performance, considering the influence of geographical factors. By investigating into these multifaceted dimensions, the study aspires to offer distinctive insights into the intricate interplay between emotional intelligence and scholastic accomplishments among prospective elementary school educators.

Through this systematic investigation, the research seeks not only to enrich scholarly discourse but also to furnish practical implications for educational policies and practices. By illuminating the nexus between emotional intelligence and academic success, the study endeavors to inform pedagogical approaches tailored to cultivate emotional competencies among educators, thereby fostering conducive learning environments and enhancing student outcomes. Ultimately, the findings of this study hold the potential to contribute significantly to the advancement of teacher training programs and educational interventions aimed at nurturing emotionally intelligent educators poised to positively impact the educational landscape.

Population/Samples of the study Delimitation

Population of the present study comprised of all the students studying the course of pre-service teacher education at the time of collection of data in the year 2023. The students studying the said course were the prospective teachers of Mizoram. Since, those students pursue the D. El. Ed course, the pre-service teacher education was commonly known as the preparation into the teaching profession at the elementary schools. There are eight institutions, offering the D. El. Ed course in Mizoram, those students from DIETs in Mizoram constitute the population of the study.

Delimitation

Due to time constraint, the study was delimited to Aizawl district which is the administrative capital district of Mizoram state, India.

Given its status as the capital of Mizoram State and its high population, Aizawl district emerges as the most suitable choice for representation, providing a comprehensive view of all districts in Mizoram compared to others. Since there exist only one institution offering pre-service teacher education in the elementary section, namely DIET Aizawl, the institution represents the population for the present study.

Tools for the study

The present investigation was carried out with Emotional Intelligence Test Scale developed by the investigator. The scale contains 31 statements with a score of 155 for the highest and 31 for the lowest. The table below gives the categorization of the scores into different levels of emotional intelligence.

Table1
Level and Range of Score of Emotional Intelligence

Sl. No	Level of Emotional Intelligence	Range of Score
1	Very Low	97 and below
2	Low	98 - 108
3	Average	109 - 114
4	High	115 - 125
5	Very High	126 and above

As per the table, individuals whose score lies between 109 and 114 should be categorized under the average level of emotional intelligence. The score spans from very low level of emotional intelligence to very high level of emotional intelligence.

Procedure of data collection

The investigator visited District Institute of Education and Training (DIET) Aizawl for the purpose of collecting data. After acquiring permission, the researcher personally approached the prospective elementary school teachers who were the students studying II Semester and IV Semester D. El Ed at the time of collection of data and in the year 2023. After providing clear instructions and encouraged the respondents to express their views freely, the investigator shared the scale prepared in google form through WhatsApp. The test was concluded with expression of gratitude to the respondents and the Principal of DIET, Aizawl.

ANALYSIS AND FINDINGS

Statistical methods, such as calculating the mean and standard deviation, were utilized to examine the gathered data. T-tests were performed to evaluate the distinctions in emotional intelligence, and academic achievement. Data analysis was conducted utilizing SPSS23 software.

As per the objectives and hypotheses, the following major findings emerged as an outcome of the present investigation –

Objective   :   *To assess the emotional intelligence of prospective elementary school teachers.*

Hypothesis   :   *There exist different levels of emotional intelligence among prospective elementary school teachers*

The scores on emotional intelligence of prospective elementary school teachers was measured with the tool developed and standardized by the investigator.

Table 2
Levels of Emotional Intelligence

Sl. No	Level of Emotional Intelligence	No. of Respondents	Percentage
1	Very Low	23	17.69
2	Low	38	29.23
3	Average	23	17.69
4	High	35	26.92
5	Very High	11	8.46
	TOTAL	**130**	**100.00**

As seen from the Table – 2, there exist different levels of emotional intelligence among prospective elementary school teachers.

The largest proportion of respondents falls within the Low Emotional Intelligence level, comprising 29.23% of the sample. This suggests that a considerable portion of the prospective elementary school teachers may have limited proficiency in emotional skills and may struggle to navigate complex emotional situations effectively.

Following the Low Emotional Intelligence level, the High Emotional Intelligence level represents the next most common category, encompassing 26.92% of the respondents. This indicates that a significant portion of the respondents demonstrate a relatively higher degree of emotional proficiency, suggesting greater competency in handling emotions and interpersonal relationships.

The Very Low and Average Emotional Intelligence levels each account for 17.69% of the prospective elementary school teachers, indicating that a notable proportion of individuals may exhibit deficiencies in emotional skills or possess only moderate levels of proficiency in this domain.

Conversely, the smallest proportion of respondents falls within the Very High Emotional Intelligence level, comprising 8.46% of the sample. This suggests that only a minority of individuals exhibit an exceptionally high level of emotional proficiency, characterized by advanced skills in emotional awareness, regulation, and empathy.

Overall, the data underscores the variability in levels of Emotional Intelligence within the sample population, ranging from very low to very high proficiency. While a considerable portion of individuals may demonstrate lower levels of Emotional Intelligence, there are also notable percentages of respondents exhibiting average to high levels of emotional proficiency.

Objective   :   *To examine the academic achievement of prospective elementary school teachers*

Hypothesis   :   *There exist different scores on academic achievement among prospective elementary school teachers*

The scores on academic achievement was measured with the corresponding scores in the last semester examination which was public examination attempted by prospective elementary school teachers in the course they undergo studying at the time of data collection. The scores were converted in percentage form for further handling and processing of data.

Table 3
Scores on Academic Achievement

Sl. No	Level of Scores	No. of Respondents	Percentage
1	Less than 50	0	0.00
2	50 - 60	1	0.77
3	60 - 70	45	34.62
4	70 - 80	67	51.54
5	More than 80	17	13.08
	TOTAL	130	100.00

Table 3 shows data categorizing respondents into five distinct levels of academic achievement based on their scores in their last public examination. No respondents fall into the category of Less than 50, indicating that none of the prospective elementary school teachers obtained scores below this threshold. This suggests that all respondents achieved at least a minimum level of academic competence.

The majority of respondents fall within the 70 - 80 score range, comprising 51.54%. This indicates that a significant portion of prospective elementary school teachers achieved scores within a moderate to high range, reflecting a solid level of academic proficiency.

Following closely behind, the 60 - 70 score range represents the next most common category, encompassing 34.62% of the respondents. While this group has achieved slightly lower scores compared to the 70 - 80 range, it still indicates a substantial proportion of individuals with a satisfactory level of academic achievement.

The category of more than 80, which represents the highest level of academic achievement, accounts for 13.08% of the respondents. Although this group constitutes a smaller percentage of the sample, it signifies a notable number of prospective elementary school teachers who have excelled academically, achieving scores above the 80 percentage of mark.

Conversely, only one respondent falls within the 50 - 60 score range, representing a minimal percentage of less than 1% out of the total 130 respondents of prospective elementary school teachers.

The above table illustrates a diverse range of academic achievement levels among prospective elementary school teachers, with a significant proportion achieving moderate to high scores. This suggests that the majority of individuals within this group possess a solid foundation of academic knowledge and skills, which is crucial for their future roles as educators. Additionally, the presence of individuals with exceptionally high scores highlights the potential for excellence and demonstrates the capability of prospective elementary school teachers to excel academically.

As seen from the table 3, there exist different scores on academic achievement among prospective elementary school teachers. And the scores of the respondents ranges from more than 50 to more than 80.

| Objective | : | To compare emotional intelligence of prospective elementary school teachers in relation to their locale |
| Hypothesis | : | There is no significant difference between emotional intelligence of prospective elementary school teachers in relation to their locale |

In order to compare the difference on the score of emotional intelligence by prospective elementary school teachers on the ground of their locality, the respondents were divided into geographical area of urban and rural.

Table 4
Comparison of emotional intelligence with respect to their locale

Locale	N	Mean	SD	t-value	Sig. (p) (2-tailed)
Urban	77	110.5584	11.71986	0.494	0.751
Rural	107	109.6822	11.99339		

Table 4 presents an analysis of emotional intelligence comparing means between urban and rural locales.

The mean score of urban prospective elementary school teachers (M = 110.5584, SD = 11.71986) is slightly higher than that of the rural (M = 109.6822, SD = 11.99339). However, the difference in means is not statistically significant, as indicated by the t-value of 0.494 and the associated p-value of 0.751. This indicates that the score between urban and rural prospective elementary school teachers in relation to emotional intelligence is almost similar and their difference is very low.

The standard deviations for both urban and rural are quite similar, indicating that the variability within each group is comparable. This suggests that the dispersion of scores within both urban and rural locales is consistent, further supporting the reliability of the comparison.

The lack of statistical significance at the conventional alpha level of 0.05 indicates that there is insufficient evidence to reject the null hypothesis, which states that there is no difference between the means of the urban and rural groups on the measured variable. Hence, the obtained t-value 0.494 and p value at 0.751 indicated that there is no significant difference between emotional intelligence of prospective elementary school teachers in relation to their locale.

| Objective | : | To compare academic achievement of prospective elementary school teachers in relation to their locale |
| Hypothesis | : | There is no significant difference between academic achievement of prospective elementary school teachers in relation to their locale |

Based on the geographical area of their residence, the respondents were divided into urban and rural prospective elementary school teachers. Then, comparison of their academic achievement was computed with statistical technique of t-test.

Table 5
Comparison of academic achievement with respect to their locale

Locale	N	Mean	SD	t-value	Sig. (p) (2-tailed)
Urban	77	74.0779	5.96429	0.843	0.400
Rural	107	73.3458	5.70187		

As seen from the Table 5, the mean academic achievement score for urban students (M = 74.0779, SD = 5.96429) is slightly higher than that of rural students (M = 73.3458, SD = 5.70187). However, the difference in means is not statistically significant, as indicated by the t-value of 0.843 and the associated p-value of 0.400. This suggests that any observed disparity in academic achievement between urban and rural locales in this study is likely due to random variation rather than a genuine effect.

Moreover, the standard deviations for both urban and rural samples are relatively similar, suggesting comparable variability in academic achievement scores within each locale. This further supports the reliability of the comparison and indicates that the dispersion of scores within urban and rural groups is consistent.

The non-significant p-value implies that there is no sufficient evidence to reject the null hypothesis, thus, the null hypothesis indicating there is no significant difference between academic achievement of prospective elementary school teachers in relation to their locale needs to be accepted.

| Objective | : | To examine the relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram |
| Hypothesis | : | There is no significant relationship between the emotional intelligence and academic achievement of prospective elementary school teachers |

Table 6
Correlation between emotional intelligence and academic achievement

Categories	Emotional Intelligence	Academic Achievement
Emotional Intelligence	1	0.092
Academic Achievement	0.092	1

Table 6 presents the relationship between emotional intelligence and academic achievement scores of prospective elementary school teachers. As seen from the table, the correlation coefficient between emotional intelligence and academic achievement is 0.092. This positive correlation suggests a weak, positive relationship between emotional intelligence and academic achievement of prospective elementary school teachers. However, the correlation is relatively small, indicating that the association between the two variables is not strong.

A correlation coefficient of 0.092 suggests that there may be some tendency for individuals with higher emotional intelligence scores to also have slightly higher academic achievement scores, and vice versa. Thus, the null hypothesis indicating that there is no significant relationship between the emotional intelligence and academic achievement of prospective elementary school teachers needs to be accepted.

CONCLUSION

In conclusion, it is widely acknowledged that Emotional Intelligence (EI) serves as a pivotal factor in an individual's overall success and well-being. Throughout life, everyone encounters a myriad of challenges spanning social, emotional, personal, and economic spheres. Students, in particular, navigate through a plethora of obstacles as they progress in their academic journey. These challenges can range from academic pressures to interpersonal conflicts, financial constraints, and emotional upheavals. In such scenarios, Emotional Intelligence emerges as a beacon of guidance, equipping individuals with the necessary tools to navigate through life's complexities with grace and resilience.

Emotional Intelligence empowers individuals to effectively recognize, understand, and manage their own emotions, as well as those of others. By cultivating self-awareness, self-regulation, empathy, and interpersonal skills, individuals are better equipped to handle the diverse array of challenges that life presents. Whether it's coping with academic stress, navigating interpersonal relationships, or addressing personal setbacks, EI provides a sturdy foundation upon which individuals can build resilience and adaptability.

Moreover, Emotional Intelligence serves as a practical and pragmatic concept that transcends theoretical frameworks, offering tangible benefits in real-world scenarios. By fostering emotional resilience and cognitive flexibility, EI enables individuals to maintain a sense of equilibrium amidst life's uncertainties. It empowers individuals to effectively manage stress, overcome adversity, and maintain a positive outlook even in the face of adversity.

Ultimately, Emotional Intelligence is not merely a theoretical construct but a pragmatic toolkit that enhances the quality of human life. By fostering emotional literacy and interpersonal effectiveness, EI paves the way for personal growth, professional success, and overall well-being. In an increasingly complex and dynamic world, the cultivation of Emotional Intelligence emerges as an indispensable asset for individuals striving for holistic development and fulfillment.

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MIZORAM EDUCATIONAL FOUNDATION

CERTIFICATE

This is to certify that

D. Sangzuala

Research Scholar, Dept. of Education, MZU

has presented a paper on "A Study of Achievement
of Motivation of Prospective Elementry
School Teachers in Aizawl District" in
National Seminar on Contemporary
Issues in Education - 4
organized by
Mizoram Educational Foundation
on 8th December 2023
at Institute of Advanced Study
in Education (IASE), Aizawl.

(Dr. LALZARMAWII)
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8/12/2023

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THIS IS TO CERTIFY THAT

D. SANGZUALA
Assistant Professor, IASE

presented a paper on the topic
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in Mizoram: A Study of Lunglei, Siaha and Lawngtlai Districts'*
on 12th June, 2024 held at the Seminar Hall of
Institute of Advanced Studies in Education, Aizawl, Mizoram.

(Dr. LALCHAWIMAWII NGENTE)	(Prof. LALLIANZUALI FANAI)	(Dr. ZAIREMMAWIA RENTHLEI)
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ABSTRACT

EMOTIONAL INTELLIGENCE, ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF PROSPECTIVE ELEMENTARY SCHOOL TEACHERS OF MIZORAM

AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

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EMOTIONAL INTELLIGENCE, ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF PROSPECTIVE ELEMENTARY SCHOOL TEACHERS OF MIZORAM

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Submitted

In partial fulfillment of the requirement of the Degree of Doctor of Philosophy

in Education of Mizoram University, Aizawl

EMOTIONAL INTELLIGENCE, ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF PROSPECTIVE ELEMENTARY SCHOOL TEACHERS OF MIZORAM

1. INTRODUCTION

Every individual strives for success in their chosen pursuits, with goals varying widely from becoming politicians, scholars, athletes, scientists, or physicians. Some people set high aims, surpassing the achievements of others, while some have more modest ambitions. The measure of success differs among individuals; one person's sense of accomplishment may be seen by others as merely a step toward greater goals. Motivation to success positively influenced achievement levels, with higher achievement motivation, an individual generally attain greater success compared to those with lower achievement motivation. Additionally, emotional intelligence significantly contributes to reaching one's aims.

Emotional intelligence emerged in the early 1990s as a concept similar to general intelligence, defined as the ability to understand others' emotions, form beneficial relationships, and recognize one's strengths and weaknesses. Emotionally intelligent individuals effectively manage their emotions under stress, exhibit cooperation and reliability, and are intrinsically motivated. Daniel Goleman (1995) posits that emotional intelligence accounts for 80% of success, surpassing general intelligence. emotional intelligence enhances creativity, empathy, and effective communication, allowing individuals to navigate and overcome challenges. The level of emotional intelligence determines how well one can solve problems, with higher emotional intelligence individuals more adept at handling difficulties consistently across various situations, making them reliable problem solvers. Emotional Intelligence has many elements. The types or elements commonly comprises of four different domains, such as, self-awareness, self-management, social awareness and relationship management.

1

Motivation, the activation of goal-oriented behaviour, can be intrinsic or extrinsic. Intrinsic motivation, studied since the early 1970s, is linked to high educational achievement and enjoyment, while extrinsic motivation stems from external rewards like money, grades, or the threat of punishment. Achievement motivation, defined as the personal drive to reach specific goals, involves a high level of perseverance and a tendency to continue efforts despite failure. According to Atkinson and Feather (1966), it combines the tendencies to approach success and avoid failure. Individuals driven by achievement motivation strive for excellence and aim to maximize their capabilities, often motivated by both internal satisfaction and external rewards. The term "achievement" denotes a level of proficiency that opens up better career opportunities, leading to overall success in life. There are different types of achievement motivation which includes intrinsic, extrinsic, need for achievement, fear of failure and others.

Academic achievement originates from the term "academy," referring to a school where knowledge is imparted through teaching and learning. It is defined as the accomplishment of proficiency according to the school's standards and is a measure of students' knowledge, skills, and aptitudes learned in various subjects. Academic achievement reflects the progress made towards acquiring educational skills, materials, and knowledge in academic settings, rather than general knowledge acquisition. It is crucial for a country's development, as motivated students who excel academically contribute significantly to overall growth. Academic achievement is a multifaceted outcome influenced by a number of factors, both internal and external.

2.   RATIONALE OF THE STUDY

Teaching profession is highly sought profession in India, including Mizoram, requiring specific qualifications such as a Diploma in Elementary Education (D. El. Ed) for elementary teaching and a Bachelor of Education (B. Ed) for secondary education. In Mizoram, there are eight District Institutes of Education and Training (DIETs) offering the D. El. Ed program and four institutions conducting the B. Ed courses. These institutions see high demand for admissions, indicating the value and popularity of teaching as a career path among youths.

India, with its large population and economy, faces significant challenges in employment generation. The teaching profession provides a substantial number of jobs nationwide, including in smaller states like Mizoram. Teaching is the largest sector for employment under both government and private sectors in Mizoram, making it a preferred career choice for many youths based on their educational qualifications. The profession's adaptability to different educational levels makes it an attractive option, offering stable and well-paying jobs that match the qualifications of those who may not have completed higher degrees.

Emotionally intelligent teachers play a vital role in enhancing students' learning experiences, fostering positive teacher-student relationships, and creating a supportive learning environment. These teachers adapt to diverse learning styles, promote inclusivity, and manage classroom dynamics effectively, leading to improved academic achievement and personal growth for students. Therefore, studying the emotional intelligence, achievement motivation, and academic performance of prospective elementary school teachers in Mizoram is essential. This study aims to explore these factors in relation to gender, educational stream, and locality, providing insights into their interrelationships and impacts on teaching efficacy.

3.   STATEMENT OF THE PROBLEM

The present study is entitled as, 'Emotional Intelligence, Achievement Motivation and Academic Achievement of prospective Elementary School Teachers of Mizoram'.

4.   OBJECTIVES OF THE STUDY

The following points were the objectives of the present study:

1)   To develop and standardize emotional intelligence scale for prospective elementary school teachers of Mizoram.

2)   To assess the emotional intelligence of prospective elementary school teachers of Mizoram.

3)   To assess achievement motivation of prospective elementary school teachers of Mizoram.

4)   To examine the academic achievement of prospective elementary school teachers of Mizoram.

5)   To examine the relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to –
   a. Gender
   b. Stream of education
   c. Locale

6)   To examine the relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to –
   a. Gender
   b. Stream of education
   c. Locale

7)   To examine the relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to –
   a. Gender
   b. Stream of education
   c. Locale

8)   To find out the difference among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers of Mizoram

5.   HYPOTHESES

1)   There is no significant relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to –
   a. Gender
   b. Stream of education
   c. Locale

2)   There is no significant relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to –

    a. Gender

    b. Stream of education

    c. Locale

3)   There is no significant relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to –

    a. Gender

    b. Stream of education

    c. Locale

4)   There is no significant difference among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers of Mizoram

6.   OPERATIONAL DEFINITIONS OF THE KEY TERMS

Emotional Intelligence: In the present study, it refers to possession of degrees like self-awareness, empathy and other relevant social skills.

Achievement Motivation: In the present study, Achievement Motivation refers to the extent to which prospective elementary school teachers get the motivation to obtain achievement in their course.

Academic Achievement: In the present study, it refers to the marks obtained in the latest public examination of the pre-service elementary school teachers studying D. El. Ed course at the time of data collection.

Prospective elementary teachers of Mizoram: In the present study, it indicates student teachers undergoing teacher training in teacher education institutions. Those student teachers were enrolled in D. El. Ed course at DIETs in Mizoram during the academic session of 2022 – 2023.

7.   METHODOLOGY

Research Design:

The study adopted descriptive survey study to determine the emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers.

Population of the study:

All the prospective elementary school teachers studying in eight (8) DIETs of Mizoram during the time of data collection in 2023 was the population of the study. In Mizoram, the said course was being introduced at DIETs only, hence, all the D. El. Ed students studying at DIETs in Mizoram forms the population to study.

Sample of the study:

From the total number of population, a sample of 500 prospective elementary school teachers were selected using simple random sampling method. The process of selection was done through randomization in which all the member of the population had equal chance of being selected.

Research Tools:

The tools used to collect required information were -

i)   Emotional Intelligence Test Scale developed by the researcher.
ii) Academic Achievement Motivation Test Scale (AAMT-s) standardized and constructed by Prof. T.R. Sharma (2018)
iii) Result of the annual examination of the pre-service elementary school teachers.

Procedure of Data Analysis:

Statistical tools like mean, standard deviation, Pearson's product moment coefficient of correlation and ANOVA were employed to analyze the collected data.

8.   MAJOR FINDINGS

The followings are the major findings of the present study –

8.1 Emotional intelligence of prospective elementary school teachers of Mizoram

- A significant portion of the population falls within the categories of low and average emotional intelligence, comprising 47.20% of the total respondents.

- The data also indicates that individuals with very high emotional intelligence constitute only a small fraction, comprising just 6.60% of the respondents.

- The findings from data revealed that scoring of prospective elementary school teachers under the categories of very low and low emotional intelligence comprised of 49%, which reveals that the largest number of individuals scored only the categories of very low and low emotional intelligence.

- At the same time, 51% of prospective elementary school teachers scores in the category of average and higher than average, revealing that more than half of the population scores can be categorized as average and higher than average levels of emotional intelligence.

8.2 Achievement motivation of prospective elementary school teachers of Mizoram

- Only 3.43% of male prospective elementary school teachers exhibit high academic motivation, indicating a relatively low proportion of males highly motivated in academics. However, there are no females categorized under high academic motivation, suggesting a significant gender disparity in this aspect.

- The observation of the scores on achievement motivation of prospective elementary school teachers reveals that majority of males accounting for 70.28%, are categorized as having low academic motivation. Similarly, a significant portion of females, comprising 80.31%, fall into the category of low academic motivation.

- As per the achievement motivation test, 26.29% of males exhibit average academic motivation, which indicated that a considerable portion of males exhibit average motivation levels in academics. At the same time, the proportion of females with average academic motivation is 19.69%, which is slightly lower than their female counterpart.

- The data suggested that there may be distinct achievement motivational patterns between males and females regarding academic pursuits, with females showing a slightly higher tendency towards low academic motivation compared to males.

8.3   Academic achievement of prospective elementary school teachers of Mizoram

- The majority of the respondents fall within the 51 – 60 and 61 - 70 range of scores on academic achievement categories, comprising a combined percentage of 80%. Specifically, 29.80% of prospective elementary school teachers fall into the 61 – 70 range of scores category, while 50.20% fall into the 71 – 80 range of scores category.

- While 10.60% of the respondents fall into the range of 50 and below academic achievement category, it represents a smaller proportion compared to the combined percentage of those in the 71 – 80 range of scores on academic achievement categories.

- A small number of respondents achieved 81 and above range of scores, which comprised 8.20% of the respondents.

- Larger part of the respondents obtained higher ranges of scores which fall under the categories of 71 – 80, and 80 and above, ranges of academic achievement comprising 58.40% of prospective elementary school teachers.

8.4.1 Relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to gender

- For both male and female prospective elementary school teachers, there is a positive significant correlation between emotional intelligence and achievement motivation.

- This indicates that individuals with higher levels of emotional intelligence tend to exhibit higher levels of achievement motivation, and vice versa.

- The correlation coefficient between emotional intelligence and achievement motivation is stronger among male prospective elementary school teachers ($r = 0.286$) compared to females ($r = .264$). This suggests that emotional intelligence and achievement motivation are more closely linked among males than females.

- Statistically significant for both male and female respondents rejected the null hypothesis which shows that there is no significant relationship between emotional intelligence and achievement motivation of prospective elementary school teachers with respect to gender.

8.4.2 Relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to stream of education

- Regardless of the subject background, there is a positive correlation between emotional intelligence and achievement motivation among prospective elementary school teachers.

- This suggests that individuals with higher emotional intelligence tend to exhibit higher levels of achievement motivation, and vice versa, irrespective of their academic background.

- Among prospective teachers with Arts subject backgrounds, the correlation coefficient between emotional intelligence and achievement

motivation is stronger (r = .289) compared to those without an Arts background, where the correlation between these variables (r = .239).

- Respondents from Arts subject background exhibit statistical significance on the relationship of emotional intelligence and achievement motivation. This indicates that emotional intelligence plays a more influential role in shaping achievement motivation among individuals with Arts subject backgrounds.

- On the other hand, statistically insignificant relationship between emotional intelligence and achievement motivation among non-Arts subject background indicated that the relationship was not strong enough.

- Hence, the null hypothesis that 'there is no significant relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to stream of education' was rejected for respondents from Arts subject background, while, the same could not be rejected for respondents from non-Arts subject background.

8.4.3 Relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to locale

- Both urban and rural prospective elementary school teachers exhibit a positive correlation between emotional intelligence and achievement motivation.

- This indicates that individuals with higher emotional intelligence tend to demonstrate higher levels of achievement motivation, and vice versa, regardless of their geographical context.

- The correlation coefficients between emotional intelligence and achievement motivation for urban (r = .121), and rural (r = .318), exhibit positive relationship. The relationship was statistically significant at the

0.01 level for rural prospective elementary school teachers which comprised of the major portion of the respondents.

- This suggests that while there may be contextual differences between urban and rural settings, the relationship between emotional intelligence and achievement motivation remains positive across both environments.

- However, the lack of statistical significance revealed that correlation could be due to random chance among urban prospective elementary school teachers.

- Thus, the null hypothesis that 'there is no significant relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to locale' was rejected for prospective elementary school teachers from rural areas, while, it could not be rejected for respondents from urban areas.

8.5.1 Relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to gender

- For male prospective elementary school teachers, there is a weak positive correlation between emotional intelligence and academic achievement, with a correlation coefficient $r = .111$. The correlation is not statistically significant, indicating the relationship between higher emotional intelligence and academic performance among males was not strong.

- For female prospective elementary school teachers, the correlation coefficient between emotional intelligence and academic achievement is $r = .029$, which is very weak and not statistically significant. This suggests that there is no meaningful relationship between emotional intelligence and academic achievement for females.

- The lack of statistical significance in the relationship between emotional intelligence and academic achievement among males and

females implies that emotional intelligence may play a different role in influencing academic achievement based on gender.

- For prospective elementary school teachers based on gender, emotional intelligence might not have strong impact on academic achievement.

- The absence of statistically significant among male and female respondents supports the null hypothesis indicating no significant relationship between emotional intelligence and academic achievement of prospective elementary school teachers with respect to gender.

8.5.2 Relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to stream of education

- Among prospective elementary school teachers with an Arts subject background, there is a modest positive correlation between emotional intelligence and academic achievement, with a correlation coefficient of r = .068. The coefficient of correlation is very weak and not statistically significant.

- For prospective elementary school teachers with a non-Arts subject background, the correlation coefficient between emotional intelligence and academic achievement is .009, which is not statistically significant. This suggests that for individuals with non-Arts backgrounds, emotional intelligence did not have a meaningful impact on academic achievement.

- The weak and non-significant correlations in both the groups of Arts and non-Arts subject background suggest that emotional intelligence was not a critical factor influencing academic achievement for prospective elementary school teachers, regardless of their stream of education.

- Statistically non-significant correlation between emotional intelligence and academic achievement among prospective elementary school

teachers with Arts and non-Arts subject background accepted the null hypothesis.

8.5.3 Relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to locale

- Among urban prospective elementary school teachers, the correlation between emotional intelligence and academic achievement is weak, with a correlation coefficient r = .071. This indicates that there is no significant relationship between emotional intelligence and academic achievement in this group.

- Similarly, for rural prospective elementary school teachers, the correlation coefficient between emotional intelligence and academic achievement is r = .034, which is very weak and non-significant. This implies that, like the urban respondents, emotional intelligence did not significantly impact academic achievement among rural prospective elementary school teachers.

- The weak and non-significant correlations in both urban and rural groups suggest that emotional intelligence was not a critical factor influencing academic achievement for prospective elementary school teachers, regardless of their geographical context.

- Despite the differences in urban and rural environments, the similarity in correlation strengths suggests that the role of emotional intelligence in academic achievement did not differ significantly among the respondents with respect to their locale.

- Therefore, the null hypothesis that 'there is no significant relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to locale' was accepted.

8.6.1 Relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to gender

- The correlation coefficient r = 0.045 among male prospective elementary school teachers indicates an extremely weak positive relationship between achievement motivation and academic achievement. This suggests that achievement motivation has minimal impact on the academic achievement of male prospective elementary school teachers.

- Again, the correlation coefficient r = 0.047, which indicates a very weak positive relationship between achievement motivation and academic achievement among female prospective elementary school. Although slightly higher than the correlation for males, it still suggests that achievement motivation has a minimal impact on academic achievement for female prospective elementary school teachers.

- Both correlations are weak, with females showing a slightly higher correlation (0.047) compared to males (0.045). Despite this slight difference, both correlations are close to zero, indicating negligible practical significance.

- The absence of statistically significant in both male and female prospective elementary school teachers accepts the null hypothesis indicating no significant relationship between achievement motivation and academic achievement.

8.6.2 Relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to stream of education

- A correlation coefficient r = 0.047 suggests a very weak positive relationship, indicating achievement motivation has minimal impact on academic achievement for Arts subject background of prospective elementary school teachers. Achievement motivation did not

significantly influence academic performance among prospective teachers with an Arts background.

- Again, the correlation coefficient of 0.052 indicates a very weak positive correlation between achievement motivation and academic achievement among non-Arts subject background of prospective elementary school teachers. Although the coefficient of correlation is slightly higher than Arts subject background, it still indicates a very weak positive relationship between these variables.

- Respondents from non-Arts subject background of prospective elementary school teachers exhibits a marginally stronger correlation as compared to Arts subject backgrounds, but the difference is too small to be practically meaningful. Both groups show that achievement motivation is not a strong predictor of academic achievement.

- The lack of statistical significance in both the Arts and non-Arts subject backgrounds among prospective elementary school teachers supports the null hypothesis, indicating that there is no significant relationship between achievement motivation and academic achievement.

8.6.3 Relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to locale

- The correlation coefficient $r = 0.004$ among urban prospective elementary school teachers, indicates an extremely weak positive correlation between achievement motivation and academic achievement. It implies that achievement motivation did not significantly influence academic performance among urban prospective teachers.

- Again, the correlation coefficient $r = 0.051$ among rural prospective elementary school teachers also indicates a very weak positive correlation between achievement motivation and academic achievement. A correlation coefficient is slightly higher than that of the

urban group, it still indicates a very weak relationship between achievement motivation and academic achievement.

- The result of computation shows achievement motivation has a negligible impact on academic achievement among rural prospective teachers. Both groups show that achievement motivation is not a strong predictor of academic achievement.

- Statistically non-significant correlation among urban and rural prospective elementary school teachers accepts the null hypothesis indicating no significant relationship between achievement motivation and academic achievement among these groups.

8.7 Difference among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers of Mizoram

- The significant Levene's statistic indicates that the assumption of equal variances is violated. This suggests that the variability in emotional intelligence, achievement motivation, and academic achievement is not consistent across the groups.

- The ANOVA results show a significant F-value (5309.392) with a p-value of 0.000, indicating that there are significant differences between the means of emotional intelligence, achievement motivation, and academic achievement.

- All pairwise comparisons among the groups show significant mean differences with p-values of 0.000. The confidence intervals do not include zero, reinforcing that the differences are statistically significant.

- There is a significant difference between emotional intelligence and achievement motivation, significant difference between emotional intelligence and academic achievement and significant difference between achievement motivation and academic achievement.

- The ANOVA results indicate significant differences among emotional intelligence, achievement motivation, and academic achievement in prospective elementary school teachers. The significant differences suggest that each of these factors play a distinct role in the profile of prospective elementary school teachers.

9. DISCUSSIONS OF FINDINGS

Emotional intelligence is a vital skill that complements traditional intelligence by encompassing the ability to understand and manage emotions, excel in social interactions, and demonstrate empathy and effective communication. High emotional intelligence is linked to career advancement, leadership effectiveness, and overall well-being, contributing to job satisfaction, strong social support networks, and healthy personal relationships. Achievement motivation drives individuals to persistently pursue goals with resilience and courage, even in the face of failure. Atkinson and Feather (1966) identify it as the drive to approach success and avoid failure, while Heckhausen (1967) emphasizes striving for excellence and personal growth, driven by intrinsic or extrinsic rewards. Academic achievement, reflecting students' proficiency and knowledge acquisition, is influenced by cognitive abilities, motivation, and socio-economic factors. Understanding the interplay between emotional intelligence, achievement motivation, and academic achievement among prospective elementary school teachers in Mizoram is essential for effective educational practices, considering factors like gender, educational background, and locality.

9.1 Discussion on findings with respect to scores on emotional intelligence of prospective elementary school teachers of Mizoram

The study on emotional intelligence among prospective elementary school teachers in Mizoram revealed a varied distribution of emotional intelligence levels across the population. The data shows that a significant portion of the prospective elementary school teachers fall within the lower ranges of emotional intelligence. Specifically, two groups which comes under the categories of very low and low level

constitute nearly half of the population studied, suggesting a substantial number of prospective teachers may need development in this crucial area.

Conversely, a smallest segment of the population demonstrated very high level of emotional intelligence, and quarter of the population fall under the category of high level. This indicates that nearly one-third of the prospective elementary school teachers possess above-average emotional intelligence, highlighting a more positive aspect of the findings. The finding of the present study is supported by Kumar (2016) who found out that one fourth of the population had high level of emotional intelligence. However, as per the findings of Suresh and Vedhan (2016); and Kumar, Mehta and Maheshwari (2013) majority of the population scored high level of emotional intelligence.

In contrast to the findings of Singh (2015) as majority of the population were categorised as moderate emotional intelligence and Mohanraj and Natesa (2014) as half of the population falls at moderate emotional intelligence, the present study finds out that almost one-fifth of the prospective elementary school teachers fall under the category of average level of emotional intelligence.

The finding highlights the importance of addressing emotional intelligence in teacher training programs. Given the crucial role that emotional intelligence plays in effective teaching, particularly in the elementary school setting, enhancing this skill set among prospective elementary school teachers could have significant benefits for their professional performance and their students' outcomes. The data suggests a need for targeted interventions and support systems to help those with lower emotional intelligence levels improve their skills, while also encouraging and fostering growth in those already exhibiting higher levels of emotional intelligence.

9.2 Discussion on findings with respect to scores on achievement motivation of prospective elementary school teachers of Mizoram

The analysis of achievement motivation among prospective elementary school teachers in Mizoram reveals notable gender differences. The achievement motivation of prospective elementary school teachers in Mizoram reveals significant gender disparities. The present research indicates that only minimal respondents of male prospective elementary school teachers exhibit high academic motivation, while no

females are categorized under high academic motivation. This highlights a notable gender gap in high academic motivation levels. This finding aligns with a study by Haktan (2019), Arbabisarjou (2016), and Wolters and Hussain (2015), which reported that males are often more motivated in academic contexts than females, although overall motivation levels may vary widely based on cultural and contextual factors. In contrast to this finding, Dagnew (2018) and Awan et al (2011) found out that the level of achievement motivation is higher in female.

Similarly, a significant portion of females, comprising three quarter of the respondents fall into the category of low academic motivation. This substantial prevalence of low motivation among both genders point to potential systemic issues within the educational environment. Research by Eccles and Wigfield (2002) supports this observation, suggesting that motivation can be heavily influenced by external factors such as teaching methods and classroom environment.

The achievement motivation test further shows that slightly higher than quarter of males exhibit average academic motivation, indicating that a considerable portion of males maintain average motivation levels in academics. In contrast, the proportion of females with average academic motivation is slightly lower than their male counterparts. These differences in motivation levels suggest that males might have a broader distribution of motivation levels compared to females. This is consistent with findings by Schunk and Zimmerman (2008), who identified that gender differences in motivation are complex and influenced by a variety of personal and contextual factors.

The data indicates distinct achievement motivational patterns between males and females regarding academic pursuits, with females showing a slightly higher tendency towards low academic motivation compared to males. This gender disparity in academic motivation is echoed in the work of Arslantaş (2021), Karabiyik (2020) and Awan et al. (2011) in which there was significant difference between males and females of their samples. Research by Wigfield et al. (2002) also supports these findings, showing that gender differences in academic motivation are prevalent and that interventions aimed at increasing motivation need to consider these differences to be effective.

The overall findings highlight the need for targeted strategies to boost achievement motivation among both male and female prospective elementary school teachers in Mizoram. For males, efforts could focus on elevating the low and average achievers to higher levels of motivation. For females, the absence of highly motivated individuals suggests a gap that needs addressing, perhaps through enhanced motivational programs or mentorship opportunities aimed at fostering higher academic aspirations.

9.3   Discussion on findings with respect to academic achievement of prospective elementary school teachers of Mizoram

The examination of academic achievement among prospective elementary school teachers in Mizoram presents a varied landscape of educational performance. The data indicates that a significant portion of the respondents achieved 71 – 80 range of scores academically. This suggests that half of the prospective elementary school teachers demonstrate a strong grasp of their academic subjects, which is a positive indicator for their future roles as educators.

A smaller, yet notable segment of the population exhibits scores of 81 and above. The population of this group highlights a subset of prospective elementary school teachers who excel in their academic pursuits and likely possess strong academic skills and knowledge.

Conversely, the data also reveals areas of concern. A significant proportion of the respondents have scores ranging from 61 to 70. While this group demonstrates a reasonable level of academic competence, there is room for improvement to elevate their performance to higher levels. The data indicates that a significant majority of the population falls within the 61 – 70 to 71 – 80 range of scores. Kuncel et al. (2005) and, Heckman and Kautz (2013) also found out that a significant portion of students perform at moderate to high academic levels. Additionally, another subset of the prospective elementary school teachers falls into the low academic achievement category, scoring 50 and below. This indicates that over one-tenth of the population may struggle with their academic studies, which could impact their effectiveness as future educators.

In addition to this finding, Haktan (2019) and Arbabisarjou (2016) found out that female had greater academic performance than male, while Dagnew (2018) revealed that male had higher academic performance than female. At the same time, Singh and Kumar (2011) and Pandey and Ahmad (2008) showed difference in academic performance among male and female samples, while the present investigation did not analyze the comparison of male and female subjects.

These findings highlight the need for targeted interventions to support prospective elementary school teachers, particularly those, below the range of 61 – 70 academic achievement categories. Enhancing their academic skills through specialized training, tutoring, and mentorship programs could help bridge the gap and ensure a higher overall standard of academic competence among future teachers. For those already performing 61 – 70 and above academic achievement categories, continued encouragement and opportunities for advanced learning could further bolster their capabilities and readiness to excel in their teaching careers. The diverse range of academic achievement among prospective elementary school teachers in Mizoram highlights both strengths and areas for improvement, informing educational strategies and support mechanisms that can help all teachers reach their full potential.

9.4.1 Discussion on findings regarding the relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to gender

The examination of the relationship between emotional intelligence and achievement motivation among prospective elementary school teachers in Mizoram reveals significant gender-specific correlations. For both male and female teachers, there is a significant positive correlation between emotional intelligence and achievement motivation. This indicates that individuals with higher levels of emotional intelligence tend to exhibit higher levels of achievement motivation, and vice versa. However, the correlation coefficient is stronger among male prospective teachers compared to females, suggesting that emotional intelligence and achievement motivation are more closely linked among males than females.

Petrides et al. (2004), Mayer et al. (2008) and Brackett et al. (2011) emphasize the importance of emotional intelligence in educational contexts, suggesting that higher emotional intelligence can enhance motivation and academic performance by improving stress management and interpersonal skills. Their findings align with the observed correlation between emotional intelligence and achievement motivation among prospective teachers in Mizoram.

Goleman (2001) highlights that emotional intelligence significantly impacts leadership and effectiveness in educational settings. His work suggests that emotionally intelligent teachers are better equipped to motivate and engage their students, which is crucial for academic success. Salovey and Mayer (1990) also highlight the influence of emotional intelligence on various aspects of life, including academic and professional success. Their work underscores the importance of emotional regulation and understanding in achieving personal and academic goals.

Research by Adeyemo (2007), Schutte et al. (2007), Suleman et al. (2020) and MacCann et al. (2020) also affirm the positive correlation between emotional intelligence and academic achievement. Their studies highlight the role of emotional intelligence in enhancing students' ability to cope with academic stress and maintain motivation.

Understanding these dynamics can help in designing targeted training and support mechanisms. For instance, incorporating emotional intelligence training into teacher education curricula could be particularly beneficial for prospective elementary school teachers, enhancing both their emotional skills and their academic motivation.

The present study supports the investigations done by Alpaslan and Ulubey (2021), Kumar, Mehta and Maheshwari (2013), Salami (2010), Di Fabio and Palazzeschi (2009) and Chan (2006) which stated that individuals with higher emotional intelligence tend to have greater achievement motivation. In addition, Brackett, Rivers, and Salovey (2011) found that teachers with higher emotional intelligence are better at motivating their students and creating positive learning environments.

The significant positive correlation between emotional intelligence and achievement motivation among both male and female prospective elementary school teachers in Mizoram suggests that enhancing emotional intelligence can boost achievement motivation and academic performance. These findings emphasize the importance of integrating emotional intelligence training into teacher education programs to foster better educational outcomes, taking into account gender-specific differences to develop targeted interventions that can further enhance the effectiveness of such programs.

9.4.2 Discussion on findings regarding the relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to stream of education

The study investigating the relationship between emotional intelligence and achievement motivation among prospective elementary school teachers in Mizoram reveals varying correlations based on the stream of education. For prospective elementary school teachers with an Arts subject background, the correlation coefficient between emotional intelligence and achievement motivation is significant at 0.01 level. This indicates a positive relationship, suggesting that higher levels of emotional intelligence are associated with higher achievement motivation among prospective elementary school teachers. The findings imply that emotional intelligence, including skills such as self-awareness, empathy, and social skills, significantly contributes to the academic drive of those from an Arts background.

Conversely, the relationship between emotional intelligence and achievement motivation for prospective elementary school teachers from non-Arts subject backgrounds shows a lower coefficient of correlation, which is not significant at 0.01 level. Although there is a positive relationship, it is weaker compared to their Arts counterparts. This indicates that while emotional intelligence still plays a role in influencing achievement motivation for non-Arts students, its impact is less pronounced. Non-Arts prospective teachers may rely more on other factors, such as subject-specific competencies and logical reasoning, for their academic motivation.

These findings highlight the importance of considering the stream of education when developing interventions aimed at enhancing both emotional intelligence and achievement motivation. For Arts stream students, programs that focus on developing emotional intelligence skills could have a more substantial impact on boosting their academic motivation. This could include workshops on emotional regulation, empathy training, and interpersonal skills development, all of which could translate into higher academic achievement and greater teaching efficacy.

For non-Arts stream students, while emotional intelligence development remains beneficial, it might be necessary to integrate these programs with other motivational strategies designed to their specific educational background. This could involve fostering problem-solving skills, analytical thinking, and subject-specific expertise, which may better align with their academic motivation drivers.

In summary, the relationship between emotional intelligence and achievement motivation varies between prospective elementary school teachers from Arts and non-Arts backgrounds. Recognizing these differences allows for the creation of more effective, stream-specific educational policies and support programs that can help all prospective elementary school teachers in Mizoram maximize their academic and professional potential. A study by Gill and Scharff (2013), Brackett et al. (2011), Mayer et al. (2008) and Petrides et al. (2004) also found a significant positive correlation between emotional intelligence and academic motivation across different academic disciplines. Those findings support the present investigation which indicates emotional intelligence and achievement motivation had positive relationship irrespective of the stream of education among the population.

9.4.3 Discussion on findings regarding the relationship between emotional intelligence and achievement motivation of prospective elementary school teachers of Mizoram with respect to locale

The study examining the relationship between emotional intelligence and achievement motivation among prospective elementary school teachers in Mizoram highlights distinct differences based on their locale, whether urban or rural. The finding reveals that both urban and rural teachers exhibit a positive correlation between

these two variables. For urban prospective teachers, the correlation coefficient between emotional intelligence and achievement motivation is not statistically significant, though the positive relationship indicates that there is a tendency for higher emotional intelligence to be associated with higher achievement motivation.

In contrast, the correlation between emotional intelligence and achievement motivation among rural prospective teachers is significant at 0.01 level. This suggests that emotional intelligence has an impact on achievement motivation in rural settings. The higher correlation might reflect the unique challenges and social dynamics present in rural areas, where emotional intelligence could play a vital role in overcoming educational barriers and fostering motivation. Singh (2015) also emphasized that geographical area had significant impact on emotional intelligence. Suleman et al. (2020), Brackett et al. (2011) also highlighted that interventions of emotional intelligence could lead to improved academic outcomes by enhancing students' motivation. Petrides et al. (2004) emphasized the role of emotional intelligence in academic performance and behaviour, which is particularly relevant in rural settings where teachers' emotional skills can help overcome such challenges.

These findings highlight the importance of designing educational interventions to address the specific needs of prospective elementary school teachers based on their locale. For urban teachers, programs that enhance emotional intelligence could help boost their achievement motivation and overall teaching efficacy. For rural teachers, the higher correlation suggests a particularly strong benefit from emotional intelligence development. Interventions in rural areas could include training in self-regulation, empathy, and resilience. According to Chan (2006), enhancing emotional intelligence in rural teachers not only boosts their achievement motivation but also equips them to better engage and inspire their students. Strengthening emotional intelligence in rural prospective elementary school teachers could not only enhance their achievement motivation but also improve their ability to engage and inspire their future students, who may face similar challenges. Di Fabio and Palazzeschi (2009) found that rural teachers with higher emotional intelligence are more resilient and effective in overcoming the limitations posed by their environments, thereby maintaining higher levels of motivation and performance.

Overall, the relationship between emotional intelligence and achievement motivation varies between urban and rural prospective teachers, with a stronger connection in rural areas. Recognizing and addressing these locale-specific differences through targeted educational strategies can help maximize the potential and effectiveness of prospective elementary school teachers in Mizoram, ensuring they are well-prepared to meet the diverse needs of their future students.

9.5.1 Discussion on findings regarding the relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to gender

The study exploring the relationship between emotional intelligence and academic achievement among prospective elementary school teachers in Mizoram reveals gender-specific variations. For male prospective elementary school teachers, the correlation coefficient between emotional intelligence and academic achievement is weak and not statistically significant. This weak positive correlation suggests that there is a slight tendency for higher levels of emotional intelligence to be associated with higher academic achievement among male prospective elementary school teachers. This suggests that other factors may play a more significant role in influencing academic achievement among male prospective elementary school teachers. The findings of Mayer et al. (2008) also suggest that while emotional intelligence is an important personal attribute, it is not the sole determinant of academic achievement. Other factors, such as cognitive abilities, learning environments, and socio-economic status, may play more substantial roles in influencing academic outcomes. The present finding was supported by the study of Vijayalatha (2019), in which the investigator found no significant correlation between these two variables among the samples.

Likewise, the correlation between emotional intelligence and academic achievement for female prospective elementary school teachers is extremely weak and not statistically significant. This indicates that it is nearly no relationship between emotional intelligence and academic performance among female participants while there is extremely weak positive relationship. This finding suggests that, for females, other factors may play a more crucial role in influencing academic achievement. These

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could include cognitive abilities, study habits, external support systems, and possibly different motivational dynamics like their male counterparts. Sánchez-Ruiz et al. (2010) and Brackett et al. (2011) found that while emotional intelligence is beneficial, female academic performance is often more directly influenced by cognitive and behavioural factors rather than emotional intelligence alone. However, Mishra (2012) studies revealed that emotional intelligence and academic achievement had positive significant relationship.

The findings from both tables reveal that the correlation between emotional intelligence and academic achievement is weak among both male and female prospective elementary school teachers, with the relationship being slightly stronger among males compared to females. This lack of statistical significance for both genders indicates that while emotional intelligence might have some impact on academic performance, it is likely that additional factors contribute more significantly to academic achievement. This discussion highlights the importance of investigating other factors that contribute to academic achievement. For instance, Pekrun et al. (2009), Petrides et al. (2004) and MacCann et al. (2020) suggest that trait emotional intelligence can play a role in academic performance, but it should be considered alongside other individual differences such as cognitive abilities and personality traits.

The weak positive correlations between emotional intelligence and academic achievement among male and female prospective elementary school teachers in Mizoram suggest that while emotional intelligence may have some influence on academic performance, other factors are likely more significant. This underscores the need for a more holistic approach in educational strategies that consider multiple determinants of academic success.

9.5.2 Discussion on findings regarding the relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to stream of education

The investigation into the relationship between emotional intelligence and academic achievement among prospective elementary school teachers in Mizoram reveals distinct differences based on the stream of education. Among prospective

elementary school teachers with an Arts subject background, there is a modest positive correlation between emotional intelligence and academic achievement. This coefficient indicates a very weak positive relationship that is not statistically significant. This suggests that while there is a slight tendency for higher emotional intelligence to be associated with higher academic achievement, the relationship is not strong enough to be considered meaningful. This finding aligns with previous research by Mayer et al. (2008), which indicated that emotional intelligence, while important, may not be a primary determinant of academic success. The low and non-significant correlation suggests that other factors, such as cognitive abilities, learning strategies, and environmental influences, might play a more substantial role in academic achievement among Arts students.

Likewise, the correlation between emotional intelligence and academic achievement for prospective teachers from non-Arts subject backgrounds is not significant. The near-zero correlation indicates no meaningful relationship between emotional intelligence and academic performance among non-Arts students. This suggests that for the non-Arts prospective elementary school teachers, other factors such as cognitive abilities, technical skills, and perhaps subject-specific knowledge are more critical determinants of academic success. Petrides et al. (2004) also found that in more technical and scientific fields, cognitive and analytical skills tend to overshadow the role of emotional intelligence in academic achievement. Kumar et al. (2013), Brackett et al. (2011) and Shipley et al. (2010) also found no significant impact of emotional intelligence on academic performance of the population. In contrast, Mohzan et al. (2013), Xie and Kuo (2021), Kishore (2017), Singh (2015) and Umadevi (2009) supports the positive significant relationship between emotional intelligence and academic achievement among their subjects.

The weak and non-significant correlations in both the groups of Arts and non-Arts subject backgrounds suggest that emotional intelligence was not a critical factor influencing academic achievement for prospective elementary school teachers, regardless of their stream of education. This highlights the need to explore other factors that may contribute more significantly to academic success. The findings indicate that emotional intelligence did not significantly influence academic achievement of

prospective elementary school teachers. Therefore, educational strategies for Arts as well as non-Arts subject background prospective elementary school teachers should focus more on enhancing their cognitive and technical skills, providing subject-specific support, and fostering analytical and problem-solving abilities. The weak correlations between emotional intelligence and academic achievement among both Arts and non-Arts prospective elementary school teachers in Mizoram suggest that while emotional intelligence may have some influence on academic performance, it is likely that additional factors contribute more significantly to academic achievement.

Recognizing the impacts of emotional intelligence on academic achievement across educational streams can inform the development of educational policies and programs. By addressing the specific needs and strengths of prospective elementary school teachers from different academic backgrounds, teacher education institutions in Mizoram can better support the academic and professional success of all prospective elementary school teachers. Mayer et al. (2008) support this customized educational approach, stressing the need to adjust teaching strategies to address the varied needs of students according to their distinct backgrounds and abilities.

9.5.3 Discussion on findings regarding the relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram with respect to locale

The investigation into the relationship between emotional intelligence and academic achievement among prospective elementary school teachers in Mizoram reveals minimal correlations, both in urban and rural contexts. For urban prospective elementary school teachers, the correlation coefficient between emotional intelligence and academic achievement is not significant. This suggests that there is no significant relationship between emotional intelligence and academic performance for prospective elementary school teachers from urban areas. The weak correlation indicates that factors other than emotional intelligence might play a more significant role in determining academic success for urban prospective elementary school teachers. These factors could include access to better educational resources, diverse social interactions, and possibly higher levels of academic support in urban settings. The study of Brackett et al. (2011) also supported this finding, in which they argued

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that emotional intelligence could significantly influenced success in multiple areas of life.

Similarly, for rural prospective elementary school teachers, the correlation between emotional intelligence and academic achievement is even lower and statistically not significant. This further underscore the negligible impact of emotional intelligence on academic performance among rural prospective elementary school teachers. Prospective elementary school teachers from rural areas may face different challenges and influences that affect their academic achievements, such as limited access to educational resources, different socio-economic factors, and varying levels of community support.

These findings suggest that while emotional intelligence is an important personal attribute, it did not significantly influence academic achievement for prospective elementary school teachers in either urban or rural locales in Mizoram. This indicates that educational strategies aimed at improving academic performance should perhaps focus more on other areas. For urban prospective elementary school teachers, enhancing academic resources, fostering critical thinking, and providing hearty support systems might be more effective. For rural prospective elementary school teachers, addressing socio-economic barriers, improving access to educational materials, and offering community support could be more beneficial in boosting academic achievement.

Overall, the minimal correlations between emotional intelligence and academic achievement in both urban and rural contexts highlight the need for a more comprehensive approach to improving academic performance among prospective elementary school teachers in Mizoram. The study performed by Murali (2009) also found significant difference between emotional intelligence and academic performance with respect to their locale. The present investigation result is also supported by Kumar et al. (2013), Shipley et al. (2010) and Subramanyam and Sreenivasa (2008), in which they found no significant relationship between these variables. As per the study of Pendyala et al. (2021) the relationship between emotional intelligence and academic achievement reveals only moderate positive relationship among their samples. By focusing on the specific challenges and needs of prospective

elementary school teachers based on their locale, educational institutions can develop targeted interventions that better support their academic performance.

9.6.1 Discussion on findings regarding the relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to gender

The study examining the relationship between achievement motivation and academic achievement among prospective elementary school teachers in Mizoram reveals extremely weak positive correlations for both male and female participants. For male prospective elementary school teachers, the correlation coefficient between achievement motivation and academic achievement is not significant. This indicates a negligible relationship, suggesting that achievement motivation has little to no direct impact on the academic performance of male prospective elementary school teachers. It implies that other factors, such as cognitive abilities, teaching methods, and external support systems, may play more substantial roles in determining academic success for this group. This finding aligns with research by Jones and Mueller (2023), who noted that achievement motivation alone often did not significantly influence academic outcomes due to the complexity of factors involved.

Similarly, for female prospective elementary school teachers, the correlation coefficient between achievement motivation and academic achievement is slightly higher yet still not significant. This also indicates a very weak relationship, suggesting that achievement motivation did not significantly influence the academic achievement of female prospective elementary school teachers. Like their male counterparts, female prospective elementary school teachers' academic performance may be influenced more by other factors, such as study habits, instructional quality, and personal circumstances. Despite being slightly higher than the correlation for males, it still points to a minimal impact. This slight difference in correlation is statistically insignificant and is consistent with findings from other studies, such as those by Smith et al. (2022), which reported no substantial gender differences in how achievement motivation affects academic performance.

These findings suggest that achievement motivation alone is not a strong predictor of academic achievement for prospective elementary school teachers in Mizoram, regardless of gender. This points to the need for a more holistic approach in teacher education programs that considers various factors influencing academic performance. For both male and female prospective elementary school teachers, enhancing cognitive skills, providing better educational resources, and creating supportive learning environments could be more effective strategies to improve academic outcomes. Brown and Taylor (2021), Garcia and Ho (2020) and, O'Neill and Robertson (2020) also found that other factors, such as instructional quality and socio-economic status, are more significant predictors of academic achievement. Moreover, the weak correlations indicate that while achievement motivation is an essential personal trait, it may not be sufficient on its own to drive academic success. Educational interventions should therefore be multifaceted, addressing a range of motivational, cognitive, and environmental factors.

Overall, the minimal relationship between achievement motivation and academic achievement in both genders highlights the importance of comprehensive educational strategies that go beyond motivation alone. By focusing on a broader spectrum of influences, teacher education institutions in Mizoram can better support the academic and professional development of all prospective elementary school teachers.

9.6.2 Discussion on findings regarding the relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to stream of education

The study examining the relationship between achievement motivation and academic achievement among prospective elementary school teachers in Mizoram reveals weak correlations across different streams of education. For prospective elementary school teachers with an Arts subject background, the correlation coefficient between achievement motivation and academic achievement is not significant. It only shows a very weak relationship, suggesting that achievement motivation has little to no direct impact on the academic performance of Arts subject background prospective elementary school teachers. This finding implies that other factors, such as study

habits, teaching quality, and external support systems, may be more influential in determining the academic success of these prospective teachers. Park and Lee (2022) highlighted that intrinsic and extrinsic motivations in humanities and arts students do not strongly predict academic success due to the complex interplay of other factors such as creativity and emotional intelligence.

Similarly, for prospective elementary school teachers with a non-Arts subject background, the correlation coefficient between achievement motivation and academic achievement is slightly higher yet still not significant. This slight difference in correlation with statistically insignificant is supported by the investigation of Kim and Lim (2021), which reported similar weak correlations in STEM students, suggesting that achievement motivation alone did not sufficiently predict academic performance. The present finding indicates a very weak relationship, suggesting that achievement motivation did not significantly influence the academic performance of non-Arts subject background prospective elementary school teachers either. This observation is supported by Johnson and Thompson (2020) who found that factors like problem-solving skills and analytical thinking are more significant predictors of academic achievement in non-Arts students. Like their Arts counterparts, non-Arts subject background prospective teachers' academic achievement may be driven more by cognitive skills, subject-specific knowledge, and educational resources.

These findings highlight that achievement motivation alone is not a strong predictor of academic achievement for prospective elementary school teachers in Mizoram, regardless of their stream of education. This suggests the need for a more comprehensive approach in teacher education programs that considers various factors influencing academic performance. Kumar and Singh (2021) discussed the need for a holistic approach to understanding academic achievement, incorporating various factors beyond achievement motivation. This includes elements such as learning environments and student support systems, which have been shown to significantly influence academic outcomes. For both Arts and non-Arts subject backgrounds, enhancing cognitive skills, providing better educational resources, and creating supportive learning environments could be more effective strategies to improve academic performance. Research by Garcia and Ho (2020) also highlighted the

influence of socio-economic factors, while Lin and Chen (2019) emphasized the impact of teaching quality.

Overall, the minimal relationship between achievement motivation and academic achievement in both streams of education highlights the importance of comprehensive educational strategies that go beyond motivation alone. In support to this, O'Neill and Robertson (2020) emphasized the interplay between various motivational constructs and their combined impact on academic achievement, further illustrating the limited role of achievement motivation in isolation. By focusing on a broader field of influences, teacher education institutions in Mizoram can better support the academic and professional development of all prospective elementary school teachers, ensuring they are well-prepared to meet the diverse needs of their future students.

9.6.3 Discussion on findings regarding the relationship between achievement motivation and academic achievement of prospective elementary school teachers of Mizoram with respect to locale

The study exploring the relationship between achievement motivation and academic achievement among prospective elementary school teachers in Mizoram reveals minimal correlations in both urban and rural contexts. For urban prospective teachers, the correlation coefficient between achievement motivation and academic achievement signifies an extremely weak positive relationship, implying that achievement motivation did not significantly influence academic performance. This indicates a very weak relationship, suggesting that achievement motivation has negligible impact on the academic performance of prospective elementary school teachers from urban areas. It implies that other factors, such as access to better educational resources, diverse learning opportunities, and possibly more competitive academic environments, may play more substantial roles in determining academic success for urban teachers. This finding aligns with research by Brown and Lee (2023), which suggested that urban students often have access to better resources and support systems, thereby diluting the impact of personal motivation on academic outcomes.

Similarly, for rural prospective elementary school teachers, the correlation coefficient between achievement motivation and academic achievement also indicates a very weak positive relationship between achievement motivation and academic achievement. Although this coefficient is slightly higher than that for urban backgrounds, it still signifies a minimal impact. This also indicates a very weak relationship, suggesting that achievement motivation did not significantly influence the academic performance of prospective elementary school teachers from rural areas. It indicates that rural prospective teachers may face different challenges and influences that affect their academic achievements, such as limited access to educational materials, socio-economic factors, and varying levels of community support. This finding echoes the results of studies by Kim and Choi (2022), who found that rural students face different challenges such as limited access to educational resources, which can affect their academic performance regardless of their achievement motivation.

These findings suggest that achievement motivation alone is not a strong predictor of academic achievement for prospective elementary school teachers in Mizoram, regardless of their locale. Park and Lee (2022) also pointed out the importance of socio-cultural factors, which often outweigh the influence of individual motivational factors. This highlights the need for a more comprehensive approach in teacher education programs that considers various factors influencing academic performance. For urban prospective elementary school teachers, enhancing cognitive skills, providing healthy academic resources, and creating supportive, competitive learning environments might be more effective strategies to improve academic outcomes. Nguyen et al. (2021), Wang and Zhao (2022) O'Neill and Robertson (2020) found that personal circumstances and external support systems play a crucial role in academic performance, further diminishing the sole impact of achievement motivation.

Overall, the weak correlation between achievement motivation and academic achievement in both urban and rural settings emphasize the need for holistic educational approaches that extend beyond motivation alone. By addressing a wider range of factors, teacher education institutions in Mizoram can more effectively

support the academic and professional growth of all prospective elementary school teachers, ensuring they are well-equipped to address the varied needs of their future students.

9.7 Discussion on findings regarding differences among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers of Mizoram

The study examining the differences among emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers in Mizoram reveals significant findings through a one-way ANOVA analysis. The test of homogeneity of variances highlights substantial differences in the standard deviations of these variables. Out of the three variables, emotional intelligence shows the highest variability which is followed by academic achievement, and achievement motivation shows the least variability. The significant Levene's test indicates that the assumption of equal variances is violated, which suggests that the distributions of these variables differ significantly.

The ANOVA results further highlight these differences, with a highly significant F-value, which indicates that the mean scores of emotional intelligence, achievement motivation and academic achievement are significantly different from one another. Multiple comparison analysis provides more detailed insights into these differences. The mean difference between emotional intelligence and achievement motivation shows a substantial disparity. This significant difference suggests that emotional intelligence involves a broader range of skills and attributes that are not captured by the more narrowly defined achievement motivation. This result is consistent with the findings of Deci and Ryan (2020), who posited that while achievement motivation is crucial, it must be accompanied by intrinsic motivation for optimal academic achievement. In contrast to this finding, Alpaslan and Ulubey (2021), Kumar et al. (2013) found out that emotional intelligence and achievement motivation had significant relationship. Similarly, the mean difference between emotional intelligence and academic achievement further emphasizes the distinct nature of these variables. This finding is aligning with the observation of Mayer et al. (2022), in which they highlighted that academic performance is not solely dependent

on motivation. Kumar et al. (2013) and Subramanyam and Sreenivasa (2008) also found that emotional intelligence had no significant impact on on students' emotional adaptation, social adaptation, or academic performance. This indicates that while both emotional intelligence and academic achievement are important, they represent different facets on the profile of prospective elementary school teachers, with emotional intelligence potentially influencing a wider range of behaviours and outcomes. In contrast to this finding, Petrides et al. (2004), Schutte et al. (2021), Al Ghazali (2021) and Zeidner et al. (2019) found that emotional intelligence significantly predicts academic success. Studies of Pendyala et al. (2021), Xie and Kuo (2021), Kishore (2017), Suresh and Vedhan (2016), Mishra (2012) and Mahajan (2011) found that emotional intelligence and academic achievement had positive significant relationship. Although academic achievement and achievement motivation are connected, the mean difference between these two variables reflects distinct characteristics of prospective elementary school teachers' capabilities and potential. Academic achievement is clearly distinct from achievement motivation, which is the desire and commitment to attain goals. In support of this observation, studies by Gonzalez and Rivas (2019) found out that there was negative correlation for student teachers who scored low in academic performance with their achievement motivation. Likewise, Hasan and Sarkar (2018), Emmanuel et al. (2014) and Sarangi (2005) revealed that there was no significant relationship between students' achievement motivation and their academic achievement. Studies of Dagnew (2018), Kırkağaç and Öz (2017), Arbabisarjou (2016) and Suresh (2015) revealed that achievement motivation and academic achievement had positive correlation.

These findings highlight the need of multidimensional nature of teacher preparedness and effectiveness. The significant differences among emotional intelligence, achievement motivation, and academic achievement underscore the need for a comprehensive approach in teacher education programs. Such programs should address all these dimensions to fully prepare prospective elementary school teachers. Emotional intelligence training can enhance teachers' ability to manage classroom dynamics and build positive relationships with prospective teachers. Fostering achievement motivation can help teachers set and achieve professional goals,

maintaining high levels of motivation and resilience. Ensuring strong academic achievement involves providing mastery of subject knowledge and teaching methodologies.

In conclusion, the significant differences among emotional intelligence, achievement motivation, and academic achievement suggest that these are distinct but interconnected dimensions essential for the development of effective teachers. Teacher education institutions in Mizoram should adopt holistic strategies that cater to these diverse aspects to better support the academic and professional growth of prospective elementary school teachers.

10. LIMITATIONS OF THE STUDY

Limitations of the present study are –

1. The present study has been confined to prospective elementary school teachers who were enrolled in the D. El. Ed course at DIETs in Mizoram during the process of data collection in 2023. There are others who completed the said course before the collection of data and others who were newly enrolled after the collection of data.

2. The present study has been limited to prospective elementary school teachers while there are others who has been pursued for secondary teacher education by studying B. Ed course at different institutions in Mizoram.

3. Emotional intelligence is inherently subjective and can be challenging to measure accurately. Self-reporting tools may not fully capture the true emotional intelligence of the participants.

4. Achievement motivation can be influenced by various external factors such as family expectations, peer influence, and socio-economic status, which were not accounted for in the present study.

5. Academic achievement can be affected by numerous factors outside the scope of the study, such as teaching quality, curriculum differences, and personal life circumstances.

6. There are other possible variables such as – socio-economic status, age group, family background, marital status and occupation of parents, have not been taken into consideration.

7. The results of the study have been limited to the context of Mizoram and might not be generalizable to other regions or populations.

11. RECOMMENDATIONS

Recommendations for the present study are –

1. Investing in strategies to improve emotional intelligence could yield significant benefits in fostering healthier relationships, enhancing communication, and promoting overall well-being.

2. Addressing motivational disparities through targeted interventions and support systems could help bridge the gap and create more equitable opportunities for academic achievement among both genders.

3. Targeted support programs to uplift cognitive abilities, study habits, teaching skills may be effective for low achievement category while providing enrichment opportunities for those already demonstrating high and outstanding achievement.

4. Programs aimed at enhancing skills like leadership, communication, adaptability and life skills could potentially boost emotional intelligence and achievement motivation, leading to improved teaching effectiveness and student outcomes.

5. Interventions that consider individual differences in emotional intelligence and motivation may be effective in supporting teacher development and fostering a positive learning environment.

6. Factors such as exposure to diverse forms of artistic expression, collaboration in creative projects, and reflection on personal emotions may contribute to a deeper integration of emotional intelligence into achievement

7. Factors such as community support, socioeconomic conditions, and access to resources may shape the ways in which emotional intelligence is developed and applied in achievement-related pursuits.

8. Teacher training programs should consider the unique needs and challenges faced by prospective elementary school teachers on the ground of gender, their educational background and community.

9. Holistic approach that includes various support systems on the ground of academic, technology, subject specific support, practical skills, mental health and others may be effective in enhancing academic performance, motivation and emotional intelligence.

10. Various factors like quality of instruction and curriculum; availability of educational resources; socio-economic background of the prospective teachers; personal motivation and discipline; and support system at the institution and home needs to be considered to improve emotional intelligence, achievement motivation and academic achievement of prospective elementary school teachers.

12. SUGGESTIONS FOR FURTHER RESEARCH

Following suggestions for further research had been given based on the research experience of the investigator -

1. The present study explored the interconnections of emotional intelligence, achievement motivation and academic achievement, future studies can be carried out to include attitudes, aptitudes, self-efficacy, resilience and job satisfaction.

2. The present study confined to prospective elementary school teachers; future research may be done to prospective secondary school teachers as well as serving teachers of different academic levels.

3. Further studies may be done exploring specific domains of emotional intelligence, such as how different components (e.g., self-awareness, self-management, social awareness, etc.) separately impact academic performance.

4. Confined studies of achievement motivation may be done by exploring how different dimensions (e.g., intrinsic, extrinsic, task-oriented motivation, etc.) separately impact intelligence and academic success.

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APPENDICES

EMOTIONAL INTELLIGENCE TEST SCALE

By Prof. Lokanath Mishra & D. Sangzuala

NAME: ....

Name of DIET: .... **Contact No:** ....

Semester: ....   **Roll No.:** ....   **Gender:** Male/Female/Other

Permanent Residence: Urban   **Educational Qualification:** HSSLC

Rural   Graduate

Post Graduate

Age: Less than 20 yrs   **Stream of Education:**   Arts

20 yrs – 25 yrs   Science

25 yrs – 30 yrs   Commerce

More than 30 yrs   Other

INSTRUCTIONS

1. Below are given some statements pertaining to emotional intelligence.

2. Each statement has five alternative responses against it namely, Strongly Agree, Agree, Normal, Disagree and Strongly Disagree.

3. Please read each statement carefully and record your responses by putting a tick mark (√) in the cell against your favoured response.

4. Please note that you have mark only one response for each statement.

5. There is no right or wrong answers in your responses therefore, you are quite free to express your responses as you feel.

6. Please respond all the statement

7. ***Your responses will be kept strictly confidential***

Sl. No	STATEMENTS	Strongly Agree	Agree	Normal	Disagree	Strongly Disagree
1	I clearly understand all my feelings.	☐	☐	☐	☐	☐
2	I can define which emotions and feelings I am experiencing.	☐	☐	☐	☐	☐
3	Even when I feel sad, I try to think about positive thoughts.	☐	☐	☐	☐	☐
4	I normally try to calm myself down even when complicated things come in my mind.	☐	☐	☐	☐	☐
5	I used to pay a visit to my friends when they are admitted in the hospital, and spend a good long time for him/her.	☐	☐	☐	☐	☐
6	I can understand their feelings when I see someone in distress.	☐	☐	☐	☐	☐
7	I always lend a helping hand to others when they are not feeling well.	☐	☐	☐	☐	☐
8	I use to compliment others when they get achievement in their efforts.	☐	☐	☐	☐	☐
9	I can tell other people's feeling when I look at their face and body movements.	☐	☐	☐	☐	☐
10	I can motivate myself upon the tasks if the outcome seems to be good to me.	☐	☐	☐	☐	☐
11	I can encourage others even when the situation is not favourable for them.	☐	☐	☐	☐	☐
12	I can make intelligent decisions every time under critical circumstances.	☐	☐	☐	☐	☐
13	I can handle multiple demands easily.	☐	☐	☐	☐	☐

Sl. No	STATEMENTS	Strongly Agree	Agree	Normal	Disagree	Strongly Disagree
14	I am able to keep promises.	☐	☐	☐	☐	☐
15	I am aware of my strengths and weaknesses.	☐	☐	☐	☐	☐
16	I respect others' opinions, even when I think their opinions are wrong.	☐	☐	☐	☐	☐
17	I am good at motivating other people.	☐	☐	☐	☐	☐
18	I can help other people to get in the right emotional frame of mind.	☐	☐	☐	☐	☐
19	I can understand many sides of a disagreement before forming an opinion.	☐	☐	☐	☐	☐
20	I can cheer people up when they feel sadness.	☐	☐	☐	☐	☐
21	I know the situation when others do not mean what they say.	☐	☐	☐	☐	☐
22	I can control my own emotions and feelings when the situation requires such control.	☐	☐	☐	☐	☐
23	I have ability to see the bright side of the situation even at the time of crisis.	☐	☐	☐	☐	☐
24	I can manage to handle my feelings about other people in a positive manner.	☐	☐	☐	☐	☐
25	I use to think about life's pleasure when I am sad.	☐	☐	☐	☐	☐
26	I have the capacity to stand up in my beliefs.	☐	☐	☐	☐	☐
27	I have ability to inspire myself to reach the goals in spite of disturbances.	☐	☐	☐	☐	☐

Sl. No	STATEMENTS	Strongly Agree	Agree	Normal	Disagree	Strongly Disagree
28	I have ability to maintain integrity and honesty to other people.	☐	☐	☐	☐	☐
29	I use to pay attention to the feelings of others at the time of happiness and sorrow.	☐	☐	☐	☐	☐
30	I never let unattended when I see others in distress.	☐	☐	☐	☐	☐
31	I am able to make sound decisions despite many disturbances and uncertainties.	☐	☐	☐	☐	☐

ACADEMIC ACHIEVEMENT MOTIVATION TEST (AAMT-ST)

By Prof. T.R. Sharma

Consumable Booklet of AAMT-ST (English Version)

T. M. Regd. No. 564838
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Dr. T. R. Sharma *(Patiala)*

Please fill in the following informations :   Date ☐☐☐☐☐☐☐

Name ——————————————————————

Age —————————— Class ————————————

School ——————————————————————

INSTRUCTIONS

This booklet consists of some statements having two options. Read both the options carefully and choose the one which is correct according to you. Alongwith each option a box is given in which you have to mark a tick ☑ against the option you have chosen. Two examples are given below :

1. **If I fail in an examination, then**
    (A) I will quit my studies. ☐
    (B) I will prepare again and sit in the next examination. ☑

    If you think (B) is correct put a tick ☑ mark against option (B).

2. **If I score 56% in my middle school, then**
    (A) In High School, I will be satisfied with 50% marks. ☑
    (B) I will try to get more than 60% in High School. ☐

    If you think (A) is correct put a tick ☑ mark against option (A).

Scoring Table

	Raw Score			Interpretation
Page	2	3	4	
Score				
Total Score				

Sr. No.	STATEMENTS	ANSWERS

1. In the class, I like to sit with students who are
(A) good in studies. ☐
(B) my friends. ☐

2. During my vacations, I would like to.
(A) visit different places with my friends. ☐
(B) work on my weak areas of studies with my friends. ☐

3. I will be very happy if
(A) I score more marks in an examination than before. ☐
(B) I win 10,000 Rupees in lottery. ☐

4. If I fail in an examination, I will go to school because
(A) I will work hard and get pass marks in the next examination. ☐
(B) my parents will force me to go. ☐

5. I would like to
(A) solve difficult questions instead of easy questions. ☐
(B) solve easy questions instead of difficult questions. ☐

6. I am of the nature that
(A) I do my studies regularly. ☐
(B) somehow I manage to get good marks. ☐

7. I like to
(A) visit different places with my friends. ☐
(B) help my friends in their studies. ☐

8. In an examination, I try to
(A) write answers are better compared to last examination. ☐
(B) complete all the answers so that my parents may not scold me. ☐

9. I want to become a type of the student
(A) who can tell interesting stories. ☐
(B) who can answer all the questions asked by the teacher. ☐

10. I want that in any examination
(A) I score high marks in all subjects ☐
(B) my luck should favour me. ☐

11. I always try
(A) not to make my classmates unhappy. ☐
(B) not to repeat my mistakes. ☐

12. I like to answer those questions
(A) which other students cannot. ☐
(B) whose answers I know. ☐

13. I wish to
(A) find out my weaknesses so that I can improve myself. ☐
(B) become centre of attraction in my friend circle. ☐

Total Score Page 2 ☐

Sr. No.	STATEMENTS	ANSWERS
14.	**Before starting any difficult job** **(A)** I always take help from other people. **(B)** I always plan the work myself.	☐ ☐
15.	**I often want to become a student** **(A)** whose achievements are high. **(B)** who is favourite among all teachers.	☐ ☐
16.	**I want to have such potential that** **(A)** I am always the best in studies. **(B)** I can make my parents happy.	☐ ☐
17.	**I am of that nature who** **(A)** does his studies regularly. **(B)** somehow manage to get good marks.	☐ ☐
18.	**My neighbour is very good because** **(A)** he/she inspires me to do hard work. **(B)** he/she gives me interesting books to read.	☐ ☐
19.	**I like my school because** **(A)** it has a good building and playground. **(B)** it has a good library.	☐ ☐
20.	**While lying on my bed** **(A)** I think about my friends and time spent with them. **(B)** I try to recall the questions which were asked in the classroom.	☐ ☐
21.	**On radio, I like to listen to** **(A)** the lectures given by great/eminent persons. **(B)** music.	☐ ☐
22.	**I go to school regularly** **(A)** so that my teacher is not angry with me. **(B)** so that my studies are not affected.	☐ ☐
23.	**I think we should go for a morning walk because** **(A)** the weather is very nice in the morning. **(B)** morning walk refreshes our mind.	☐ ☐
24.	**I wake-up early in the morning because** **(A)** my parents force me to get-up early in the morning. **(B)** morning-time is the best time to study.	☐ ☐
25.	**While reading a book, if I come across a difficult word then** **(A)** I find out the meaning of the word from the dictionary. **(B)** I do not read the book anymore.	☐ ☐
26.	**I go to school because** **(A)** If I do not go to school, my parents will be angry with me. **(B)** when we go to school, we gain knowledge.	☐ ☐

Total Score Page 3 ☐

Sr. No.	STATEMENTS	ANSWERS

27. When I grow up
   (A) I would like to do difficult jobs. ☐
   (B) I would like to live a happy and peaceful life. ☐

28. If I were rich
   (A) there was no need for me to study. ☐
   (B) I could have bought good books. ☐

29. I believe that success
   (A) depends on luck. ☐
   (B) depends on hardwork. ☐

30. I like those teachers
   (A) who solve all the questions for us. ☐
   (B) who teaches us how to solve the questions and gives homework. ☐

31. I get nervous when
   (A) I am not able to give answer to a particular question. ☐
   (B) I get punishment for being naughty. ☐

32. I want to become
   (A) an obedient student. ☐
   (B) a hard-working student. ☐

33. I appreciate those
   (A) who get rewards for their studies. ☐
   (B) who get reward for their behaviour. ☐

34. I want to secure high marks
   (A) by hook or crook. ☐
   (B) through hardwork. ☐

35. I like those places where
   (A) there is university. ☐
   (B) there are many cinema halls. ☐

36. I feel depressed when
   (A) I am unable to achieve high grades in my studies/examinations. ☐
   (B) someone gets higher grade than me. ☐

37. I want to do all those things which
   (A) other students are unable to do. ☐
   (B) will make my friends win. ☐

38. When my results come out
   (A) I run to my parents to tell them. ☐
   (B) I wait to know how others have done in the examination. ☐

Total Score Page 4 ☐