

**A STUDY OF EMOTIONAL INTELLIGENCE OF PRE-SERVICE
TEACHERS**

A Dissertation submitted to the Sardar Patel University,

Vallabh Vidyanagar

in partial fulfillment of the requirement for the

Degree of

MASTER OF EDUCATION

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Certificate

This is to certify that the work incorporated in the dissertation bearing the title “**A Study of Emotional Intelligence of Pre-service Teachers**” submitted by Prafit Babu S, comprises the result of independent and original investigations carried out by the researcher. The materials that have been obtained (and used) from other sources have been acknowledged in the dissertation.

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CHAPTER 1

CONCEPTUAL FRAMEWORK

1.1 INTRODUCTION

Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables. Emotions if properly used are an essential tool for successful and fulfilling life. But if emotions are out of control, it can result in disaster. In day-to-day life, they affect our relations with other people, our self-identity and our ability to complete a task. Emotional process is not an isolated phenomenon but component of general experience, constantly influencing and influenced by other processes going on at the same time. Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables. To be effective, the cognitive processes must be in control of the emotions, so that they work for rather than against. Here comes the importance of emotional intelligence. The famous psychologist E.L. Thorndike, through his concept of social intelligence, laid down a solid foundation of the essence of emotional intelligence in 1920. He used the term social intelligence to describe the skill of understanding and managing other people. Gardner introduced the idea of multiple intelligences, which included both interpersonal intelligence and intrapersonal intelligence. Sternberg referred to the concept of social intelligence in the name of contextual intelligence through his triarchic theory of intelligence. This component of one's intelligence (other components being componential and experimental) relates with one's capacity of making adjustment to various contexts with a proper selection of contexts so that one can improve one's environment in a proper way. The term emotional intelligence appears to have originated with Charles Darwin in 1872, who theorized about a broader emotional social intelligence necessary for human survival and adaptation. In modern times, the term EI was popularized by Goleman.

Emotional intelligence refers to the capacity for recognising our own feelings and those of others, for motivating ourselves and for motivating emotions well in us and in our relationships. It is the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth. It is also defined as an array of non-cognitive capabilities competencies and skills that influence one's ability to succeed

in coping with environmental demands and pressure. According to Goleman, emotional intelligence has five elements: self-awareness, self-regulation, motivation, empathy, and social skills.

1.2 INTELLIGENCE

The Oxford Dictionary defines ‘intelligence’ as “quicken of understanding”. This is an inborn ability of the individual which enables him to see everything at its right place. It is such a combination of psycho-physical patterns which enable the individual to achieve his goal.

1.3 DEFINITIONS

“Intelligence is the capacity of flexible adjustment.” – Cyril Burt

“Intelligence is the ability to think in terms of abstract ideas.” – Terman

“Intelligence means intellect put to use. It is the use of intellectual abilities for handling a situation or accomplishing any task.” – Woodworth and Marquis.

These definitions enable us to come to the conclusion that Intelligence consists of the following mental traits:

- The ability of adjustment to environment
- The ability to perceive the relationship between various objects and individuals.
- The ability to solve his problems independently
- The ability to think in abstract terms.
- The ability to learn the maximum in the minimum period of time.
- The ability to benefit from one's own experiences and the experience of others.

Thus we can say that Intelligence is not a single ability, but ‘a composite of several abilities’. In ancient India it was measured through conversation, physical features, gestures, speech and spatial expressions.

1.4 FEATURES OF INTELLIGENCE

The main features of Intelligence are as follows:

- It is a natural endowment of the child.
- It helps the child in retaining ideas in an abstract form.

- It helps the child to have maximum learning in minimum period of time.
- The child is able to foresee the future and plan accordingly.
- The child is able to take advantage of his previous experiences.
- The child is able to face the future with confidence.
- The child develops the sense of discrimination between the right and the wrong.
- Intelligence is mostly determined by heredity but a suitable environment is necessary to improve it.
- The development period of Intelligence is from birth to adolescence.
- There is a minor difference in the development of Intelligence between boys and girls.
- There are individual differences with regard to the distribution of intelligence. However, this distribution is governed by a definite principle that “the majority of the people are at the average level, a few very bright and a few very dull.”
- Intelligence is not the birth right of a particular race or group.

1.5 EMOTIONS

The word emotion is derived from the Latin word ‘Emovere’ which means ‘to stir up’, ‘to agitate’ or ‘to excite’.

1.6 DEFINITIONS OF EMOTION

“When feelings become intense we have emotions.” – C.W. Vallentine

“A state of being moved and stirred up or aroused in one way or the other. It involves feeling, impulses and physical and physio-logical reactions.” – Arthur Gersield

“An emotion is a dynamic internal adjustment that operates for the satisfaction, protection, and welfare of the individual.” – Crow and Crow

1.7 EMOTIONS – Their Main Features

Changes in Behaviour: Every specific emotion, make different changes in our behaviour. This implies changes in our mental state and changes in our body. **Mental changes :** This involves, the person is able to recall his past experiences, objects, situations and individuals; this recall creates a feeling, a pleasure or pain in the mind of the person; this recall arouses the emotions of the

person ; the person is inclined for some action due to the aroused emotions. *Physical or Bodily changes:* This involves certain internal and external changes. Internal changes are accomplished with increase in our heart beat rate and blood pressure, if one has a higher intensity of emotions, it also brings about some chemical and internal changes. External changes vary according to the intensity of emotions. For example if extreme painful emotions – our mouth remains open for some time, in anger our voice changes, under fear we may start trembling etc.

Intensity: The intensity of feeling differs from individual to individual and from one age group to other. Children have a higher intensity of feeling than grown-up individuals.

Individuality: Every individual has his own individual reactions of emotions. It is determined by the fact as to how we take life. Some take it easy, some seriously and some follow the midway. Hence our emotional expressions are determined by our attitude towards life. As children have no definite outlook towards life their emotional expressions are generally in the form of an outburst.

Universal in Nature: Emotional expressions are made by all living beings but their forms may be different. Almost all living beings have the emotions of anger, fear and lust.

Loss of Mental Balance: Sometimes strong emotions dominate our personality and we even lose our thinking power and commit anti-social acts. An individual in a fit of anger can go to the extent of committing murder.

Emotional Relationship: Our emotional expressions are related to individuals, objects, ideas or work. As soon as these are mentioned we come to have a picture in our mind and we react according to our emotional framework.

Emotions Related to Instincts: If we are more governed by our instincts our emotional behavior is of an irrational type, whereas if we have some control over them we behave in a rational manner.

Persistence of Emotions: Our emotional expression persists for sometimes. It takes time for the individual to forget his anger and come to his normal self.

Specific Emotions Lead to Specific Activity: Every emotional expression is different from the expression of some other emotion. It is this difference which gives a different slant to our life-happiness our sorrow.

Emotions are Present at All Stages: Our emotions are present at all stages of our development. However, their intensity may differ at all the stages. As we mature in years we are able to control them.

1.8 SITUATIONS THAT AROUSE EMOTIONS

- When the needs, motive, desires, and goals of an individual are blocked, this situation leads to the outbursts of emotions.
- If the individual realises that his personal pride, self esteem, is going to be damaged, he/she reacts with negative emotions like fear, anxiety, anger and hostility.
- The inner mental state of the individual also affects the expression of emotions. The three different states of the mind, i.e., well-balanced, depressed, abnormal, will lead three different expressions of emotions.
- Changes in the interests of the individual also bring about different expressions of emotions.
- Certain social situations also lead to different kinds of emotions, for example, a marriage or death in the neighbourhood, will have different emotional expressions of the individual.

1.9 EMOTIONAL INTELLIGENCE

1.10 EVOLUTION OF EMOTIONAL INTELLIGENCE

1930: Edward Thorndike describes the concept of social intelligence as the ability to get along with other people.

1940: David Wechsler suggests that affective components of intelligence may be essential to success in life.

1950: Humanistic Psychologist, Abraham Maslow described how people can build emotional strength.

1975: Howard Gardner publishes '*The Shattered Mind*' which introduced the concept of multiple intelligences.

1985: Wayne-Payne introduces the term Emotional Intelligences in his doctoral dissertate entitled 'A Study of Emotion: developing Emotional Intelligence; self- integrate ; relating to fear, pain and desire' (theory , structure of reality, problem solving, contraction/ expansion, tuning in/ coming out, letting go.)

1987: In an article published in Mensa magazine, Keith Bearley uses the term EQ. It has been suggested that this is the first published use of the term, although Reuven Bar-On claims to have used the term in an unpublished version of his graduate thesis.

1990: Psychologist Peter Salovey and John Mayer published their landmark article, "Emotional Intelligence, In the journal Imagination, cognition and personality.

1995: The concept of Emotional Intelligence is popularized after the publication of the Psychologist and New York Times Science writer Daniel Goleman's book 'Emotional Intelligence'.

1.11 CONCEPT AND NATURE OF EMOTIONAL INTELLIGENCE

Emotional Intelligence has been defined by various authors. Some of the most significant **definitions** are:

"Emotional Intelligence is a set of abilities to perceive accurately, appraise and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth." (Mayer & Salovey, 1997; p 10).

"Emotional Intelligence is an array of emotional and social knowledge and abilities that influence our overall ability to effectively cope with environmental demands" (Bar-On, 2000).

"Emotional Intelligence is a skill of self-control, zeal and persistence and the ability to motivate oneself" (Goleman, 1995).

Mayer and Salovey (1997) emphasized on the knowledge of emotions one had and the mechanism of regulating and managing them. Bar-On (2000) signified the overall survival strategy as per environmental requirements with the help of certain characteristics that were very much similar to personality. Goleman's (1995) concept of Emotional Intelligence advocated for the skill that was reflected through effective performance. Therefore, behavior is a combination of cognition, emotion and conation and the behavior at workplace depends on the interaction of such components.

Generally, Emotional Intelligence is the silent partner of rational intelligence which is equal in importance, yet frequently overlooked and rarely schooled or tested. Emotional Intelligence is a very recently described intelligence form. It is the ability to sense, understand and effectively apply the power and emotions. The skills which belong to the highly developed Emotional Intelligence include: to be independent from your own feelings, ability to adjust yourself to them, ability to recognize, name and direct your feelings, use the feelings in a positive way, and be able to derive actions from them. Emotional Intelligence accompanies our daily life and in many cases is as important as the 'common' intelligence, especially in our modern society.

Emotional Intelligence involves the ability to perceive accurately, appraise and express emotions, the ability to access and/or generate emotional knowledge, and the ability to regulate emotions to promote intellectual growth. Goleman theorized that Intelligence accounts for only about 20% of a person's success in one's professional and personal life. The balance 80% can be attributed to Emotional Intelligence. This throws light to the concept of Emotional Intelligence as a way of recognizing, understanding and choosing how we think, feel and act. It shapes our interaction with others and our understanding of ourselves. It defines how and what we learn; it allows us to set priorities; it determines majority of our daily actions. Emotional Intelligence is the ability and freedom to grow from mistrust to trust; self-doubt to self-empowerment; following to leading; incompetence to competence; isolation to synergy and despair to hope. Emotional Intelligence refers to self-awareness, self-management, social awareness and social skills which make a person to be more social-centered than self-centered.

1.12 SCIENCE OF EMOTIONAL INTELLIGENCE

We all are aware of the fact that human beings are highly emotional. Thus we can say that emotions are something which processes within a human body. Also one of the main features of emotions is the internal body changes or the physical changes. Let us discuss, where the emotion does come from and why we need it in everyday life.

1.13 ORIGIN OF EMOTIONS

In the human brain, there are two most significant structures which are mainly responsible for emotional responses: amygdala and neo-cortex. The amygdala is an almond-shaped brain structure, in the limbic system of the brain that decodes emotions, in particular, the stimuli that are threatening to the organism. Amygdala is responsible for all kind of responses such as delight, disgust, fear and anger, and is the source of the instinctual passions of fear, aggression, nurture and desire. Neo-cortex, on the other hand, in the pre-frontal lobe, is the thinking part of the brain which helps to take rational decision by reflecting and reasoning.

Amygdala makes an emotional judgment as soon as it gets an alarming or pleasant signal, without having words to describe them. This, sometimes, leaves us unable to describe our feelings. It is amygdala that causes traumatic events to be recalled when other events that happened in adjacent time periods are forgotten. On the contrary, neo-cortex is the domain of reason, the central processing house for all sensations that are perceived. It gives a more comprehensive understanding of what is happening around us, and how it affects us. It is the neo-cortex that generates our thoughts, but it is the limbic system that provides feelings to those thoughts. On the one hand, the human brain is directed by the action of amygdala that is, the passionate reaction, and on the other hand, the neo-cortex drives it to experience, the reasoning for the responses, justification for that and the memory of the experience. Animals such as reptiles, don't have neo-cortex and therefore, cannot experience and learn anything such as maternal love.

1.14 EMOTIONAL HIJACKING

The instinctual and passionate responses of the primitive brain take priority over the thoughtful responses which lead us to take certain sudden actions. Despite our best efforts to keep our emotional outburst under control, it gets triggered to the very first of any responses. This phenomenon is termed as Emotional Hijacking.

Human beings are actually genetically programmed to be driven by the instinctual passions, due to amygdala's action. According to Le Doux (1986) has mentioned that amygdala, in the limbic system of the human brain acts as an alarm system which, through specific emotional response, copes up with the emergency situation and alerts the major parts of the brain. Sensory signal from sensory organs first goes to brain's thalamus and across a synapse it reaches the amygdale. From thalamus, another signal is rooted to the brains rational part of neo-cortex. Neo-cortex gathers and evaluates the information and then initiates its appropriate response. The input stream which is a shorter route from thalamus to amygdala is quicker (12 milliseconds as opposed to 25 milliseconds to the neo-cortex) and the amount of information is lesser. So, it operates as a quick primal scan to check for danger or opportunity even before the neo-cortex fully comprehends the information. This phenomenon is termed as Emotional Hijacking. However, the largest portion of the information goes to the neo-cortex.

The sensory information is analyzed, planned and coordinated in the neo-cortex and as a consequence, more calculated response is generated. It naturally modulates the actions of amygdala. 'The connections between amygdale (and related limbic structures) and the neo-cortex are the hub of the battles of head and heart, thought and feeling. This phenomenon explains why managing emotion is so crucial to effective thought, both in making wise decisions and in simply allowing us to think clearly' (Goleman, 1995 : p 27). **This phenomenon of modulating emotional responses is the essence of the construct of Emotional Intelligence.** Therefore, Emotional Intelligence proposes an appropriate cooperation between amygdala and neo-cortex to analyse the situation, people associated with it and consequently modulates the emotional responses.

1.15 IMPORTANCE OF EMOTIONAL INTELLIGENCE

The researchers have concluded that people who manage their own feeling well and deal effectively with others are more likely to live content lives. Happy people are more apt to retain information and do so more effectively than dissatisfied people. Building one's Emotional intelligence has a lifelong impact. The inclusion of Emotional Intelligence in training programs has helped employees cooperate better and motivate more, thereby increasing productivity and profits. The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in his life. It can only be possible through his potential of emotional intelligence and its proper development. Emotional Intelligence may be the most important influence of success on the job, according to studies done over the last decade. Effective management of emotional intelligence is a strong predictor of success in both our personal life and in the workplace.

Goleman through his bestselling books '*Emotional Intelligence- Why it can matter more than Intelligence Quotient (IQ)*' and '*Working with Emotional Intelligence*', has stressed the following factors while showing the importance of Emotional Intelligence:

- ◆ Emotional Intelligence is as powerful, and at times more powerful than Intelligence Quotient (IQ).
- ◆ Unlike IQ, Emotional Intelligence may be the best predictor of success in life.
- ◆ Unlike what is claimed of IQ, we can teach and improve in children and in any individual, some crucial emotional competencies, and paving way for increasing their Emotional Intelligence and thus making their life more healthy, enjoyable and successful in the days to come.
- ◆ The concept of Emotional Intelligence is to be applauded not because it is totally new but because it captures the essence of what our children or all of us need to know for being productive and happy.
- ◆ IQ and even standard achievement test (SAT) scores do not predict any person's success in life.
- ◆ In working situations too, Emotional Intelligence helps more than one's intellectual potential in terms of one's IQ or even professional skills and competencies.

- ◆ A person's Emotional Intelligence helps him in all spheres of life through its various constituents or components namely knowledge of his emotions (self-awareness) managing the emotions, motivating oneself and recognizing emotions in others (empathy and handling relationships.)

1.16 APPLICATIONS OF EMOTIONAL INTELLIGENCE

1.16.1 AT WORKPLACE: Researchers have found that factors such as creativity, positive attitude, integrity, cooperation, teamwork, social skills and motivation play major roles in a person's job suitability and productivity. These qualities are rather influenced by aspects of emotional abilities. The above findings were contradictory to the conventional notion of positive relationship of emotion with performance. In this line, a battle between 'head' and 'heart' was reported where 'head' represented intelligence and 'heart' represented emotional aspects. Therefore, it has been a challenge to the researches to forward a satisfactory explanation that would recognize the contribution of the emotional abilities for success in both personal and professional life.

To assess performance one should test for 'competence rather than intelligence'. Knowledge and skill can be acquired through training, development and learning. But to improve performance, one has to increase not only his/her knowledge but also the understanding of how that knowledge may be applied or the skill to apply it. Managing negative emotion, frustration and depression and maintaining healthy relationship with colleagues play a vital role in projecting a positive attitude towards work. Emotional Intelligence, as discussed earlier, represents a set of attributes for monitoring self and others 'feelings to help the individual in taking effective measures and action in a given situation.

Therefore, a close and direct relationship between emotional intelligence (both the self and the interpersonal component) and performance is expected.

1.16.2 IN GROUPWORKS AND CLASSROOM: Emotional Intelligence is becoming crucial today in the context of individuals' role-based behavior within group. The span of control being larger for a team leader, the relationships governing team members' and the leader are becoming more challenging.

When the structure of the group had become fairly stable, the dynamics within the work-groups become more definitive in terms of expression of views of member in relation to their points of agreement and disagreement and resolution of the same. The points of agreement were: division of work, collection of data and study material, listening and providing feedback to each other, time allocation for each presenter, and being supportive. Points of disagreement were: inclusion of particular part of the presentation, the clash of ideas, difference in styles in presentation, difference of opinion, conflict between personal and group interest.

The very fact that the members actively use feedback mechanism amongst each other for resolving problems within the groups helped them in social networking among themselves. This factor ultimately proved to be a positive element in improving their self-awareness and self-consciousness.

The knowledge of Emotional Intelligence for a teacher is the best weapon to work out her classroom to a responsive classroom. A teacher can also create enhanced Emotional Intelligence in children to become adaptive and flexible learners. The learner, in order to establish a balanced personal (self) and social growth or harmony, a better understanding to manage self emotions is required. A teacher in the classroom should therefore possess a high emotional intellectual to deal with the present classroom situations.

1.17 EMOTIONAL INTELLIGENCE AND TEACHERS

Teaching is considered to be one of the most stressful occupations, especially because it involves daily work based on social interactions where the teacher must make great efforts to regulate not only his or her own emotions, but also those of students, parents, administration, colleagues etc. Negative emotions, for example, anxiety interfere with our cognitive capacity for processing information, while positive emotions increase our creative capacity for generating new ideas and therefore ability to handle difficulties. Positive emotions in teachers can increase teacher wellbeing and also the students' level of adjustment. This positive affect may also produce a spiral effect which in turn facilitates a more suitable climate for learning.

Emotional competence of teachers is necessary in general for both their own wellbeing and for effectiveness and quality in carrying out teaching-learning process in the classroom and in particular for the socio-emotional development of students, teachers with low Emotional Intelligence are more uneasy and worried about future, unhappy, feeling failures, are less

cautious, irregular and like to take more rest restrain others, have lack of energy and feel tired and uninterested and conform to the opinion or accepted path taken by most people. Teachers have high Emotional Intelligence are more competent and have more self-confidence, hard working, help others in a constructive way, more motivated, energetic and full of enthusiasm and turn away from accepted or given path or opinion.

1.18 EMOTIONAL QUOTIENT (EQ)

Emotional Quotient, also called Emotional Intelligence Quotient, is a measurement of a persons' ability to monitor his/her emotions, to cope with pressures and demands, and to control his/her thoughts and actions. The ability to assess and affect situations and relationships with other people also plays a role in Emotional Intelligence. This measurement is intended to be a tool that is similar to Intelligence Quotient (IQ), which is a measurement of a persons' intellect.

Studies have been done on possible ways that high or low EQ might affect persons' abilities to perform under pressure, resolve conflict, and cope with challenges. For example, someone who has a low EQ might lack self-confidence and be pessimistic, both of which might affect his/her performance when doing certain task. People who are not proponents of the concept believe that things such as confidence, self-esteem and attitude are simply a matter of personality, which cannot be measured or modified. Others studies have linked this measurements to communication skills and other social skills that pupil either lack or possess.

1.19 EXISTING SCALES AVAILABLE IN LITERATURE

Three general ways to measure Emotional Intelligence are found in literature: Self-Report, Questionnaire Inventory and Ability measures.

1.19.1 Self-Report

A self-report test provides information about a person's self perceptions. To measure a persons' self-reported behavior, self-report testing would be appropriate. Self-report is a reflection of your own answers to the test questions. A well-known 133 item instrument is Bar-On's Emotional Quotient Inventory (EQ-I) which consists of 15 different scales (BAR-ON, 1997). The self-report instrument has originally evolved not out of an occupational context but rather

from a clinical one. Schutte et al (1998) have developed another self-report measure on Emotional Intelligence. It consists of 33 items. It is psychometrically reliable and valid measure.

1.19.2 Ability Measure

One of the most valid and reliable instruments to measure Emotional Intelligence is the 'Multi-factor Emotional Intelligence Scale (MEIS). It is five point rating scale consisting of 12 tasks divided into four branches of abilities including perceiving, assimilating, understanding and managing emotions. The test taker performs a series of tasks that are designed to assess the person's ability to perceive, identify, understand and work with emotions. Three types of scoring are used in this- consensus, expert and target scoring.

1.19.3 Questionnaire Measure

Emotional Competence Inventory (ECI), one of the most popular scales of Emotional Intelligence, uses the 360 degree approach to measure the construct (Boyatzis, Goleman and Rhee, 2000). This unique instrument collects information from self and observers- peers, supervisor, subordinates. It is six point rating scale. The reliability and validity of this scale has been proved.

1.20 STATEMENT OF THE PROBLEM

A Study of Emotional Intelligence of Pre-Service teachers

1.21 RATIONALE OF THE STUDY

Emotional Intelligence is an important factor for school teachers in order to maintain a harmonious classroom environment. Teaching profession requires high level of Emotional Intelligence. Practically, this implies that in selecting, training, and developing teachers, Emotional Intelligence should be one of the important factor concerns. Annaraja and Jose (2005) found that rural and urban B.Ed., trainees did not differ in their self-awareness, self-control, social skills and emotional intelligence. Amrita and Kadhiraavan (2006) found that gender, age and qualification influenced the emotional intelligence of school teachers. The main aim of

education is the all round holistic development of the students. In the pursuit of this goal, teachers play a significant role. Emotionally Intelligent teachers help students with improved motivation, enhanced innovation, increased performance, effective use of time and resources, improved leadership qualities and improved team work. Hence, it is essential to develop the emotional intelligence of student teachers during Pre-Service. The present research aims at studying the level of emotional intelligence of the Pre-Service teachers.

1.22 OBJECTIVES OF THE STUDY

1. To study the Emotional Intelligence of Pre-Service teachers.
2. To study the Emotional Intelligence of Pre-Service teachers Gender-wise.
3. To study the Emotional Intelligence of Pre-Service teachers Locality-wise.
4. To study the Emotional Intelligence of Pre-Service teachers Marital Status-wise.
5. To study the Emotional Intelligence of Pre-Service teachers Age-wise.
6. To study the Emotional Intelligence of Pre-Service teachers Stream-wise.

1.23 HYPOTHESES OF THE STUDY

1. There will be no significant difference in Emotional Intelligence of the Pre-Service teachers with respect to Gender.
2. There will be no significant difference in Emotional Intelligence of the Pre-Service teachers with respect to Locality.
3. There will be no significant difference in Emotional Intelligence of the Pre-Service teachers with respect to their Marital Status.
4. There will be no significant difference in Emotional Intelligence of the Pre-Service teachers with respect to their Age.
5. There will be no significant difference in the Emotional Intelligence of the Pre-Service teachers with respect to their Stream.

1.24 OPERATIONALIZATION OF THE TERMS

Intelligence: The ability to learn or understand from experience or to respond successfully to new experiences.

Emotion: It is a state of consciousness having to do with the arousal of feeling.

Emotional Intelligence: Emotional Intelligence involves the ability to perceive accurately, appraise and express emotions, the ability to access and/or generate emotional knowledge, and the ability to regulate emotions to promote intellectual growth.

Emotional Quotient: It is defined as the hundred times of Emotional Intelligence divided by the chronological age.

1.25 SCHEME OF CHAPTERIZATION

First chapter deals with the conceptual framework in which the detailed concept of Emotional Intelligence is covered by the researcher.

Second chapter throws light on the review of related literature concerned with the present study and its implications.

Third chapter deals with the research methodology in which the information about the research design, population, sample, tool, data collection process and data analysis technique is provided by the researcher.

Fourth chapter provides the data analysis and its interpretation.

Fifth chapter forms the last chapter which throws light on the findings, suggestion, implications and conclusion of the present study. It also provides the bibliography for the readers.

At last, appendix is provided which includes the Bhattacharya Instrument of Emotional Intelligence Inventory.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 IMPORTANCE OF REVIEWS

Knowledge is cumulative; every piece of research will give rise to and contribute to another piece of such studies. A true effective review will be a pace setter that stimulates further research efforts and also plays a very significant role in shaping the nature of that research. The review related literature enables the researcher to further clarify his objectives and to define the limits of his field avoiding unfruitful and useless problem areas.

Empirical studies in the area of Emotional Intelligence are yet to pick up. However, there are some studies on teachers, which have attempted to manipulate some of the dimensions of teacher's personality (which happen to be some of the concerns of Emotional Intelligence). A few on such relevant studies on Emotional Intelligence have been reviewed as follows:

2.2 REVIEW OF RELATED LITERATURE

Abraham, Y. (2014) conducted a study on the Emotional Intelligence, self-esteem and academic achievement of professional course students of different private universities and unaided colleges affiliated to the state universities of Salem. Standardized questionnaire were used to collect the data to the independent variable. In this study the researcher finds that there is a direct significant relationship between Emotional Intelligence and Self-esteem of professional course students, besides the existence of a positive and significant relationship between Emotional Intelligence and academic achievement of professional course students.

Aruna, J. (2013) investigated to assess the emotional intelligence among B.Ed. teacher trainees. The sample consisted of 60 male and female B.Ed. teacher trainees studying in Government and Private B.Ed. colleges. The results revealed, no significant difference was found towards emotional intelligence of B.Ed. teacher trainees with respect to their gender and type of institution. But urban teacher trainees showed higher levels of emotional intelligence than the rural teacher trainees.

Bharadwaj (1998) explored the prospects of Emotional Competence associated with labourers and non-labourers of both genders on a sample of 600 early adolescents by employing a two-group design. The twelve independent studies brought to the fore that in a comparison to female non-labourers, female labourers possess greater Emotional Competency. Male labourers have greater expressions and control of emotions than male non-labourers. Ability to function with emotions and encouragement of positive emotions has been found to be greater in both male and female labourers as compared with non-labourers. There is a great need to reorient our policies with regard to child labour instead of its pseudo eradication endeavours.

Boyd, A. (1998) conducted a study on 'The Emotional life of teacher: A Heuristic Inquiry' at the University of Cincinnati, Ohio, USA. The study was conducted on a sample of 18 public school teachers. The Emotional life of teachers was studied and it was found out that teaching would have a deleterious effect on the lives of teachers. This study pointed out the growing evidences for the harsh realities of today's classrooms which might be as a result of teacher's inability to live up to expectations of the students. Teachers sought mental, physical and emotional afflictions to get remedy through some means which were not always effective. The findings of the study suggested a need for the development of interventions and programmes that would help teachers to deal more effectively with the negative effects of teaching professions on their emotional lives.

Chandraiah, K & Murali, P (2011) reported in their study that there is significant impact of Emotional Intelligence on Academic Performance of the pupil with social and emotional problems. They also found that the students with social and emotional problems found to have poor performance in their academics than the pupils without such problems.

Indu, H. (2009) conducted a study on Emotional Intelligence of secondary teacher trainees in the district of Coimbatore. 502 teacher trainees were assessed for their Emotional Intelligence based on the Gender, type of family and Type of Institution. The study was of Survey type and the main objective was to compare the mean scores of Emotional Intelligence in relation to the Gender, Type of family and Type of Institution. The researcher has constructed her own tool namely EI-scale. The major outcome of the study was that the majority of the teacher trainees of Coimbatore district possess average Emotional Intelligence and the result did not much differ with respect to their Gender.

Jagvinder, S. (2013) studied Emotional Intelligence of B.Ed Students (student teachers) of Education College in relation to their gender. 60 B.Ed students were randomly selected from two different colleges of district Bathinda, Punjab. Therefore random sampling technique was used to select the sample from the population. The research data was collected by using Dr. S. K. Mangal test of Emotional Intelligence. From the data it is found that gender does not play a significant role on emotional intelligence of teachers under training (B.Ed students).

Kadhirvan, A. (2006) carried out research on the influence of personality on the Emotional Intelligence of Teachers. The results revealed that gender, age and qualification will influence the Emotional Intelligence of the Teachers. It was also noted that the thinking, judging dimensions of personality has significant positive impact on Emotional Intelligence.

Katyal (2005) studied the gender differences in Emotional Intelligence among adolescents of Chandigarh. 150 students of tenth class from different Government colleges of Chandigarh were selected using random sampling technique. The data were collected through standardized Emotional Intelligence tests. The findings revealed that girls were found to have greater Emotional Intelligence than boys.

Kumar, N. (2012) studied the Emotional Intelligence of B.Ed. teacher trainees in relation to Optimistic-Pessimistic attitude. Results revealed that there exists significant relationship between Emotional Intelligence and Optimistic-Pessimistic attitude of B.Ed. teacher trainees. Both the variables positively correlated with each others. Further there exists significant mean score difference in the emotional intelligence of male and female B.Ed. Teacher Trainees. 100% B.Ed. Teacher trainees shows high emotional intelligence but male B.Ed. teacher trainees shows high emotional intelligence than female B.Ed. teacher trainees. Further the results revealed that there exists significant mean scores difference in the Optimistic-Pessimistic attitude of male and female B.Ed. pupil teacher trainees. Female B.Ed. teacher trainees shows high optimistic attitude than male B.Ed. teacher trainee.

Kumar, R. (2005) probed the relationship between Emotional Intelligence and personal effectiveness. It was hypothesized that Emotional Intelligence enhances personal effectiveness. The study was conducted on 50 post graduates (25 male and 25 female) from various departments of Delhi University. The sample was administered by Emotional Intelligence scale

(Cooper and Sawat) and Personal Effectiveness scale (Udai Pareek, 1989). The study concluded that there exists a positive relationship between Emotional Intelligence and Personal Effectiveness.

Latha, M. (2012) carried out the study on Emotional Intelligence among prospective teachers. 200 B.Ed trainees of Mandya city were selected through Random sample technique. The researcher had taken into account the variables such as Gender, Subject of study and Type of Institutions to measure Emotional Intelligence of teacher trainees. The main objective of the study was to determine the Emotional Intelligence of teacher trainees with respect to Gender, Subject of Study and the Type of Institution. The findings of this study revealed, there is no significant difference in the Emotional Intelligence of teacher trainees based on Gender also show that no significant difference between Emotional Intelligence of Science and Arts B.Ed trainees of Aided and Private college.

Mahmoudi, A. (2011) carried out a study on Emotional Intelligence among B.Ed teacher trainees with respect to variables such as Gender, Age, Type of management and institution , community and religion etc. The sample comprised of 300 B.Ed teacher trainees studying in five colleges of Yasouj district of Iran. The findings shown that the B. Ed trainees, on considering the variables such as Gender, Type of Institutions, Age, Religion showed a significant effect on the mean scores. The tool used was EI- Scale for the collection of data. Overall conclusion was that the Emotional Intelligence among teacher trainees was normal.

Mangala B. R & Anwar G (2012) studied the relationship between Emotional Intelligence and Personality Adjustment among teacher trainees in Mysore city. 900 (510 females + 390 males) student-teachers of first and second year D.Ed Institutions which are government , government-aided and private were randomly selected for the study with their social, emotional and health adjustments. Dalip Singhs Emotional Intelligence Test and Bell Adjustment Inventory for measuring Personality were administered. The results revealed that the student- teachers with high level of Emotional Intelligence could easily get adjusted to home environment . significant difference was observed among social, emotional and health adjustment show a higher value when compared with other scores.

Mohanasundaram, (2004) conducted a study on emotional intelligence and achievement of teacher trainees at primary level at Government College of Education, Thanjavur. The study revealed that men and women teacher trainees did not differ in their emotional intelligence. There was significant but low positive correlation between emotional intelligence and overall academic achievement of teacher trainees. The teacher trainees of co-educational institutions were at a higher level, than that of other types in their emotional intelligence. There was significant but low positive correlation between emotional intelligence and achievement in educational science subjects.

Padhi S.K & Verma J (2012) studied the relationship between teacher effectiveness, emotional Intelligence and Life Satisfaction and also examined the interaction effect of Emotional Intelligence and Life Satisfaction on teacher effectiveness of secondary school teachers. Descriptive survey method was used. 120 teachers (60 from government and 60 from private schools) were selected for the present study. Random sampling technique was used. Teacher Effectiveness Scale developed and standardized by Kumar and Mutha (1974) was administered. Emotional Intelligence Scale developed and standardized by Dhar, Hyde and Pethe (2002) and Life Satisfaction Scale developed and standardized by Singh and Joseph (2009). The study revealed that the teachers working in secondary school do not differ significantly in the variables like teacher effectiveness , emotional intelligence and life satisfaction with respect to type of school management and place of habitation. The interaction effect of Emotional Intelligence and Life Satisfaction on teacher effectiveness of secondary school teachers is insignificant.

Petrides & Fumham, A (2000) studied Gender differences in measured trait of Emotional Intelligence. Results revealed that females scored higher than males on the social skill factor of measured trait of Emotional Intelligence. However, the facts of self-estimated Emotional Intelligence were combined into a single reliable scale and the participants measured trait Emotional Intelligence scores were held constant it was demonstrated that males believed that they had higher Emotional Intelligence than females, most of the correlations between measured and self estimated scores were significant and positive, thereby indicating that people have some insight into their Emotional Intelligence. Correlations between measured and self-estimated scores were generally higher for males than females and a regression analysis indicated that gender was a significant predictor of self-esteem Emotional Intelligence.

Poornima & Reddy L (2012) has conducted a study on Emotional Intelligence as a tool to enhance quality in Teacher Education Programs. The researcher asserts that the curriculum of teacher Education should include Emotional Intelligence training package and that the service teachers should be given training in Emotional Intelligence competencies techniques so that the teacher trainees can practice the same and impact Emotional Intelligence competencies to student-teachers.

Reddy, P.V & Siva Sanker, V. (2013) conducted a study on Emotional Intelligence among teacher trainees with respect to their Gender, Locality and Management. The sample comprised of 240 B.Ed teacher trainees, selected from the Government and private colleges in and around Thirupati town, Chittoor district, A.P. Simple random sampling technique was used. The study was of Survey type. The major findings of the study were Gender has significant influence on Emotional Intelligence of teacher trainees while the Locality and Management has no significant influence on Emotional Intelligence of teacher trainees.

Reddy S, (2012) conducted a study on gender and locale as related to emotional intelligence among teachers on a sample of 120 male and female teachers belonging to rural and urban localities of Warangal District. Results revealed that there are no significant difference between male and female teachers with regard to their emotional intelligence and also found that there is no significant difference in the emotional intelligence of teachers working in rural and urban areas.

Sharma (2000) discussed the concepts and characteristics of Emotional Intelligence. Emotional Intelligence is described as a type of social intelligence involving recognition and management of emotions and feelings in self and others for motivating self and dealing effectively with others.

Sibia,A and Misra,G (2004) examined the notion of Emotional Intelligence in the Indian socio-cultural context. The researcher studied the Emotional Intelligence based on the perspective of people (parents,teachers and childrens) in the contemporary Indian Society. Results indicated that Indian view of Emotional Intelligence is embedded in its highly valued social concerns, virtues , cultural traditions and practices. These provide a frame for Emotional learning and are

therefore basic to the notion of Emotional Intelligence Responding to open ended questions. 1047 samples were there. The samples described the Emotional qualities desired by them in children and those required to be successful in life. Results indicate that the Indian view of Emotional Intelligence is context, sensitive and focuses of the role of family and society in shaping ones emotion.

Srivastava R.K & Nautiyal A. P (2012) conducted a study in which the researcher has been made to find out the status of life satisfaction and level of Emotional Intelligence prevailing among the male teachers serving in Urban government primary schools in Tehri- Garhwal district (Uttarakhand). A sample of 310 teachers was selected. The data was collected by employing the Life Satisfaction Scale of Alam and Srivastava (1983) and Emotional Intelligence Scale of Hyde Pethe and Dhar (2001). The studies revealed that the male teachers (31 to 45 years age) enjoy the optimum life satisfaction, every male teacher possesses above average status of life satisfaction and level of Emotional Intelligence and the Emotional Intelligence increases with age of teachers. Also the Emotional Intelligence has positive and significant influence on one's life satisfaction status.

Suresh, K J & Joshith, V P (2008) carried out a study on Emotional Intelligence as a correlate of stress of student teachers on the basis of gender, college (aided, unaided and government training college) and the stream of study (science and arts student teachers). The researcher firstly calculated the stress of student teachers and then Emotional Intelligence, after calculating the researcher compared the scores of variables. 602 student teachers of Kerala state were choosen as the samples. The researcher concluded that the individuals having high Emotional Intelligence have low stress and this will directly contribute to the development of the individual and the society.

Viswanathan (2008) provided significant evidence in support for the role of socio-emotional factors in students' grades. The researcher has made an attempt to investigate the effect of Emotional Intelligence on academic performance of the students, applying a methodology which seeks to reduce, if not eliminate, objections to the traditional measures of the study on that linkage. A suitably-designed instrument, administered to more than two hundred students, has disclosed that there indeed could be significant linkage between students' dispositions and their

scores in exams. Overall, the results provide the significant evidence in support for the role of socio-emotional factors in students' grades.

Yadav, M. (2014) conducted a study on the Emotional Intelligence, creativity and their impact on academic achievement of senior secondary class students. 800 senior secondary class students were randomly selected from four schools of Gurgaon district, total of 400 boys and 400 girls. Emotional Intelligence Inventory by Mangal was used to collect the necessary data. The research findings has revealed that there exists significant impacts of Emotional Intelligence on Academic achievements of the students who has scored above 76% mark and there is no significant impact of Emotional Intelligence on academic achievements of students who has scored below 76% marks in academics. And also the studies reveal that there is no significant relation between the two variables that is Emotional Intelligence and creativity of the senior secondary school students.

2.3 IMPLICATIONS FOR THE PRESENT STUDY

- The Emotional Intelligence level of most of the teacher trainees was found to have average.
- The Emotional Intelligence has a positive and significant influence on one's life satisfaction.
- The teacher - trainees with high level of Emotional Intelligence can easily adjust with the home environment as well as have a greater ability of social, emotional and health adjustment.
- The Emotional Intelligence of teacher-trainees does not have any impacts on the locality, gender, age, marital status, and stream of study.
- There is a low positive correlation between Emotional Intelligence and overall academic achievement of teacher trainees.
- Emotional Competencies of early adolescents' labourers are high when compared to the Emotional Competencies of non-labourers with respect to the gender.

2.4 CONCLUSION

This chapter concludes that possessing a high Emotional Intelligence does affect the professional skills of teachers and various studies have been conducted on Emotional Intelligence of teacher-trainees, teachers and students.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter deals with the research methodology in which the information about the research methodology, population, sample, tool, data collection and data analysis technique is provided by the researcher.

3.2 RESEARCH METHOD

The method adopted for the research study was survey method.

3.3 POPULATION

The B.Ed. student teachers under Sardar Patel University of the entire Anand district constituted the population of the study.

3.4 SAMPLE

Convenient sampling technique was adopted in selecting the teacher training college. The students were selected employing cluster sample technique. The student teachers of 2014-2015 (students of B.Ed Advanced) of Waymade College of Education, V.V Nagar in Anand district constituted the sample of the present study.

3.5 TOOL

The tool employed by the researcher is the Bhattacharya's Emotional Intelligence Inventory (BEIS-In).

3.6 CONSTRUCTION OF TOOL

BEIS-In is a standardized inventory test measuring Emotional Intelligence constructed by Bhattacharya M. S. It is self-report questionnaire with five point scale expressing 'Never True', 'Rarely True', 'Sometime True', 'Mostly True', 'Always True'. The items comprise of both the positive polarity statements and negative polarity statements. There are 40 items in total out of

which 21 are positive polarity statements and 19 are negative polarity statements. The continuum of scale is from 200 to 40. The positive polarity statement scores 1 – 5 from ‘Never True’ to ‘Always True’ respectively. The negative polarity statements are reversively scored.

3.7 DATA COLLECTION

Data was collected by administering the BEIS-In to the student teachers of Waymade College of Education with prior permission of the college authority. The BEIS-In was provided to the student teachers and the difficulty aroused in understanding the statements was clarified. The respondents took 45 minutes to complete the Inventory.

3.8 DATA ANALYSIS TECHNIQUE

The Emotional Intelligence score of each student teacher were obtained by assigning scores for each statement as per their responses. The scores obtained for each statement were summated and the total score of Emotional Intelligence for each respondent were given. The Emotional Intelligence score of all the respondents were added who fall under a particular variable, then divided by their total number. This provided the Mean score. t-test was employed to analyse the collected data. From the mean score, Variance was calculated. Standard deviation and Standard Error of mean is calculated further. Substituting, the mean scores and Standard Error of mean in the equation, t-value is calculated.

3.9 CONCLUSION

BEIS-In was employed to measure the Emotional Intelligence of student teachers. The scoring was done as per the positive polarity statements and negative polarity statements. Analysis and Interpretation is done in the next chapter.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter deals with the Data Analysis and Interpretation of the scores obtained by the respondents.

4.2 TECHNIQUES OF DATA ANALYSIS

t-test was employed to analyse the collected data. The Emotional Intelligence score of each student teacher were obtained by assigning scores for each statement as per their responses. The scores obtained for each statement were summated and the total score of Emotional Intelligence for each respondent were given. The Emotional Intelligence score of all the respondents were added who fall under a particular variable, then divided by their total number. This provided the Mean score. t-test was employed to analyse the collected data. From the mean score, Variance was calculated. Standard deviation and Standard Error of mean is calculated further. Substituting, the mean scores and Standard Error of mean in the equation, t-value is calculated.

4.3 ANALYSIS AND INTERPRETATION

The Emotional Intelligence score of Pre-service teachers obtained are as follows:

4.3.1 EMOTIONAL INTELLIGENCE SCORES OF PRE-SERVICE TEACHERS

Table No. 1 : Scores of Emotional Intelligence of Pre-Service teachers

Total No: of Students	Emotional Intelligence Score	No: of students	Percentage of Students (%)
90	40 – 80	0	0
	81 – 110	28	31.11
	111 – 150	49	54.44
	151 – 200	13	14.44

As per BEIS-In , student teachers who score between 40 - 80 falls under the category of possessing Low Emotional Intelligence that is Below Average. Student teachers scoring between 81 – 110 have Average level of Emotional Intelligence and the student teachers who score between 111 – 150 possess High level of Emotional Intelligence. The student teachers who fall in the score range of 151 – 200 are said to be having Excellent level of Emotional Intelligence.

By analyzing data, 54.44 % of Pre-service teachers have a high level of Emotional Intelligence and not even a single student teacher possess a low level of Emotional Intelligence.

4.3.2 In order to test First hypothesis :

Table No.2: ANALYSIS OF EMOTIONAL INTELLIGENCE BASED ON GENDER

Gender	N	Mean	SD	SEm	df	t-value
Female	64	140.96	11.73	1.47	88	1.22
Male	26	144.19	11.26	2.207		

t-value for level of significance at 0.01 = 2.63

t-value for level of significance at 0.05 = 1.99

t-value calculated = 1.22

Here,

$$1.22 < 2.63, 1.99$$

Therefore,

$$t_{(cal)} < t_{(0.01)}, t_{(0.05)}$$

This means the hypothesis ‘There will be no significant difference in Emotional Intelligence of the Pre-Service teachers with respect to Gender’ is not rejected.

It means that, the above statement can be interpreted as there is no significant difference in the mean scores of Emotional Intelligence of male and female student teachers. This show, the male and female student teachers does not differ in their Emotional Intelligences.

4.3.3 Inorder to test the Second Hypothesis:

Table No.3 : Analysis Of Emotional Intelligence Based On Locality

Locality	N	Mean	SD	SEm	df	t-value
Rural	25	140.8	12.33	2.47	88	0.386
Urban	65	141.91	11.74	1.46		

t-value for the level of significance 0.01 = 2.63

t-value for the level of significance 0.05 = 1.99

t-value calculated = 0.386

Here,

$$0.386 < 2.63, 1.99$$

Therefore,

$$t_{(cal)} < t_{(0.01)}, t_{(0.05)}$$

This means the hypothesis ‘There will be no significant difference in Emotional Intelligence of the Pre-Service teachers with respect to Locality’ is not rejected.

It means that the above statement can be interpreted as there is no significant difference in the mean scores of Emotional Intelligence of student teachers belonging to rural locality and of urban locality. Thus it can be said that the student teachers of rural locality and the student teachers of urban locality does not differ much in their Emotional Intelligences.

4.3.4 Inorder to test the Third hypothesis :

Table No.4 : ANALYSIS OF EMOTIONAL INTELLIGENCE BASED ON MARITAL STATUS

Marital Status	N	Mean	SD	SE _m	df	t-value
Single	72	141.25	11.93	1.406	87	1.044
Married	17	144.29	10.49	2.55		

t-value for the level of significance 0.01 = 2.63

t-value for the level of significance 0.05 = 1.99

t-value calculated = 1.044

Here,

$$1.044 < 2.63, 1.99$$

Therefore,

$$t_{(cal)} < t_{(0.01)}, t_{(0.05)}$$

This means the hypothesis ‘There will be no significant difference in Emotional Intelligence of the Pre-Service teachers with respect to Marital Status’ is not rejected.

It means that the above statement can be interpreted as there is no significant difference in the mean scores of Emotional Intelligence of student teachers with respect to their marital status. Thus it can be said that the student teachers who are single and married, does not differ much in their Emotional Intelligences.

4.3.5 Inorder to test the Fourth hypothesis :

Table No.5 : ANALYSIS OF EMOTIONAL INTELLIGENCE BASED ON AGE

Age	N	Mean	SD	SE _m	df	t-value
20-29	84	142.03	11.53	1.26	88	0.36
30-39	6	140	13.46	5.49		

t-value for the level of significance 0.01 = 2.63

t-value for the level of significance 0.05 = 1.99

t-value calculated = 0.36

Here,

$$0.36 < 2.63, 1.99$$

Therefore,

$$t_{(cal)} < t_{(0.01)}, t_{(0.05)}$$

This means the hypothesis ‘There will be no significant difference in Emotional Intelligence of the Pre-Service teachers with respect to age’ is not rejected.

It means that the above statement can be interpreted as there is no significant difference in the mean scores of Emotional Intelligence of student teachers with respect to their age. Thus it can be said that the student teachers does not differ much in their Emotional Intelligences on account of their age.

4.3.6 In order to test the Fifth Hypothesis :

ANALYSIS OF EMOTIONAL INTELLIGENCE BASED ON STREAM

Table No.6 : Analysis of teacher trainees belonging to Science and Arts stream.

Stream of Study	N	Mean	SD	SE _m	df	t-value
Science	43	142.07	11.87	1.809	54	0.543
Arts	13	140.08	11.45	3.18		

t-value for the level of significance 0.01 = 2.68

t-value for the level of significance 0.05 = 2.01

t-value calculated = 0.543

Here,

$$0.543 < 2.68, 2.01$$

Therefore,

$$t_{(cal)} < t_{(0.01)}, t_{(0.05)}$$

Table No.7: Analysis of teacher trainees belonging to Science and Commerce Stream

Stream	N	Mean	SD	SE _m	df	t-value
Science	43	142.07	11.87	1.809	75	0.116
Commerce	34	142.38	11.46	1.965		

t-value for the level of significance 0.01 = 2.65

t-value for the level of significance 0.05 = 2.00

t-value calculated = 0.116

Here,

$$0.116 < 2.65, 2.00$$

Therefore,

$$t_{(cal)} < t_{(0.01)}, t_{(0.05)}$$

Table No.8 :Analysis of teacher trainees belonging to Arts and Commerce Stream

Stream	N	Mean	SD	SE _m	df	t-value
Arts	13	140.08	11.45	1.965	45	0.616
Commerce	34	142.38	11.46	3.18		

t-value for the level of significance 0.01 =2.69

t-value for the level of significance 0.05 =2.02

t-value calculated = 0.616

Here,

$$0.616 < 2.69, 2.02$$

Therefore,

$$t_{(cal)} < t_{(0.01)}, t_{(0.05)}$$

From the analysis, it has been clear that in all the three cases the t-value calculated is less than the t-value for the level of significance 0.01, 0.05. This makes clear that the hypothesis framed

‘There will be no significant difference in Emotional Intelligence of the Pre-Service teachers with respect to Stream of study’ is not rejected. Hence, it can be interpreted that there is no significant difference in the mean scores of Emotional Intelligence of student teachers with respect to their Stream of Study.

4.4 CONCLUSION

This chapter concludes that there is no significant difference in the Emotional Intelligence of Pre-Service teachers with respect to Gender, Locality, Marital Status, Age and Stream of Study. This means, there is no impact of Emotional Intelligence on the variables like Gender, Locality, Marital Status, Age and Stream of Study of the student teachers.

CHAPTER 5

FINDINGS, IMPLICATIONS AND CONCLUSIONS

5.1 INTRODUCTION

“Emotional Intelligence is a set of abilities to perceive accurately, appraise and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.” (Mayer & Salovey, 1997; p 10).

Mayer and Salovey (1997) emphasized on the knowledge of emotions one had and the mechanism of regulating and managing them. Bar-On (2000) signified the overall survival strategy as per environmental requirements with the help of certain characteristics that were very much similar to personality. Goleman’s (1995) concept of Emotional Intelligence advocated for the skill that was reflected through effective performance. Therefore, behavior is a combination of cognition, emotion and conation and the behavior at workplace depends on the interaction of such components.

This chapter deals with the outcomes of the present study. This section indicates the major findings of the study and suggestions for further research. This chapter also throws light to the implications of the present study.

5.2 STATEMENT OF THE PROBLEM

A Study of Emotional Intelligence of Pre-Service teachers

5.3 OBJECTIVES OF THE STUDY

1. To study the Emotional Intelligence of Pre-Service teachers.
2. To study the Emotional Intelligence of Pre-Service teachers Gender-wise.
3. To study the Emotional Intelligence of Pre-Service teachers Locality-wise.
4. To study the Emotional Intelligence of Pre-Service teachers Marital Status-wise.

5. To study the Emotional Intelligence of Pre-Service teachers Age-wise.
6. To study the Emotional Intelligence of Pre-Service teachers Stream-wise.

5.4 HYPOTHESES OF THE STUDY

1. There will be no significant difference in Emotional Intelligence of the Pre-Service teachers with respect to Gender.
2. There will be no significant difference in Emotional Intelligence of the Pre-Service teachers with respect to Locality.
3. There will be no significant difference in Emotional Intelligence of the Pre-Service teachers with respect to their Marital Status.
4. There will be no significant difference in Emotional Intelligence of the Pre-Service teachers with respect to their Age.
5. There will be no significant difference in the Emotional Intelligence of the Pre-Service teachers with respect to their Stream.

5.5 RESEARCH METHOD

The method adopted for the research study was survey method.

5.6 POPULATION AND SAMPLE

The B.Ed student teachers under Sardar Patel University of the entire Anand district constituted the population of the study. The student teachers were selected by employing cluster sample technique. The student teachers of 2014-2015 (students of B.Ed Advanced) of Waymade College of Education, V.V Nagar in Anand district constituted the sample of the present study.

5.7 TOOL

The tool employed by the researcher is the Bhattacharya's Emotional Intelligence Inventory (BEIS-In).

5.8 FINDINGS OF THE STUDY

The findings of the present study are presented as follows:

- No student teacher falls under the below average level of Emotional Intelligence score.
- 54.44 % of student teachers fall under the High level of Emotional Intelligence score.
- 31.11 % of student teachers fall under the Average level of Emotional Intelligence score.
- 14.44 % of student teachers fall under the Excellent level of Emotional Intelligence score.
- The Emotional Intelligence of Pre-service teachers with respect to their Gender do not differ significantly. The male and female Pre-service teachers have almost similar levels of Emotional Intelligence.
- The Emotional Intelligence of Pre-service teachers with respect to their Locality do not differ significantly. That is, the student teachers belonging to the rural and urban geographical areas have almost similar levels of Emotional Intelligence.
- The Emotional Intelligence of Pre-service teachers with respect to their marital status do not differ significantly. This means that the married and single student teachers have almost similar levels of Emotional Intelligence.
- The Emotional Intelligence of Pre-service teachers with respect to their Age do not differ significantly. The findings of the study are that the student teachers of age limit, 21 to 37 have almost similar levels of Emotional Intelligence.
- The Emotional Intelligence of Pre-service teachers with respect to their Stream of study do not differ significantly. The student teachers of Science, Arts and Commerce constituted the samples. The findings of the study indicate that the levels of Emotional Intelligence are almost similar for student teachers belonging to all the three stream of study.
- Gender, Locality, Age, Stream, Marital Status do not have impact on Emotional Intelligence. So, development of Emotional Intelligence is independent of all these variables.

5.9 IMPLICATIONS

The following are the implications of the present study:

- ❖ Results of the present study may be discussed in seminars, refresher courses, workshops organized for teacher-trainees, teachers, educationists and administrators for further reforms.
- ❖ The results of the present study indicate that effective teachers with high Emotional Intelligence should be employed in the schools to enhance the achievement of students and also to provide the students with good learning environment.
- ❖ Emotionally healthy teachers accept their responsibilities, make their own decisions, plan ahead, set realistic goals for themselves, and in problem solving, do the best they can when in a problematic situations, they encounter or create. They learn how to learn and to solve problems and they take pride in enhanced intellectual efficiency. Therefore emphasis should be laid on creating proper learning climate to enhance the development of emotionally healthy teachers.
- ❖ Self-awareness is a key to realize one's own strengths and weaknesses. Being aware of one's own strength and weakness will help a teacher to improve one's professional skills and teaching competencies.
- ❖ Given the understanding of the crucial role of emotional intelligence, emotional competence plays in individual, group, and organizational success, the implications for education is clear: we should be helping young people master these competencies as essential as life skills.
- ❖ The myths like gender, marital status, age, study stream, geographical areas etc, should be done away with from the minds of teachers. Till the point these will prevail in the mind of the teachers, his/her thinking and decisions will be biased which itself is very negative on the part of a successful teachers. To improve, activities should be provided accordingly.

5.10 SUGGESTIONS FOR FURTHER RESEARCH

Certain suggestions for the further research studies are presented as follows:

- Different studies may be conducted in different universities across Gujarat and other states of the country.
- The present study was conducted on student teachers but different studies may be conducted for in-service, private and government teachers.
- Emotional intelligence studies may be conducted in different fields of study like engineering, technology and management to study the relationship of variables like gender, age, locality etc with respect to their emotional intelligence.
- The study of Emotional Intelligence may be studied with various other variables like teaching attitude, motivation, academic achievements, mental health, job, anxiety could be taken into consideration.
- As per the results obtained, programmes may be given to the student teachers in order to improve their Emotional Intelligence much more.

5.11 CONCLUSION

Pre-service teachers need to be aware of the concept of Emotional Intelligence and they should practice to imbibe or enhance it. The main necessity of a teacher to focus on this concept is that, it is the duty of teachers to deal effectively and to create a better environment that enhances the emotional development of children. The teacher should be aware that the basic emotional needs of a child are met in the classroom itself. For this, a teacher should be emotionally balanced. Another necessity to practice this concept is the importance of Emotional Intelligence in today's professional work. According to Goleman, Intelligent Quotient aids in our selection and Emotional Quotient promotes us at the work place. Hence, it can be concluded that Emotional Intelligence is to be nurtured along with the other competencies at the Pre-service teacher education level.

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APPENDIX

BHATTACHARYA INSTRUMENT OF EMOTIONAL INTELLIGENCE INVENTORY

INSTRUCTIONS

Please read each statement carefully. Put a tick mark () corresponding to your agreement or disagreement for your own behavior and feelings.

Sr. no.	Questions	Never True	Rarely True	Sometimes True	Mostly True	Always True
1	I get unnecessarily tensed in certain work situations.					
2	I am stressed even in day-to-day affairs.					
3	I feel sad in some specific issues.					
4	I often get depressed.					
5	I feel that there is no respite from stress.					
6	I feel helpless in bad moods.					
7	I cannot get myself out of anxiousness in the face of a trial or in deliberations with people.					
8	I feel uneasy in handling conflicts and emotional upsets in relationships.					
9	I am out of tune in such circumstances that call for my affection.					
10	I repent afterwards for things said.					
11	I am worried about my own problems.					
12	I become thoughtful about those things, people do not bother to think.					
13	I over-react on trifles as per other's belief.					

14	I can sense the feelings of others.					
15	I am quite sensitive to how relationship goes on.					
16	I pay complements to deserving people.					
17	I get pleasure in challenges and try to solve them.					
18	I am satisfied with the performance of my work.					
19	I enjoy myself to the facts and concepts of my work at my work-place.					
20	I supplement innovative ideas to my organization.					
21	I can sense whether the new ideas would succeed.					
22	I prefer brainstorming on a problem to find out a solution for it.					
23	In my team I am the decision-maker.					
24	I think that my performance at work is affected by my family problems.					
25	I get frightened when situations changes rapidly.					
26	I feel strained with re-organization in my company.					
27	I spare nothing to save myself from being called a fool by my contenders.					
28	I am concerned for the conflicts between work and family.					
29	I think the time most critical when people form a different opinion than me.					
30	I do not think I have a non-performing					

	existence.					
31	I try to keep good relationship with my madam/principal/boss.					
32	I try to keep good relationship with my subordinates.					
33	I can easily make acquaintances and friends.					
34	I am put into distress with a death of a close friend or relative.					
35	I am ready to mend myself if somebody corrects me.					
36	I am fully confident of my ability.					
37	I can differentiate and compare my feelings.					
38	I turn my needlepoint to the behavior and not to the man while commenting on anything critically.					
39	I am interested to find out the solution for a problem which I face.					
40	I know-how to make a positive emotion last when I experience it.					