

Emotional Intelligence Of Prospective Elementary School Teachers In Aizawl District

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Abstract

This study investigates the levels of emotional intelligence among prospective elementary school teachers in Aizawl District, examining variations by gender, locality, and its relationship to academic achievement. Using a descriptive survey method and an emotional intelligence Test Scale, data were collected from 130 students in a pre-service teacher education program at DIET Aizawl. Findings reveal diverse emotional intelligence levels, with nearly a third scoring low. Analysis shows a negligible correlation between rural and urban teachers' emotional intelligence and no significant difference between male and female scores. However, a significant disparity exists between emotional intelligence and academic achievement, suggesting these as distinct attributes. This divergence emphasizes the need to treat emotional intelligence as a separate skill from academic performance in teacher training, supporting educators in developing emotional resilience, interpersonal skills, and adaptability. These insights offer valuable implications for teacher training programs to foster effective, emotionally intelligent educators.

Keywords: Emotional intelligence, academic achievement, Aizawl District, prospective elementary school teachers

Introduction

Emotional Intelligence (EI) emerged as a prominent concept in the early 1990s, defining a person's ability to understand and regulate emotions within themselves and others. At its core, emotional intelligence involves skills essential for maintaining meaningful relationships, recognizing personal strengths and limitations, and effectively managing stress and emotional responses. Emotionally intelligent people are often seen as cooperative, dependable, and driven to reach their goals, with an innate understanding of others' emotional states. Goleman (1995) emphasized the impact of emotional intelligence on success, suggesting it accounts for up to 80% of personal and professional achievement, even outweighing traditional measures of intelligence. This high level of emotional intelligence is linked to creativity, empathy, and effective action across various domains.

Central to emotional intelligence is the constructive management of one's emotions, effective interpersonal communication, and empathy toward others. These skills help individuals face and overcome daily challenges, with emotional intelligence influencing the ease with which individuals can navigate difficulties. People with higher emotional intelligence levels are often better equipped to handle diverse problems and adapt to changing circumstances, while those with lower emotional intelligence may encounter greater challenges in managing similar situations. However, even those with lower emotional intelligence may find success in specific areas where they can leverage their emotional abilities. Thus, emotionally intelligent individuals frequently display resilience and problem-solving skills, making them adept at managing varied and complex situations.

Emotional intelligence is structured around four primary domains: self-awareness, self-management, social awareness, and relationship management. Each domain encompasses specific sub-skills that together form a well-rounded emotional intelligence framework. Self-awareness, the foundation of emotional intelligence, involves recognizing one's emotions, strengths, and areas for growth. Self-management relates to regulating emotions to adapt to different circumstances effectively. Social awareness includes the ability to empathize and understand others' emotions, while relationship management focuses on fostering positive relationships through communication, empathy, and conflict resolution. Mastery of these interconnected areas enhances overall emotional intelligence, fostering better decision-making, communication, and interpersonal relationships that contribute to personal and professional fulfilment.

Rationale of the study

Emotional intelligence is increasingly acknowledged as essential to workplace success, directly influencing

performance and leadership efficacy. Beyond technical expertise, thriving in the corporate world hinges on the ability to understand and manage interpersonal relationships. Employees with high emotional intelligence are better equipped to navigate complex social environments, resolve conflicts effectively, and cultivate positive work relationships, driving productivity, innovation, and adaptability. Leaders, especially, depend on emotional intelligence to connect with diverse team members, build trust, inspire motivation, and foster supportive work cultures. A central component of emotional intelligence in leadership is the capacity for attentive, empathetic listening, which encourages open communication and mutual understanding throughout the organization. Moreover, emotional intelligence allows individuals to remain calm under pressure and make thoughtful decisions, strengthening their ability to lead teams through periods of uncertainty and challenge.

In educational settings, emotionally intelligent teachers significantly impact students' learning experiences and the classroom atmosphere. Their sensitivity to individual student needs and their adaptability in teaching methods create inclusive, engaging learning environments. Positive teacher-student relationships, grounded in empathy and clear communication, foster a safe, supportive atmosphere that encourages active participation and academic achievement. Teachers who can manage their emotions promote respect and collaboration, nurturing creativity and a sense of community within the classroom. By providing this emotionally supportive environment, these teachers equip students with skills for future academic and emotional challenges. Consequently, investigating the role of emotional intelligence and academic performance among prospective elementary school teachers, including factors such as gender and locality, can yield valuable insights into educational effectiveness and student development.

Objectives

- 1) To assess the emotional intelligence of prospective elementary school teachers in Aizawl District.
- 2) To examine the relationship between emotional intelligence of rural and urban prospective elementary school teachers in Aizawl District.
- 3) To compare emotional intelligence of prospective elementary school teachers in Aizawl District in relation to their gender.
- 4) To compare emotional intelligence and academic achievement of prospective elementary school teachers in Aizawl District

Hypothesis

- 1) There exist different levels of emotional intelligence among prospective elementary school teachers in Aizawl District
- 2) There is no significant relationship between emotional intelligence of rural and urban prospective elementary school teachers in Aizawl District
- 3) There is no significant difference between emotional intelligence of male and female prospective elementary school teachers in Aizawl District
- 4) There is no significant difference between the emotional intelligence and academic achievement of prospective elementary school teachers in Aizawl District

Method of the study

This study investigates the emotional intelligence of prospective elementary school teachers in Aizawl District, employing a descriptive survey methodology to measure their emotional intelligence quotients. The research examines the influence of various factors, including gender and geographical background, to capture a holistic view of emotional intelligence among the prospective elementary school teachers in Aizawl District. The study adopted descriptive survey study aiming to determine the emotional intelligence of prospective elementary school teachers in Aizawl District. The variable to study is emotional intelligence, locale and gender.

Sample of the study

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. 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. By using simple random sampling technique, the investigator select 130 students studying D.El.Ed course at DIET Aizawl. Since, those students studying the said course forms population of prospective elementary school teachers in Aizawl District.

Tools for the study

This investigation utilized an Emotional Intelligence Test Scale specifically developed by the researcher. The scale comprises 31 statements, with a scoring range from a minimum of 31 to a maximum of 155. The table below presents

the classification of scores into various levels of emotional intelligence.

Table 1
Level and Range of Score of Emotional Intelligence

Sl. No	Level of Emotional Intelligence	Range of Score
1	<i>Very Low</i>	97 and below
2	<i>Low</i>	98 - 108
3	<i>Average</i>	109 - 114
4	<i>High</i>	115 - 125
5	<i>Very High</i>	126 and above

According to the table, individuals scoring between 109 and 114 are classified as having an average level of emotional intelligence. The scoring range extends across a spectrum, covering categories from very low to very high levels of emotional intelligence, thereby allowing for a nuanced assessment of each individual's emotional intelligence level based on their score.

Procedure of data collection

The investigator conducted the data collection process at the District Institute of Education and Training (DIET) in Aizawl, with a focus on gathering responses from prospective elementary school teachers currently enrolled in the second and fourth semesters of the D.El.Ed program during the year 2023. After securing the necessary permission from the institution, the researcher personally reached out to these students to ensure direct engagement. Each respondent was thoroughly briefed on the study's purpose and given clear instructions on how to complete the assessment.

To facilitate data collection, the investigator used a digital approach, sharing the Emotional Intelligence Test Scale via a Google Form link distributed through WhatsApp. This method was chosen for its accessibility and convenience, allowing respondents to complete the test at their own pace. Upon conclusion, the researcher expressed sincere gratitude to both the respondents and the Principal of DIET, Aizawl, acknowledging their valuable contributions and cooperation, which were essential for the study's success. This careful approach aimed to ensure a respectful and smooth data collection experience, strengthening rapport with the institution and participants.

Analysis and Findings

To analyze the collected data, a range of statistical methods were employed to gain insights into the emotional intelligence levels of prospective elementary school teachers. Calculations of the mean and standard deviation provided foundational measures of central tendency and variability within the dataset, allowing for an understanding of the average emotional intelligence scores and the spread of scores among participants. Additionally, t-tests were conducted to assess significant differences in emotional intelligence levels across various gender and geographical background. Pearson's product moment coefficient of correlation was also used to measure the relationship between emotional intelligence and academic performance.

Data analysis was facilitated using Microsoft Excel 2007 for preliminary calculations and data organization, while SPSS23 was employed for more complex statistical procedures, ensuring accuracy and efficiency in handling the dataset. These tools allowed for a detailed examination of patterns and relationships within the data, aligning with the research objectives and hypotheses.

Following this structured analysis process, the investigation yielded several key findings that highlighted important correlations and distinctions in emotional intelligence levels. These findings provide valuable insights that support the study's objectives, offering both theoretical implications and practical recommendations for educational policy and teacher training programs.

Followings are the major findings of the present investigation –

- Objective 1** : *To assess the emotional intelligence of prospective elementary school teachers in Aizawl District.*
- Hypothesis 1** : *There exist different levels of emotional intelligence among prospective elementary school teachers in Aizawl District*

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

The distribution of emotional intelligence levels among respondents reveals a varied range, with the largest percentage of respondents falling into the "Low" category. Out of the 130 prospective elementary school teachers surveyed, 38 individuals, or 29.23%, were categorized as having low emotional intelligence, suggesting that nearly a third of the sample struggles with aspects of emotional perception, understanding, and regulation. This significant portion might indicate areas for targeted support or intervention, as low emotional intelligence in educators could potentially impact their ability to manage classroom dynamics and engage effectively with students.

The next largest categories are "High" and "Average," with 35 respondents (26.92%) and 23 respondents (17.69%), respectively. The presence of nearly equal numbers in the "High" and "Average" groups indicates some level of emotional intelligence among a significant portion of respondents. This balance suggests that while there are individuals with a strong ability to manage emotions and interact empathetically, a large portion remains in the middle range, potentially benefiting from further development. The "Average" category, representing 17.69%, serves as a baseline, showing that many respondents have a moderate level of emotional intelligence without significant deficiencies or exceptional strengths.

Interestingly, the "Very High" and "Very Low" categories include fewer respondents, with only 11 individuals (8.46%) showing very high emotional intelligence and 23 individuals (17.69%) showing very low levels. This distribution demonstrates a notable gap between the most and least emotionally intelligent individuals. The small percentage in the "Very High" category could reflect a need for more consistent training or opportunities for emotional skill development within this group of educators. Conversely, the presence of respondents in the "Very Low" category may warrant specific support to help them reach a more functional level of emotional intelligence, which could be essential for their success in a teaching role that relies heavily on interpersonal skills.

Objective 2 : *To examine the relationship between emotional intelligence of rural and urban prospective elementary school teachers in Aizawl District.*

Hypothesis 2 : *There is no significant relationship between emotional intelligence of rural and urban prospective elementary school teachers in Aizawl District*

Table 3

Correlation of emotional intelligence between rural and urban

Categories	Rural	Urban
Rural	1	-0.047
Urban	-0.047	1

Table 3 shows a correlation coefficient of -0.047 between the emotional intelligence scores of rural and urban teachers. This value is very close to zero, suggesting a weak or negligible relationship between the emotional intelligence levels of teachers from these two demographic backgrounds. In terms of statistical interpretation, a correlation so close to zero generally indicates that there is no meaningful association between the variables being compared.

The direction of the correlation, being negative (-0.047), suggests a slight inverse relationship, meaning that an increase in emotional intelligence in one group (e.g., rural) would correspond to a minimal decrease in the other (e.g., urban). However, the magnitude of this relationship is very weak, nearly null, indicating that this inverse relationship is likely not practically or statistically significant. In a typical research context, correlations near zero, like -0.047, imply that the variables are almost entirely independent, without a linear relationship that would indicate any meaningful linkage between rural and urban prospective elementary school teachers' emotional intelligence levels.

Considering this correlation value, it can be concluded that the data does not provide sufficient evidence of a

significant relationship between the emotional intelligence of rural and urban prospective elementary school teachers in Aizawl District. This outcome supports the hypothesis, suggesting that the emotional intelligence of teachers in rural areas is not related to the emotional intelligence of teachers in urban areas within this district. In the absence of further statistical evidence, such as a significance test, it is reasonable to infer that any differences in emotional intelligence scores between these groups are likely due to chance rather than a meaningful relationship, thereby reinforcing the null hypothesis.

Objective 3 : *To compare emotional intelligence of prospective elementary school teachers in Aizawl District in relation to their gender.*

Hypothesis 3 : *There is no significant difference between emotional intelligence of male and female prospective elementary school teachers in Aizawl District*

Table 4

Difference between male and female emotional intelligence

Gender	N	Mean	SD	t-value	Sig. (p) (2-tailed)
Male	65	110.1231	12.63985	0.164	0.870
Female	65	109.7846	10.87643		

Table 4 depicts the difference in emotional intelligence between male and female prospective elementary school teachers in Aizawl District. It also displays the mean score and standard deviations of prospective elementary school teachers on their emotional intelligence. As seen from Table 4, the mean emotional intelligence score for male teachers is 110.12 with a standard deviation of 12.64, while for female teachers, the mean score of emotional intelligence is 109.78 with a standard deviation of 10.88. These mean values are quite similar, indicating that there is minimal difference in emotional intelligence scores between the genders.

The statistical test used here is an independent samples t-test, which compares the means of two groups to assess if any observed difference is statistically significant. In this case, the **t-value is 0.164**, a low value suggesting that the observed difference between male and female emotional intelligence scores is not substantial. Additionally, the **p-value for this test is 0.870**, which is well above the conventional threshold of 0.05 used to determine statistical significance. A p-value of 0.870 indicates that there is a high probability (87%) that the observed difference could be due to random variation rather than any real difference between male and female scores on emotional intelligence.

Based on this analysis, the null hypothesis needs to be accepted, concluding that there is no statistically significant difference between the emotional intelligence of male and female prospective elementary school teachers in Aizawl District. The close similarity in mean scores and the non-significant t-test result imply that gender does not play a significant role in determining emotional intelligence levels among this sample of prospective teachers. Consequently, the data supports the notion that male and female teachers in this context have comparable levels of emotional intelligence, and any observed differences are likely incidental rather than indicative of a true gender-based disparity in emotional intelligence.

Objective 4 : *To compare emotional intelligence and academic achievement of prospective elementary school teachers in Aizawl District*

Hypothesis 4 : *There is no significant difference between the emotional intelligence and academic achievement of prospective elementary school teachers in Aizawl District*

Table 5

Difference between emotional intelligence and academic achievement

Gender	N	Mean	SD	t-value	Sig. (p) (2-tailed)
Emotional Intelligence	130	109.9538	11.74659	32.034	0.000
Academic Achievement	130	73.2462	5.71963		

Table 5 displays the sample size (N), mean, standard deviation (SD), t-value, and significance level (p-value) for both emotional intelligence and academic achievement scores of prospective elementary school teachers in Aizawl District. Here, the mean emotional intelligence score is 109.95 with a standard deviation of 11.75, while the mean academic achievement score is 73.25 with a standard deviation of 5.72. The substantial difference in mean values suggests that

emotional intelligence and academic achievement are measured on distinct scales and may represent differing attributes or competencies.

An independent samples t-test is used here to determine whether the difference between emotional intelligence and academic achievement is statistically significant. The **t-value is 32.034**, which is a high value, indicating a substantial difference between the two scores. The **p-value is 0.000**, which is below the conventional significance threshold of 0.05. A p-value of 0.000 implies that there is virtually no chance that the observed difference is due to random variation, thus strongly indicating a statistically significant difference between emotional intelligence and academic achievement of prospective elementary school teachers in Aizawl District.

Given these results, the null hypothesis was rejected and conclude that there is a significant difference between the emotional intelligence and academic achievement of prospective elementary school teachers in Aizawl District. The high t-value and the extremely low p-value confirm that emotional intelligence and academic achievement are distinct constructs with differing mean values, reflecting a significant divergence between these two aspects. This suggests that, in this group of prospective teachers, emotional intelligence does not align closely with academic achievement, potentially highlighting the need to consider them as separate areas of focus in teacher development.

Conclusion

This study reveals diverse levels of emotional intelligence among prospective elementary school teachers in Aizawl District, with a significant portion falling into the low emotional intelligence category. Teachers with lower emotional intelligence may face challenges in emotional regulation and perception, which could impact their effectiveness in creating supportive classroom environments. Addressing these gaps through targeted professional development could help enhance these teachers' ability to manage classroom dynamics effectively. In analysing emotional intelligence differences by location, the study found no significant correlation between rural and urban teachers, suggesting that locality does not significantly influence emotional intelligence levels in this context.

Gender differences in emotional intelligence were also explored, and results showed that male and female teachers had nearly identical scores, with no statistically significant variation. Additionally, a notable distinction emerged between emotional intelligence and academic achievement, suggesting they are separate competencies. This divergence emphasizes the need for teacher training programs to address emotional intelligence as an essential but distinct skill, enhancing teachers' interpersonal abilities and classroom management alongside academic performance. These findings support a holistic approach to teacher preparation, promoting both emotional and academic competencies for well-rounded, effective teaching practices.

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