

Developing Intervention Strategies for Fostering Emotional Intelligence of Pre-Service Teachers and Assessing Its Effectiveness: An Empirical Study

Keywords: Emotional Intelligence, Intervention Strategies, Effectiveness, Pre-Service Teachers, Mayer and Salovey Model

Teacher's wellbeing is central to their performance with greater efficiency to further student's outcome and for their own personal welfare. The decline in teacher's wellbeing is an issue that is being discussed and examined by the researchers for the last three decades. Currently, there is an alarming increase in the incidents of stress and burnout among teachers. It has been indicated by research on teachers' work that teachers feel overwhelmed by teaching particularly its emotional demands and relational dimensions (Hargreaves, 1998). The classroom and behaviour management has become more challenging for teachers with rise in violence among children. A new alarming threat in the form of juvenile violence has now become prominent in schools worldwide and in India in particular. (The Tribune, 2015). This growing trend of reckless behaviour among our students and burnout among the teachers compel us to think the reasons for their occurrence and ways to address them.

The National Curriculum Framework (2005) states that emotion and experience need to have a definite and valued place in the classroom. National Curriculum Framework for Teacher Education (2009) stresses that 'the quality and extent of learner achievement are determined primarily by teacher's competence, sensitivity and teacher's motivation. Emotional competence of teachers is necessary, both in general for 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 (Sutton & Wheatly, 2003). Learning emotional content

therefore, becomes a prime concern for both children and teachers as well. Paradigm shift is therefore necessary to support a teacher education curriculum at any level and for equipping pre-service teachers with emotional skills before they enter their professional life.

Need of the Study

The present study attempts to assess EI of pre-service teachers and develop intervention strategies to foster their EI. The review of related literature reveals that EI is crucial for personal as well as professional life. Teacher Education institutions primarily aim to equip the prospective teachers with knowledge and skills so that they can make a difference in lives of children to become good citizens who can contribute to their own and to the nation's prosperity. Linda Darling-Hammond (1997) states that the classroom teacher is the most influential variable influencing student achievement outside of the child's home environment. A study reports that 'Teachers-in-training' or pre-service teachers are particularly 'vulnerable' to the multitude of stressors found in the early years of their careers, which is likely a major reason such a large number leave teaching within the first 5–6 years.(Vesely, Saklofske& Nordstokke, 2014). Current researchers propose including emotional intelligence training in teacher preparation programs as they will contribute to teachers' emotional competence and result in a very long-term effect on the teaching profession (Chechi, 2012; Edannur, 2010). Also, Byron (2001) affirms that training in emotional competencies for new teachers has proven effective not only in increasing their own emotional competency, but also in predicting a well-adjusted transition from the role of student to that of professional life. Conclusively, the researches support the view that EI of teachers contributes positively to the classroom processes. Thus, teaching emotional abilities seems to be a requisite and is vital for teacher education programme.

The researchers postulating models of EI have stated that EI competencies are malleable (Mayer and Cobb, 2000). Goleman emphasises that emotional intelligence differs from IQ in being malleable and trainable (Zeidner, Matthews, & Roberts, 2009).

It was evident while reviewing that studies in EI have been majorly carried out in India and abroad to test the level of EI and its relationship with and impact on different psychosocial variables. The researcher could find few intervention studies as well which have been conducted to nurture/foster EI of children, teachers and adults working in other organisations. The studies on intervention programmes for nurturing EI affirm that EI among children was enhanced after the intervention (Ulutas & Omeroglu, 2007; Shanwal, 2003). Similar studies conducted on university students (Reuben, Sapienza & Zingales, 2009; Karahan & Yalçın, 2009; Schutte & Malouff, 2002), teacher trainees/student teachers-secondary (Romould, 2006; Drew, 2006; Joy, 2011; Mandal, 2014), and teachers (Dolev, 2012; Gardener, 2005; Fer, 2004) through well designed intervention programmes were also found to be effective.

A number of tests are available to measure EI in India as well as abroad but the researcher could not come across any test that was designed specifically for pre-service teachers pursuing elementary teacher education course in India. Therefore, test for pre-service teachers is in wanting and thus was constructed during this study. Few intervention studies to enhance EI of teacher trainees are available such as Joy (2012), Mandal (2014). However, they are based on Goleman model of EI. The intervention for fostering EI of pre-service teachers on Mayer and Salovey could not be found during review process. The Mayer and Salovey model was specifically chosen for the present study because it has the most empirical support and the most well founded theoretical basis (Mayer, Caruso & Salovey, 1999; Mayer, Salovey & Caruso, 2000) and thus, an intervention following this was designed.

Statement of the Problem

Based on the above discourse, the study was framed that is entitled as stated below.

‘Developing Intervention Strategies for Fostering Emotional Intelligence of Pre-Service Teachers and Assessing Its Effectiveness: An Empirical Study’.

Operational Definitions of Key Terms

(i) Emotional Intelligence

The definition of EI as given by Salovey & Mayer (2000) is adopted for the present study which states that Emotional Intelligence is the ability to perceive and express emotions, to understand and use them, and to manage emotions so as to foster personal growth.

(ii) Intervention Strategies

Strategies which are specifically designed to foster EI of pre-service teachers following Mayer and Salovey four branch model of EI.

(iii) Effectiveness

Effectiveness in this study refers to the significant difference in:

Mean scores of EI of pre and posttest of pre-service teachers before and after the intervention & mean scores of posttest scores of control and experimental group after the intervention

(iii) Pre-Service Teachers

The pre-service teachers are students pursuing two years diploma in Elementary Education (D.El.Ed.).

Objectives of the Study

The objectives of the study are to:

- Assess the emotional intelligence of pre-service teachers.
- Assess the emotional intelligence of male and female pre-service teachers.
- Develop intervention strategies to foster emotional intelligence of pre-service teachers.
- Assess the effectiveness of the intervention.
- Find the perception of pre-service teachers of the intervention.

Research Hypotheses

The following are the hypotheses of the study:

- Intervention would be effective in fostering EI of pre-service teachers.
- Intervention would be effective in fostering EI of male and female pre-service teachers.
- Intervention would be effective in fostering EI of pre-service teachers on following branches of EI:
 - [i] Perception, appraisal and expression of emotions
 - [ii] Using of emotions to facilitate thought
 - [iii] Understanding of emotions; employing emotional knowledge
 - [iv] Regulation of emotions to promote emotional and intellectual growth

Delimitation of the Study

The present study is delimited to:

- District Institute of Education and Training, DIETs, New Delhi and Department of Teacher Training & Non-formal Education (IASE), Jamia Millia Islamia University, New Delhi.
- Pre-service teachers pursuing two years Diploma in Elementary Education (D.El.Ed).

Methodology

The purpose of the study was to assess the effectiveness of the intervention designed to foster EI of pre-service teachers.

Research Design

The study is Quasi-experimental in nature. The Pretest-Posttest Non-equivalent Group design was employed to assess the effectiveness of the intervention.

Variables of the Study

Independent Variable

For the present study, 'intervention' to foster EI of pre-service is the independent variable.

Dependent Variable

Following are the dependent variables of the study:

[i] Scores of EI

[ii] Scores on branches of EI such as: [1] Perception, appraisal and expression of emotion,[2]

Using emotions to facilitate thought, [3] Understanding and analyzing emotions, [4] Regulation of emotions to promote emotional and intellectual growth

Sample and Sampling Technique

For the present study, the sampling was done in three phases:

- Phase I: For Construction of Emotional Intelligence Test for Teachers
- Phase II: For assessing the EI of pre-service teachers
- Phase III: For the Intervention

Phase I: Sampling for Construction of Emotional Intelligence Test for Teachers

The Teacher Education Institutes of Delhi which conduct D.El.Ed programme were identified. There are nine District Institute of Education and Training (DIET) functioning under SCERT and impart D.El.Ed course. Besides, this course is also being run by Department of Teacher Training & Non-formal Education (IASE), Jamia Millia Islamia University, New Delhi. Considering the study was delimited to DIETs and Jamia Millia Islamia University because of the availability of the participants as intact groups, these institutions were selected for data collection in the session 2013-14 during phase -1.

Out of nine DIETs of Delhi, following 4 DIETs were selected through random sampling [i] DIET, Karkardooma (East), [ii] DIET, Dilshad Garden (North-East), [iii] DIET, Daryaganj (Central), and [iv] DIET, R.K.Puram ((New Delhi).

A non-probability sampling technique was employed to select 4 intact groups of pre-service teachers of D.El.Ed- II year from 4 DIETs. One intact group of pre-service teachers from Department of Teacher Training & Non-formal Education (IASE), Jamia Millia Islamia University, New Delhi was also included in the study. Thus, a sample consisting of 263 pre-service teachers of D.El.Ed II year was selected for construction of EI test for teachers for the study.

Phase II: Sampling for Assessing the EI of Pre-Service Teachers

In order to assess the level of EI of pre-service teachers, intact groups of D.El.Ed II year from 04 DIETs and one intact group from Department of Teacher Training & Non-formal Education (IASE), Jamia Millia Islamia University, New Delhi were selected through non probability

sampling technique in the session 2014-15. The sample consisted of 343 pre-service teachers comprising 286 females and 57 males. The 'Emotional Intelligence Test for Teachers' developed by the researcher was administered to assess the EI of pre-service teachers.

Phase III: Sampling for the Intervention

Two intact groups from 4 DIETs were selected through simple random sampling for the intervention in the session 2014-15. Out of two intact groups, one group with 46 participants was assigned to experimental and the other with 34 participants formed the control group through simple random sampling. Thus, the research sample for experimental group comprised the intact group of 46 pre-service teachers (30 females and 16 males, age-22-24 years) of DIET, Dilshad Garden and 34 pre-service teachers of DIET, Karkardooma constituted the control group.

Tools and Techniques

The following tools were used by the researcher to collect quantitative and qualitative data:

1. Emotional Intelligence Test for Teachers

The EI test is a test for teachers in Indian context consisting of 36 items categorised under four sections. The test was developed following Mayer and Salovey four branch model of EI and was validated to assess EI of pre-service teachers. The following procedure was adopted for constructing the test:

[i] Item Generation: An item pool of 50 items was generated which were grounded in teachers' emotions related to their personal and professional lives. The items were generated on the basis of discussion with the teacher educators and teachers teaching in private and government schools

and post graduate students and research evidences. The items constructed based on identified situations were descriptive in nature.

[ii] Item Categorisation: After generating 50 items encompassing different classroom, school scenarios and personal life situations, the items were categorised as belonging to four branches of EI.

[iii] Try Out and Pilot Testing: An EI test consisting of 50 items categorised under four sections was then tried out on a group of 93 pre-service teachers pursuing two years diploma in Elementary Education (D.El.Ed) at Department of Teacher Training & Non-formal Education (IASE), Jamia Millia Islamia University and DIET, R. K. Puram, New Delhi. The selection of the sample for pilot testing was based on the accessibility of the participants. After try out, 6 items were deleted.

[iv] Validating the Test: A test with 44 items was subjected to expert opinion. A total of 8 items were rejected on the basis of the opinion of the experts. A total of 36 items were selected after the feedback of experts.

[v] Final version of the EI Test: The final version of the test consisted of 36 items categorised under 4 branches of EI.

- **Perception, Appraisal and Expression of Emotions (Section-A):** The total items in the section are 10. They relate to the ability to perceive and identify emotions in oneself and others. Each situation carries five emotions. For e.g. sad, anger, surprise, frustrated and happy. For each emotion five response categories are given: Yes, May be yes, Not sure, May be no, and No. The purpose was to find how the respondent may have /might feel in a given situation.

For instance,

The event you organised as a coordinator was successful and was appreciated. The principal praised only your team members and did not appreciate you for your efforts.

How would you feel?

	Emotion	Yes	May Be Yes	Not Sure	May Be No	No
1	You would feel sad					
2	You would feel angry					
3	You would feel calm					
4	You would feel dissatisfied					
5	You would feel shocked					

In certain items besides this, how the other person who is involved in the situation would feel is also probed. For example:

Gagan of your class applied for a singing competition in Mumbai. He participated in the contest and was declared winner in the first round.

How would Gagan feel?

	Emotion	Yes	May Be Yes	Not Sure	May Be No	No
1	He would feel delighted					
2	He would feel relieved					
3	He would feel satisfied					
4	He would feel proud					

5	He would feel surprised					
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- **Using Emotions to Facilitate Thought (Section-B):** There are total 10 items in this section which are concerned with the ability to assimilate emotions. Each situation carries five emotions. For e.g. sad, anger, surprise, frustrated and happy. For each emotion five response categories are given: Yes, May be yes, Not sure, May be no, and No. The purpose was to find how the respondent may have/might feel in a given situation. For instance,

At the annual function of school, suddenly the host of the programme announced your name to deliver a speech for which you were not ready. You feel surprised and nervous.

How would you feel before the audience?

	Emotion	Yes	May Be Yes	Not Sure	May Be No	No
1	You would feel angry					
2	You would feel happy					
3	You would feel calm					
4	You would feel displeased					
5	You would feel frightened					

In certain items besides this, how the other person who is involved in the situation would feel is also probed. For example,

Reyan and Akash are good friends. Reyan is not able to finish his homework. He steals the copy of Akash who is academically brilliant and completed all the homework. Akash was unable found to find his note book. After a few days, he came to know that Reyan had stolen his notebook.

How would Akash feel?

	Emotion	Yes	May Be Yes	Not Sure	May Be No	No
1	He would feel shocked					
2	He would feel angry					
3	He would feel displeased					
4	He would feel disappointed					
5	He would feel surprised					

- **Understanding and Analyzing Emotions; Employing Emotional Knowledge (Section-C):** There are 07 items in this section which are related to reasoning about and understanding emotions. In this section, each item carries two questions. The respondent is required to describe his/her feeling specific to the situation. The other question is related to the emotion of the other person and the respondent is required to write how the other person mentioned in the situation might feel. For instance,

Richa of your class is a hard working student but she commits mistakes despite your continual remedial efforts. The issue was discussed with her parents as well.

Q1. How would you feel?

Q2. How would Richa feel?

- **Regulations of Emotions to Promote Emotional and Intellectual Growth (Section-D):** The total items in the section are 09. This concerns the ability to identify the emotions and its management. In this section, each item also carries two questions. [i] One is

related to one's own emotion, and [ii] Other question is related to how the situation was managed.

An example from the EI test:

During a discussion with your colleague s/he gets annoyed and expressed the annoyance through anger and your calming words did not help.

Q1. How would you feel?

Q2. How would you manage the situation?

[vi] Norms of Scoring for Sections A and B

Sections A and B of the test are scored according to group consensus. The group consensus procedure for scoring the items is based on the assumption that the correct answer is one to which the group agrees. (Sibia, A., Srivastava, A. K., & Misra, G, 2005).

The final test consisting of 36 items was administered to 51 pre-service teachers of DIET, Karkardooma and DIET, Daryaganj to develop norms of scoring the Sections A and B of the test.

[vii] Norms of Scoring for Sections C and D

Sections C and D of the test are scored based on expert criteria. The expert criteria procedure of scoring seeks judgments of experts on EI in a given item. The answer given by expert is taken as the correct answer. (Sibia, A., Srivastava, A. K., & Misra, G, 2005). The items of Section C and D were scored on a three point scale. The experts classified three categories viz...Most Effective Response (which was assigned 2 marks), Appropriate Response (which was assigned 1 mark) and Inappropriate Response (which was assigned 0 mark). Each item score will be either 0, 1 or 2 irrespective of the number of responses. (Sibia, A., Srivastava, A. K., & Misra, G, 2005). The

responses were categorised based on the criteria set by four experts who ascertained the estimations.

[viii]Administering the Test for Assessing the Percentile Norms and Reliability

The test consisting of 36 items was administered to 263 pre-service teachers (45 males and 218 females) of DIET, Karkardooma, New Delhi, DIET, Daryaganj, New Delhi, DIET, Dilshad Garden, New Delhi and Department of Teacher Training & Non-formal Education (IASE), Jamia Millia Islamia University, New Delhi. Percentile ranks were calculated in order to assess EI scores

The correlation between four branches of the EI test was determined. Test-retest reliability of the test was computed which was found to be .89. The Cronbach's Alpha was 0.724 (>0.7) which indicates that the test items have good internal consistency.

6.2.7.8 Intervention Strategies

The intervention was developed by the researcher to foster EI of pre-service teachers following Mayer and Salovey four branch Model of EI. The intervention had teacher-specific focus with tasks and activities that involve examples oriented to the classroom situations. The intervention consisted of 6 major sessions. Under each session, the intervention comprises of different activities to facilitate learning about EI. The process of development involved a systematic procedure as follows:

- **Review of Literature:** Review of studies related to stress among teachers, teacher trainees and in-service teachers was done to know the causes of stress in their life. A review of intervention studies was done to know the available EI training programmes for pre-service teachers and strategies which were employed to enhance EI. Also, a thorough

analysis was carried out of studies which have recommended techniques for enhancement of EI. The intervention thus incorporated exercises and activities based on research evidences.

- **Selection of Techniques:** Specific techniques derived from review of literature formed the basis of development of intervention. Following strategies were included:
[i] Lecture and discussion, [ii] Observation, [iii] Individual and group exercises,[iii] Group interaction and sharing of experiences, [iv] Video clippings, [v] Role play and enacting,[vi] Improvisation, [vii] Yoga, [viii] Writing up daily emotional diary
- **Sequencing of the Intervention Sessions and Activities:** The next step in the development of the intervention strategies was sequencing of the activities. Specific learning outcomes were framed for each session. After the preparation of intervention, the suitability and adequacy of the strategies was validated by experts and teachers having rich experience of teaching.

3. Feedback Questionnaire

A 'Feedback Questionnaire' was constructed to know the perception of the pre-service teachers and their experiences during the intervention. The questionnaire was given to only those pre-service teachers who regularly participated in the intervention.

4. Observation and Discussion

Observation and discussion were the other techniques that were used during and after completion of each activity for assessing its efficacy. The data gathered through these techniques was analysed qualitatively.

The discussions focused on the understanding of the EI by the participants. It involved sharing of the experiences, thoughts about the activity, what will be the participants' action when they are faced with situations which needs to be dealt with.

Procedure of the study

Primarily, the aim was to assess the EI of sampled pre-service teachers. In order to achieve this objective the level of EI of 343 pre-service teachers was assessed using 'Emotional Intelligence Test for Teachers' developed by the researcher. The study was carried out in four phases. [i] Pre-Intervention Phase, [ii] Intervention Phase, [iii] Post-Intervention Phase, [iv] Feedback of the Intervention.

1. Pre-Intervention Phase

The first phase was to know the level of EI of pre-service teachers. This involved assessing the level of EI in terms of perception, appraisal and expression, using, understanding and regulation of emotions. For this purpose, the permission from concerned authorities was obtained and subsequently following procedure was followed:

- Introduction and Rapport Building: A small round of introduction was set up to acquaint and build rapport with the pre-service teachers and inform them of the purpose of the visit.
- Test Administration: After setting tone to move towards the test administration, the test was distributed among the participants. 343 pre-service teachers of 4 DIETs and

Department of Teacher Training & Non-formal Education (IASE), Jamia Millia Islamia University, New Delhi participated in the study. During a discussion with the participants in the group, they were informed about the objectives, instructions, and format and time duration of the test before administering the test.

The second task was to equate the following groups. In this phase, the experimental and control groups were equated by administering the pre-test to both the groups before the intervention.

2. Intervention Phase

During this phase, intervention which was developed by the researcher to foster the EI of pre-service teachers was employed for a period of 25 days (40 minutes per day). Few sessions were prolonged depending on the nature of activity.

[i] The intervention was given to pre-service teachers (N=46) of DIET, Dilshad Garden. Intervention encompassed training in Perception, appraisal and expression of emotions, using, understanding and regulation of emotions which involved various sessions designed under each dimension. For ensuring the validity of the design, it was ensured that there was no occurrence of any other programme/workshop of a similar kind in the midst of the experimental group and control group to reduce threats to experimental validity. The intervention was carried out in the beginning of the new academic session 2014-15.

[ii] Pre-service teachers of DIET, Karkardooma (N=34) formed the control group. They were administered pretest and posttest at the same time as in experimental group but no treatment.

3. Post-Intervention Phase

In the third phase, posttest was administered to examine the effectiveness of intervention.

4. Feedback of the Intervention

The fourth phase of the study was towards assessing the perception of the participants regarding the intervention. To achieve this objective, a two pronged strategy was followed. [i] Through administering the feedback questionnaire, the perception of participants who regularly participated in the study was gathered and, [ii] Through discussion, participants' perception was recorded individually. This exercise was undertaken to know the participants' understanding of EI and to share their experiences after the intervention.

Data Analysis and Statistical Techniques used

Quantitative and qualitative analysis was done to arrive at the findings of the study.

The quantitative analyses were done using SPSS version 16.0. The following statistical techniques were used:

- **For construction of the test-** Percentile Norms, Cronbach's Alpha Reliability, Pearson coefficient of correlation
- **Describing the distribution-**mean, median, standard deviation, skewness, kurtosis
- **To assess the level of emotional intelligence of pre-service teachers-**Percentiles were calculated
- **Effectiveness of the EI Intervention programme-** Independent sample t-test, Paired t-tests and Cohen's d were calculated.

Major Findings of the Study

The study employed the quasi-experimental design. The study was conducted to assess the level of EI and to find the effectiveness of the intervention conducted to foster the EI of pre-service teachers. The data was analysed quantitatively as well as qualitatively.

The findings of the study are grouped under the following sub-heads:

I. Level of Emotional Intelligence

[i] Findings related to the level of emotional intelligence overall

- The findings of the study reveal that the pre-service teachers with highest and lowest emotional intelligence scores are least in number whereas 49% of the pre-service teachers were found to have average emotional intelligence.

[ii] Findings related to the level of emotional intelligence based on gender overall

- The findings related to the level of emotional intelligence based on the gender from among the total sample (N=343) of pre-service teachers before the intervention reveal that males (43%) and females (50%) were found to have average emotional intelligence.

II. Effectiveness of the Intervention within the group

[iii] Findings related to effectiveness of the intervention within the group on total Emotional Intelligence

- A significant difference was found between the pretest and posttest mean scores of total emotional intelligence of the experimental group.
- No significant difference was found between the pretest and posttest mean scores of total emotional intelligence of the control group.

[iv] Findings related to effectiveness of the intervention within the group on branch-wise emotional intelligence

- A significant difference was reported between the pretest and posttest mean scores of the experimental group in ‘perception, appraisal and expression of emotions’.
- A significant difference was found between the pretest and posttest scores of the experimental group for ‘using emotions to facilitate thought’.
- A significant difference between the pretest and posttest mean scores of the experimental group in ‘understanding of emotions; employing emotional knowledge’.
- A significant difference was found between the pretest and posttest mean scores of the experimental group for ‘regulation of emotions to promote emotional and intellectual growth’.
- Nosignificant difference was found between the pretest and posttest mean scores of the control group with respect to the branches of emotional intelligence [i] Identification, Appraisal and Expression of Emotions [ii] Using Emotions to Facilitate Thought [iii] Understanding Emotions [iv] Regulation of Emotions to Promote Emotional and Intellectual Growth.

[v] Findings related to effectiveness of the intervention within the group based on gender

- No significant difference was found between the total emotional intelligence mean scores of males and females of experimental group after the intervention.
- No significant difference was found between the total emotional intelligence mean scores of males and females of control group.

III.Effectiveness of the Intervention between the Groups

[vi] Findings related to effectiveness after the intervention between the groups

- A significant difference between the posttest mean scores of experimental and control group was found.

The above findings affirm that emotional intelligence of pre-service teachers of total sample are spread on a normal probability curve. Besides finding the level of emotional intelligence, the study assessed the effectiveness of the intervention which was analysed qualitatively and quantitatively. The quantitative analysis provided enough statistical support for arriving at the findings which reveal that the intervention was found to be effective in fostering overall emotional intelligence of pre-service teachers as well as with respect to branches of emotional intelligence to a significant degree. The findings thus also inform that emotional intelligence of pre-service teachers can be fostered through well thought out intervention programme.

The qualitative data gathered during the intervention involved verbal and written responses of the participants, discussions and observations which was qualitatively analysed. The major findings are presented below:

- The pre-service teachers gave a favourable opinion about the intervention and they found the intervention meaningful.
- Based on the analyses of feedback questionnaire, written and verbal responses of the participants during different sessions, discussions and observation, it is revealed that pre-service teachers perhaps could learn the skills of being emotionally intelligent through the intervention.

Educational Implications of the Study

The present study has varied educational implications. Since the study deals with emotional intelligence and its fostering, the results would be of great importance to different stakeholders. The National Curriculum Framework (NCF)-2005 mentions that ‘Participatory learning and teaching, emotion and experience need to have a definite and valued place in the classroom’. In this view, the study has worthy implications particularly for pre-service teachers who are learning the skills of teaching. The pre-service teachers can work towards improving their emotional intelligence and thus can successfully create an emotionally intelligent classroom.

The study gives an insight to the curriculum planners to include it in the teacher education programmes and same needed to be implemented effectively to enable the pre-service teachers to equip themselves with the abilities of emotional intelligence. The revised D.El.Ed curriculum (NCTE, 2015) has already included emotional intelligence but there is a need to mandatorily implement the same effectively. Systematic and focused programmes on emotional intelligence and its interrelated abilities should be an integral part of the teacher education programmes at all levels.

Also, in-service Teacher Education Programmes need to make teaching in emotional intelligence a focus to enable the teachers to face the challenges in their professional and personal life.

The construction of emotional intelligence test is undertaken by various researchers in India and abroad. However, these tests are for varied population such as young children, adolescence, business professionals etc. The present study contributes a test specifically for the pre-service teachers in the Indian context to assess their emotional intelligence. This test is designed specifically keeping the pre-service teachers in mind having descriptive situations/episodes related to classroom processes and teacher’s personal life.

The outcome of the study is an intervention for fostering the emotional intelligence of the pre-teachers which is a significant contribution to the body of knowledge of emotional intelligence.

This could be of use to different stakeholders.

The result would be helpful to understand different reasons evoking various emotions related to a teacher's professional and personal life. The different scenarios related to classroom and school life which have been taken up in the intervention provide an opportunity to ponder over different situations and emotions. The findings can be effectively employed as a ground that emotions play a crucial role in day-to-day life of a teacher and thus are important determinants in creating conducive environment for themselves and for children as well. Keeping this in consideration, there should be proper recognition of emotions of teachers, the way a teacher feels, how s/he identifies emotions in oneself and handles different situations involving emotions, how the emotions of children are identified, understood and managed by the teachers. In other words, the findings significantly contribute to the existing body of knowledge that emotional intelligence need to be on the agenda and duly addressed in the teacher education programmes.

The findings are encouraging to add to the body of knowledge that emotional intelligence can be fostered by well-planned and contextualised intervention.

Suggestions for Further Researches

The following are some suggested areas where the future research studies can be conducted. The areas are categorised based on the nature of the studies [i] Intervention studies [ii] General studies [iii] Longitudinal studies [iv] Correlational studies.

The categories mentioned above are enlisted in the following pages.

[i] Intervention Studies

- Scholars have cautioned that what is considered emotionally intelligent in one cultural context may not be in another (Walter et al., 2011). Since emotional intelligence is a cultural-specific variable, this study can be replicated in different regions of the country which is very diverse in nature.
- Intervention studies may be carried out with:
 - [i] Teachers at pre-school level
 - [ii] Secondary and senior secondary level
 - [ii] College and university teachers
- Considering that emotional intelligence is a construct which is equally important for the administrators and thus it may be carried out with:
 - [i] Principals of schools and colleges
 - [ii] Administrative staff
- Emotional intelligence intervention modules can be developed for socio-emotional learning of parents and students at all levels.
- The effectiveness of various techniques such as [i] Improvisation [ii] Yoga [iii] Theatre and drama and, [iv] Focused group discussion and Lectures, for enhancing emotional intelligence can be studied.

[ii] General Studies

- ‘Massive Open Online Course (MOOC) on Emotional Intelligence’ for teachers (pre-service and in-service) can be developed.

- Qualitative Studies can be conducted to study the emotions of teachers and how they deal with them. The same study can be carried out for students.
- A situation based emotional intelligence test for children can be constructed based on responding to emotional related episodes related to day-to-day life.

[iii] Longitudinal Studies

- Similar study can be carried out on training the teachers in emotional intelligence and their performance in teaching career.
- A longitudinal study can be carried out on training the students in emotional skills and their academic success.

[iv] Correlational Studies

- Correlational studies may be conducted to find out the interrelationships between emotional and social intelligence.
- Relationship studies between emotional intelligence and resilience of teachers can be conducted.
- A study can also be conducted to identify the factors effecting emotional intelligence of teachers and students.

Recommendations for Policy Making

- Introduction of assessing emotional intelligence in Central Teacher Eligibility Test and StateTeacher Eligibility Test.

- Training in emotional intelligence to pre-service teachers during their preparation to be implemented effectively. Specific compulsory course on emotional intelligence to be developed by a team of experts.

- Preparation of one unit plan/lesson plan may be made compulsory for teacher trainees during their school internship programme/practice teaching to orient the children about emotions.

Profile of the Research Scholar

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