

**A STUDY ON EMOTIONAL INTELLIGENCE AND ATTITUDE OF B.ED STUDENTS
TOWARDS TEACHING PROFESSION IN NAGALAND**

THESIS

SUBMITTED TO

NAGALAND UNIVERSITY, NAGALAND

IN

PARTIAL FULFILMENT OF THE REQUIREMENTS

FOR THE AWARD OF THE DEGREE OF

DOCTOR OF PHILOSOPHY IN EDUCATION



**Research Scholar
VEDULU TETSEO
(Reg. No. Ph.D/EDU/00099)**

**Supervisor
Dr. NEIZO-U MERO
Assistant Professor
Department of Education
Nagaland University**

**Co-supervisor
Dr. M. RAJENDRA NATH BABU
Assistant Professor
Department of Teacher Education
Nagaland University**

DEPARTMENT OF EDUCATION

NAGALAND UNIVERSITY

KOHIMA CAMPUS, MERIEMA-797004

HEADQUARTER: LUMAMI, NAGALAND, INDIA

MARCH 2022

DECLARATION BY THE CANDIDATE

I, VeduluTetseo, research scholar bearing Reg. No. Ph.D/EDU/00099, under the Department of Education, Nagaland University, declared that this thesis entitled as “A Study on Emotional Intelligence and Attitude of B.Ed. students Towards Teaching Profession in Nagaland” is a research work conducted by me under the supervision of Dr. Neizo-u Mero, Assistant Professor, Department of Education, Nagaland University and Dr. M. Rajendra Nath Babu (Co-supervisor), Assistant Professor, Department of Teacher Education, Nagaland University. Data have been collected by me personally and is genuine. This Thesis has not been submitted earlier to this University or to any other University or Institute for the award of any other Degree.

This thesis is being submitted to Nagaland University for the degree of Doctor of Philosophy in Education.

VEDULU TETSEO
Ph.D Scholar
Reg.No. Ph.D/EDU/00099
Department of Education,
Nagaland University,
Kohimacampus, Meriema,
Kohima, Nagaland.

Dr. NEIZO-U MERO
Assistant professor
Department of Education
Nagaland University

Dr. M. RAJENDRA NATH BABU
Assistant Professor,
Department of Teacher Education,
Nagaland University



NAGALAND UNIVERSITY
(A Central University Established by the Act of Parliament, 35/1989)
Department of Education
School of Humanities & Education
Kohima Campus, Meriema, Kohima- 797004

Supervisors' Certificate

This is to certify that Vedula Tetseo bearing registration no. Ph.D/EDU/00099, Ph.D. Scholar of the Department of Education, Nagaland University, Kohima Campus, Meriema, Nagaland has worked under our joint supervision. Her study entitled "A Study on Emotional Intelligence and Attitude of B.Ed. Students towards Teaching Profession in Nagaland" is her genuine work. The data collected by her is original. It is also certified that this work has not been submitted for any degree either in part or full to this university or any other institution. The Thesis is ready and fit for submission and may be placed before the examiners for consideration of award of the Degree of Doctor of Philosophy (Ph.D.) in Education of this University.

Place:

Date:

Dr. Neizo-u Mero
Supervisor

Dr. M. Rajendra Nath Babu
Co-supervisor



NAGALAND UNIVERSITY
(A Central University Established by the Act of Parliament, 35/1989)
Department of Education
School of Humanities & Education
Kohima Campus, Meriema, Kohima- 797004

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Name of the Research Scholar	VEDULU TETSEO
Registration Number	Ph.D/EDU/00099
Title of Ph.D thesis	A study on Emotional Intelligence and Attitude of B.Ed. Students towards Teaching Profession in Nagaland
Name and Institutional Address of the Supervisor	Dr. NEIZO-U MERO Assistant Professor Department of Education, Nagaland University
Name and Institutional address of the Co-supervisor	Dr. M. RAJENDRA NATH BABU Assistant Professor Department of Teacher Education, Nagaland University
Name of the Department and School	EDUCATION (School of Humanities and Education)
Date of Submission	14-12-2021
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(Name & Signature of the Research Scholar)

Name and signature of the supervisor
With seal

Name and signature of the Co- supervisor
With seal

ACKNOWLEDGEMENT

Any scientific study is a collective endeavor and teamwork. I owe my gratitude to all the personnel who guided, assisted and co-operated with me in the completion of present thesis work.

I express my profound sense of gratitude and indebtedness to my esteemed supervisor Dr. Neizo-u Mero, Assistant Professor, Department of Education, Nagaland University and Co-supervisor Dr. M. Rajendra Nath Babu, Assistant Professor, Department of Teacher Education, Nagaland University, who guided me to bring this thesis work in present form.

In an ecstasy of delight I express my profound sense of gratitude to the Head of the Department of Education, Nagaland University, Kohima for giving me an opportunity to do my research work and not forgetting the faculties from the Department of Education, Nagaland University and Department of Teacher Education, Nagaland University for rendering support to me.

I also express my deep gratitude to the Principals, Assistant Professors and Student Teachers of State College of Teacher Education , Kohima, Salt Christian College of Teacher Education , Dimapur, Bosco College of Teacher Education , Dimapur, Modern Institute of Teacher Education , Kohima, Mokokchung College of Teacher Education , Mokokchung, Unity College of Teacher Education , Dimapur, Sazolie College of Teacher Education , Kohima, Ura College of Teacher Education , Kohima and Mt. Mary College, Dimapur, without whom I would not be able to complete the research project.

I am also thankful to the authors and the publishers whose literature have been reviewed, consulted and used in preparing this thesis.

Lastly, I would like to wish all success to all those who stand by me during my difficulties in the completion of my thesis. The suggestions for further improvement are always welcome.

VEDULU TETSEO

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List of Abbreviations

1. IQ : Intelligence Quotient
2. EQ : Emotional Quotient
3. EI : Emotional Intelligence
4. GSDP : Gross State Domestic Product
5. LPG : Liquefied Petroleum Gas
6. NEHU : North Eastern Hill University
7. SASRD : School of Agricultural Sciences and Rural
Development
8. Ph.D. : Doctor of Philosophy
9. B.Ed. : Bachelor of Education
10. M.Ed. : Master of Education
11. NIT : National Institute of Technology
12. UGC : University Grants Commission
13. NCTE : National Council for Teacher Education
14. ERC : Educational Resource Center
15. UNESCO : United Nations Educational, Scientific and Cultural
Organization
16. CCE : Continuous and Comprehensive Evaluation
17. RTE : Right to Education
18. NEP : National Education Policy
19. SDG4 : Sustainable Development Goal
20. EFL : English as a Foreign Language
21. MSCEIT : Mayer-Salovey-Caruso Emotional Intelligence Test
22. HSD : Honestly Significant Difference
23. UB : University of Botswana

- 24. DEU : Dokuz Eylul University
- 25. ATPQ : Attitude towards Teaching Profession Questionnaire
- 26. LSD : Least Significant Difference
- 27. S.D : Standard Deviation
- 28. TEIS : Teacher's Emotional Intelligence Scale
- 29. UP : Uttar Pradesh
- 30. TAI : Teacher Attitude Inventory
- 31. AMU : Aligarh Muslim University
- 32. SPSS : Statistical Package for the Social Science
- 33. ANOVA : Analysis of Variance
- 34. L.T : Licentiate Teaching
- 35. B.A : Bachelor of Arts

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CHAPTER – I

INTRODUCTION

1.1. INTRODUCTION

“The sign of an intelligent people is their ability to control emotions by the application of reason” –Marya Mannes.

There are many reported situations like the instances of violent uncontrolled anger and despondency, incompetence, hopelessness, taking unnecessary risk, children left at home alone or left with an insecure baby sitter, many children avoided and thrown, abused children, youths and old going into depression, aggressiveness of students, shooting and killing, anxiety and stress, committing unlawful activities, immorality and other kinds of issues of life. There are lots of problems with our emotional life. In the Nicomachean Ethics, Aristotle’s philosophy of better life is to tackle our sentimental life with intelligence. When we use our wisdom and zeroed in our passion, it will monitor and lead our life with values and quality but it can also go wrong when we fail to manage our emotions properly. Therefore, we have to develop emotional intelligence so that we bring behavior which is polite, courteous and feeling of humanism in the society (Goleman, 1995, p. x-xiv).

In the modern information age of the 21st century, the rules and regulations of the workplace are changing and the secret that can make one’s professional and personal life successful is using emotional intelligence which is a new tool to appraise people. The supporter of emotional intelligence has proclaimed that, an individual emotional capability largely manage his/her success in professional life and personal life. It is also said that a person can climb to a high position if their intelligent quotient level is high, but it may not make them a good leader or a good person. To be a top person, what evaluates is not your grade in academic studies or your talent in your respective field. Rather, evaluation is on how well you can deal with intrapersonal and interpersonal life (Dalip singh, 2015,p-2). Not long ago, some group of psychologists has come to consensus, supporting Gardner theory that IQ is about acquiring linguistic and math skills, and that performing well on IQ tests may bring success in academic achievement or as a high rank faculty in teaching, but as we face life in a real situation, the course tend to go into

different directions. Emotional intelligence unites together many good qualities that make a person more human (Goleman, 1995, p- 42, 45). Emotional intelligence in an individual plays a very important role in human life; people whose emotional intelligence is high are the ones who are happier, healthier and more successful. Real taste of achievement or success is not just because of our talent alone, but also because of the ability to face failure (Goleman, 1995, p-89).

There are many people who believe and accept that intelligent quotient is the key to success. However, even the most intelligent person can fail to regulate their limits and impulses, a person with high IQ can also be weak in managing their personal lives. It is also true that, that lots of people whose IQ level is low does most of the menial works, and those whose IQ level is high attends well-paid jobs. However, it is not so always. At the most, about 20 % of the IQ contributes to the elements that influence success in life, and 80%to other areas. No matter what, whatever data has been reviewed shows that emotional intelligence is possible to be powerful like intelligent quotients, and sometimes it is even more powerful than intelligent quotients in bringing success and joy in a person's life (Goleman, 1995,p-34).

For the better understanding of the concept of what is emotional intelligence. The terms of the two components i.e. emotion and intelligence will be discussed in the following:

1.2. EMOTION

Etymologically, the word emotion is derived from the Latin word 'emovere' which means to stir up or to excite (Aggarwal, 2007, p.115). The Oxford English Dictionary also gives the meaning of emotion as any agitation or disturbance of mind, feeling, passion; any vehement or excited mental state. So emotion means a person's internal state of mind and body or based on physical state and sensory data.

Different psychologists have tried to define the term emotion in their own ways. Some of the definitions are reproduced in the following:

According to Woodworth (1945) "*emotion is a moved or stirred-up state of an organism. It is a stirred- up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity, that is the way it appears to an external observer*" (p.410).

According to Crow and Crow (1973) *“emotion is an affective experience that accompanies generalized linear adjustment and mental and physiological stirred-up states in the individual and that shows itself in his overt behavior”* (p.83).

According to Charles G. Morris (1979) *“emotion is a complex affective experience that involves diffuse physiological changes and can be expressed overtly in characteristic behavior patterns”* (p.386).

Different Psychologists have explained ‘emotion’ in their own opinions, but all of them are in agreement that emotion is an intricate state of the mind that includes many bodily actions like breathing, heartbeat, blushing, wet hands, rising of pulse rate and a glandular disorder. Mentally, it is a condition of enthusiasm or agitation secreted by our feelings.

1.2.1. Kinds of emotions

There are many different sorts of emotions with different mixtures, varieties, alterations of forms of the attributes of emotions, and nuances. No doubt, there are lots of nuances of emotion which we cannot give words to. Some psychologists have called it basic families of emotion, but some psychologists have not agreed to it. The leading elements and a certain number of members of the emotion families are: anger, sadness, fear, enjoyment, love, surprise, disgust, shame, jealousy, amusement, curiosity, happiness, depression, anxiety, lust and so on (Goleman, 1995, p-289-290).

When we think about emotion, it cannot be presumed that all favorable emotions are always good and that unfavorable emotions are always bad. When appraising the effect of positive and negative emotions, the reasons such as the rate of occurrence and the degree of its strength, conditions of the phenomena, situations and the influences of the actions should also be taken into consideration. Over secretion of positive emotions or negative emotions is bad. Secreting both positive and negative emotions should be balanced otherwise secreting only positive emotions are also harmful. Negative emotions are also necessary in our lives. The emotion of fearing something can help us get ready to tackle the dangers that might crop up in future (S.K Mangal, 2011, p-317). Emotions are the warning systems that make us alert in monitoring our lives.

1.2.2. Signs of Emotions

Emotions can be extrinsic and intrinsic or physiological and psychological. The symptoms of emotions in a person are: pounding heartbeat, high blood pressure, alteration of blood composition, fluctuating speed of the process of inhaling and exhaling or breathing, digestion disorders, decrease and increase of body temperature, rising goose bumps, eye-pupil disorders, muscle rigidity, sweating, showing different facial expression, physical gestures, voice modulation, etc.(J.C. Aggarwal, 2007, p.119).

We do not know how, when, where and what type of emotions we will show or express. The arousal of emotions will be according to the situation that one faces at a different time. If someone is strolling or roaming and they saw a ferocious animal, they will feel fear and try to run away. A person may also come across someone bullying or oppressing a weaker person, and that person may feel pity and angry and empathize with the one suffering, he may react to the situation. In another situation, a person can be reminded of some past memories; he may have a nostalgic feeling and feel an emotion of sadness or happiness without any stimulus. Therefore, the flashback of past feeling can secrete similar emotion (S.P. Chaube, 2002, p.105).

1.2.3. Development of emotions

As an individual grows up or experiences different kind of situations and environment they become more and more mature. This process of maturation leads to learning and contribute in the development of emotions in a person. When the child becomes more mature, they learn both positive emotions and negative emotions from their experiences. A child starts to develop emotions as they grow where they express their emotions through crying when feeling discomfort or in anxiety and smiles when happy. When the child complete six months, a child starts to develop unfavorable emotions such as fear, dislike, anger, jealousy, etc. and favorable emotions like feeling of joy and pride, love, feeling of pity or sorrow for the suffering of others, feeling pleasant, etc. Usually, when a child becomes 2 years old, they develop almost all positive and negative emotions and that becomes prominent in a child. When a child crosses the infancy stage, they start developing emotions and also start expressing both positive and negative emotions. The manners in which the child is expressing emotions are learned from their families and neighborhoods, schooling and experiences gained in the community right from their childhood (S.K. Mangal, 2011, p.319-320).

1.2.4. The emotional brain

Sociobiologists have given high importance to heart over head. They predicted about the evolution of emotions and how it play an important role in the human psyche. They predict that our emotions lead us in tackling difficulties of life (Goleman, 1996, p.4).

In the humans head, there is the amygdala which is like an almond shaped group of intertwined structures located on top of brainstem, close to the base of the limbic ring. There are two amygdalas, one on the right side and another on the left side of the brain, positioned on the side of the head. The amygdala is the region of the brain that plays a key role in the secretion of emotions; it is also called the mental store housing of recording emotional memory. If there is no region of amygdala, humans will not develop emotion; there will be no tears of grief and happiness of comfort (Goleman, 1995, p.14-15).

One neurologist Joseph Ledoux was the first person to find out that amygdala plays the main role in the emotional brain. He pulls out a very creative ideas, strategies and technologies in mapping the brain. He was ahead of current thinking. Therefore, he could discover the mysteries power of amygdala which was not realized by the earlier scientists (Goleman, 1995, p.15). The research finding of Ledoux on the brain's neural network of the emotional brain has overturned the old idea of the limbic system. He has placed amygdala at the midpoint and puts other limbic structures in other functions. Ledoux's through his research finds out that amygdala can take control of us and our actions even though the thinking brain, neo-cortex, is also arriving to a decisive conclusion. Amygdala can seize control of the brain. Ledoux's research has revealed that whatever is received by eye or ear first goes in the brain to the thalamus, and then passes through a single synapse to the amygdala. Then a second signal from the thalamus traveled to the thinking brain called the neo-cortex. This network enables the amygdala to start responding earlier then the neo-cortex, where it cogitate information from various lines of brain circuits before it understands and give its responses well. According to neuroscience, the eye, ear, and other sense organs sent messages to the thalamus, and from there it sends to the neo-cortex. In the neo cortex the signals are combined into something as we become aware of what we perceive. The analyzing process begins when the brain distinguishes between different objects and understands the importance of each object. From the thinking brain, the neo-cortex, the old theory believes that the messages are transmitted to the limbic brain, and from there, the finely tailored feedback comes from the brain and the body. But Ledoux discovered a tiny cluster of neurons that goes straight from the thalamus to the amygdala, besides those passing the bigger

pathway of neurons to the neo-cortex. This shortcut or pathway enables the amygdala to get the inputs directly from the sensory organs. It begins to reply and act without understanding the things properly and before it reaches the neo-cortex where reasoning and analyzing process takes place. Amygdala activates emotions and responds through this shorter path. So, it act fast during emergency and also saves time. It also saves us from dangerous things. However, the pathway that flows from thalamus to amygdala transmits very less apportion of sensory inputs while the more apportion of sensory inputs travel to the neo-cortex. The amygdala can store memories and act according to its past memories without realizing why we are acting like that, because our immediate reaction that goes from thalamus to amygdala overtakes the neo-cortex. In the biological theory of evolution, the weight of this shorter pathway is of great value as it gives immediate response in milliseconds saving a person from dangerous things, but sometime the response is so quick that it may be inappropriate or may be wrong.

The study conducted by Ledoux and other neuroscientists have given its prediction that the hippocampus known as the main structure of the limbic system, plays more active role in recording, analysis and synthesizing the sensory memories that is perceived instead of secreting emotion. Ledoux conveyed that the hippocampus is essential in distinguishing different minor distinction. But the amygdala triggers emotions and express that you like or dislike a thing. In the memory brain, the amygdala and the hippocampus coordinately work together. When the hippocampus fetches information and recalls something or the inputs of the data, the amygdala evaluate whether those inputs has any emotional extract. The hippocampus's key role is to recall the knowledge which has emotional valence. While amygdala is coating an angstful and an impellent force, the other portion of the emotional brain works for giving appropriate response.

The brain's damper device of the amygdala is positioned at the end of the circuit to the neo-cortex, in the prefrontal lobes at the back of the forehead. The prefrontal cortex starts activating when a person becomes angry or is frightened. However, it has the capacity to manage the emotions and tackles the situation efficaciously. The neo-cortex portion of the brain gives reasoning and analysis of the data by pouring out proper emotional response, regulating the amygdala and other limbic system. The biggest presentation of sensory inputs from the thalamus, recalling from one's memories does not go to the amygdala, but it goes to the neo-cortex who receives the inputs and gives meaning to it. The inputs and its feedback are synchronized by the prefrontal lobes, the portion where the programme of action sets to reach the purpose that is to

take place. The neo-cortex network records and examines the sensory inputs, understands it, and from the prefrontal lobes arranges responses. Suppose emotional secretion takes place, the prefrontal lobes regulate it, coordinating with amygdala and other circuits of the emotional brain. Neuropsychologists have figured out that one function of the left frontal lobe is to perform as a neurons thermostat, managing displeasing emotions and the right prefrontal lobes consists negative emotions like fearing and aggressiveness. The left frontal lobes guard those emotions, possibly by holding back the right lobes. The left prefrontal lobe is also a component of a neural circuit that can disable it, or enervate the highly stimulating negative spike of emotion. Usually, the circuits of the limbic system and neo-cortex, amygdala and prefrontal lobes are the associates of each other in a person's mental life. When they are properly engaged in communication with each other, they develop emotional intelligence as well as other intelligence (Ledoux, 1996, p.68-268).

1.3. INTELLIGENCE

When we talk about intelligence, we say intelligent people are brilliant, quick to catch things or sharp on the one side or they can also be not very active, act weird and critical on the other side (Baron, 2001, p.413). Different definitions of intelligence has been given by different psychologist, some of them are reproduced in the following;

“Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements. It is the general mental adaptability to new problems and conditions of life” (Stern, 1914, p.3).

“Intelligence means intellect put to use. It is the use of intellectual abilities for handling a situation or accomplishing any task” (Woodworth and Marquis, 1948, p.33).

“the ability to undertake activities that are difficult, complex and abstract and which are adaptive to a goal, and are done quickly and which have social value and which lead to the creation of something new and different”(Stoddard,1943, p.4).

There are many other definitions of intelligence as well and all of them give different opinions. However, if we analyses the given definitions above, we can appraise that our

intelligence is according to our capability or power to utilize our mentality in tackling the hardships of life and living a comfortable life.

1.3.1. Development of intelligence

Many psychologists are of the opinion that intelligence increases up to adolescent stage and declines as one grows old.

According to Pinter (1931), the peak development of intelligence takes place up to the age of 14 years, and then it declines when a person is in between the ages of 14-22 years.

In the opinion of Terman (1916), students and adult's intelligence reach its limit at the age of 16 years.

According to Thorndike (1928), a person's capacity to learn develops up to the age of 22 years and it continues up to the age of 45 years.

According to some psychologists, the intelligence of children whose understanding is slow grows just up to the age of 14 years, those of average children up to the age of 16 years, and children who belong to genius category grows up to the age of twenty years (Singaravelu, 2017, p.162). They also expressed that after reaching the limits, an adult's intelligence does not grow but their experience and knowledge becomes broader and wider. This experience and knowledge which they have gained should not be taken as development of intelligence. Nonetheless, the exact age till when intelligence grows has not been figured out (Chaube, 2002, p.103).

1.4. ORIGIN OF EMOTIONAL INTELLIGENCE

The origin of emotional intelligence can be traced back to E. L. Thorndike intelligence theory, a prominent psychologist who was swayful in popularizing the concept of IQ in the 1920s and 1930s, which was published in Harper's monthly magazine article (Goleman, 1995, p-42), the idea of social intelligence where a person possess the capability to understand other people and who can adjust with other people or handle human relations well (Thorndike, 1920, p.228). But other psychologist took the term social intelligence as having the ability to handle other people, influencing others to go according to their plans, whether they like it or not. But this term of social intelligence did not convinced other theorist of IQ and by 1960 a sway full textbook on intelligence tests declared social intelligence a futile idea (Goleman, 1995, p-

42). Later, another Yale psychologist, Robert Sternberg, questioned people to explain who is called 'intelligent' and many people are of the view that practical skills were the main attributes of an intelligent person. A detailed study conducted by Sternberg takes him back to Thorndike's concept: that social intelligence is different from academic achievements. It is about how people do well in their real life situations (Sternberg, 1985).

According to Wechsler (1958) Intelligence means "*the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment*" (p.7).

During 1940s he considered "non-intellective" and "intellective" factors, where he directs it to feelings, personal, and social elements (Wechsler, 1940, p.444-445). Moreover, in the early part of 1943 Wechsler was suggesting that non-intellective abilities are necessary in interpreting a person's ability to accomplish things in life. He also says that besides intellective factors, non-intellective factors regulate intelligent behavior of mankind (Wechsler, 1943, p.103 as cited in Cherniss, 2000, p.3-4). In 1950s Abraham Maslow, a Humanistic psychologist explains how people can develop emotional fortitude (as cited by N. D, Manju, 2014, p.41).

The lateral origin of emotional intelligence was extracted from Gardner's (1983) theory on multiple intelligence and his theory of intrapersonal and interpersonal intelligence and the concept of emotional intelligence is somewhat similar and related to these two intelligences. Although, Gardner's findings were not popular in the beginning and it was criticized as a useless idea. The truth is that it was characterized by major progress because the study clearly distinguishes between emotional and intellectual abilities. Cherniss (2000) conveyed that only after Gardner begins to write about 'multiple intelligence', emotional intelligence struck the mind of the psychologists.

In 1985 the term "emotional intelligence" was for the first time introduced by Wayne Payne in his doctoral dissertation entitled as "A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire (theory, structure of reality, problem-solving, contraction/expansion, tuning in/coming out/letting go)" (DAI, 47(1), 203).

In May 1987 Keith Beasley wrote an article in British Mensa Magazine entitled as "The Emotional Quotient" (p.25) where she introduced the term of emotional quotient. Some said that this term was used in a published article for the first time, though Reuven Bar-On claims that he

have used this term in his graduate thesis which was not published (Dhani and Sharma, 2016, p.190).

In 1990, two psychologists, Peter Salovey and John Mayer have published their article on Emotional Intelligence in the journal *Imagination, Cognition, and Personality*. Peter Salovey who was a professor of psychology at Yale University and John Mayer also a professor of psychology at the University of Hampshire, carried out the study further and brought out the concept of Emotional Intelligence (EI). When Salovey and Mayer were working on the concept of emotional intelligence in 1990, they also know about the works done on non-cognitive aspects of intelligence. They consider it as a part of social intelligence and defined EI as an –

“Ability to monitor one’s own and others feelings and emotions, to discriminate among them and use this information to guide one’s thinking and action” (p.189).

Emotional intelligence is also a subset of social intelligence as grasped by Gardner in 1983, where he relates it to personal intelligence. Similar to social intelligence, personal intelligence was split up into two i.e. inter-personal intelligence and intrapersonal intelligence that deals with knowing oneself and others which is related to the concept of emotional intelligence (Gardner, 1983, p.239).

The initial definition of emotional intelligence introduced by Salovey and Mayer was defined according to the potentialities dealing in it but that concept was stated in indefinite terms considering it to include only about perceiving and monitoring emotions, and excluding about feelings. Hence, another more scientific concept was framed which is in the following:

Emotional intelligence involves the ability 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.

(Salovey, Brackett & Mayer, 2004, p.35)

In the beginning of 1990’s a psychologist and New York Times science writer Daniel Goleman came to know about Salovey and Mayer’s work, and that lead him to do in-depth study and wrote his book, *Emotional Intelligence: Why It Can Matter More Than IQ* in 1995 (Cherniss, 2000, p.4). Since then, this concept of emotional intelligence absorbs the curiosity of

the masses and became very popular. Goleman's (1995) book was very influential which gave scientific and systematic conceptualizations of EI and he announced how important is emotional intelligence in a person's life (Salovey, Brackett & Mayer, 2004, p.i). He conveyed that "it can be as powerful and at times more powerful than IQ" (Goleman, 1995, p.34). Goleman's definition of EI encircles a wide collection of personal qualities, such as political knowledge, self-confidence, vigilant in one's task performance, and accomplishment motive, besides other favorable personality characteristics (Goleman, 1998, p.26-29).

As a result, following the model developed by Salovey and Mayer, and especially after Goleman's popular book, many models of Emotional intelligence came forth (Salovey, Brackett & Mayer, 2004, p.82). Some of the models will be discussed in the following.

1.5. MODELS OF EMOTIONAL INTELLIGENCE

1.5.1. Ability model of Emotional Intelligence (1997)

The originator of the ability model of emotional intelligence, Salovey and Mayer (1997), describe emotional intelligence as the ability of the human mind to reason upon emotions and promote thinking. It deals with the capacity to precisely perceive emotions, to obtain and produce or raise emotions to enhance thinking, to apprehend emotions and grasp the concept of emotional branch of learning and reflecting back to the source, determining emotions to elevate emotional and intellectual strength.

They proposed four classes or branches of emotional intelligence which will be communicated in the following (Salovey, Brackett, & Mayer, 2004, p.88):

- a) Perception and expression of emotions:** this includes grasping the signs of facial expressions of emotions and physical gestures of one's actions and thinking. It also involves recognizing and reading emotions in others, distinguishing between reasonable and just simple emotions and also different levels of expression and determining emotional experience that one undergoes.
- b) Assimilation of emotion in mind:** emotions enhance the thoughts and cognitive work in a more effective way, utilizing emotions in solving difficult issues or measuring types of

emotions and something that has been sensed and assumed, that enable emotions to control one's mental focus and assist in decision making or determination and recording information.

- c) **Comprehending and examining emotions:** pondering back on the emotions that were conveyed in an inappropriate manner and possessing the capacity to identify those emotions, to learn how they turn out and to analyze them in a proper way.
- d) **Thinking back on the past and regulating emotions:** This is the top most level of emotional intelligence; it deals with tracking and managing emotion in oneself and other people, possessing the capability to subdue anger and having the ability to mitigate the distress of others (Salvoes, Bracket, & Mayer, 2004, p.88).

1.5.2. Bar-On: A Mixed Model of Emotional Intelligence (1997).

Bar-on's (1997) model of emotional intelligence aims to respond to why some people are more successful than others in life and defines emotional intelligence as an orderly series of non-cognitive abilities, aptitude, and skills that boost one's capability to accomplish what is attempted in life in the midst of life's challenges and issues (Bar-On, 1997, p.14).

Bar-On (1997) studied the attributes of personality which influences success in life, and identified five dimensions which will help a person to achieve success in life.

These five major dimensions and its distinctive skills are in the following:

1. Intrapersonal skills:

- a) Awareness of one's own emotion: knowing oneself and having the ability to grasp one's own feelings or emotions.
- b) Assertive: being self-assured and communicating one's own feelings and about oneself without being aggressive.
- c) Consideration of oneself: knowing and understanding oneself and one's own interest and accepting oneself.
- d) Self-realization: creating scenario to fulfill one's objective according to one's capability or psychological development that can be achieved when all basic and mental needs are fulfilled.

- e) Self-reliant: being independent and freedom from emotional dependency on others.

2. Interpersonal skills:

- a) Interpersonal Relationships: developing social association or relationships with two or more people.
- b) Social accountability: having a feeling that one has obligation to contribute something to the society and being a part of society.
- c) Empathy: Putting oneself in others shoes and considering others feelings and trying to help them.

3. Stress control:

- a) Tolerating stress: Being able to manage oneself when in stress, having the ability to endure hardship.
- b) Impulse management: being able to control one's behavior or emotions and also having the capacity to resist temptation or an urge for something.

4. Adaptability level:

- a) Problem Solving: having the potentiality to solve the problems of oneself and others.
- b) Test of facts: to verify whether one's thinking and feeling is real, accurate and true.
- c) Pliability: possessing the attitude of changing oneself according to the changing situation or environment in one's life.

5. Self-motivation:

- a) Happiness: feeling satisfied with oneself, with others and with life.
- b) Positivity: being optimistic and hopeful in life and proceeding towards our goal.
(Bar-On, 1997, p.14).

1.5.3. Mixed Model of Emotional Intelligence (1995)

This model of emotional intelligence was developed by Goleman (1995) and he said emotional intelligence means possessing “abilities such as being able to motivate oneself and

persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope" (p.34).

Goleman (1995) created a model that also was mixed, with five broad areas which includes the following:

1. **Self-awareness:** This is the key stone of emotional intelligence. It means to observe and analyze ourselves and understand how we are feeling, to know one's strength and weaknesses, values and capabilities which will help in taking the right decisions and act in an appropriate manner. To understand the connections between one's thoughts, feelings and reactions.
2. **Empathy:** understanding how others' are feeling by putting ourselves in their shoes, and supporting their abilities.
3. **Self-regulation:** having the ability to control one's disruptive emotions and regulating impulses according to the situation and reacting, possessing the capacity to express anger and frustration in an appropriate manner without resorting to violence and maintaining one's dignity.
4. **Self- motivation:** Boosting oneself and moving towards our goal by taking initiative and striving to improve, to zero in on the main task at hand and to persevere even if hindered by obstacles.
5. **Social skills:** Being sociable and having the ability to mingle and co-operate with others, handling interrelationships well, knowing the skills of leadership and settling dispute (p.283-284).

Goleman has identified certain specific characteristic in motivation, such as assembling emotions, procrastinating pleasures and repressing impulsions, and continuously balancing oneself smoothly (Goleman, 1995, p.43). He identified that he was proceeding from emotional intelligence to something wider. He found that "ego resilience" is close to 'emotional intelligence' as it is about social and emotional skill (Goleman, 1995, p.44). He states that "there is one old-fashioned word" which emotional intelligence portrayed: "character (Goleman, 1995, p.285)". Goleman earn exceptional ownership of the mixed model. He says that emotional intelligence will help in bringing accomplishment of one's goal wherever they are. He states that

children who have good emotional intelligence may be less impolite or bad-mannered and less aggressive, and so he will be liked by many (Goleman, 1995, p.192). He may also not deviate from good ways and will have the ability to take the right decisions concerning “drugs, smoking, and sex (Goleman, 1995, p.268)”. In the workplace, emotional intelligence will help in building “teamwork, in cooperation”, learning to work together more efficaciously (Goleman, 1995, p.163). Normally, possessing emotional intelligence will give benefit in any walks of life, whether in romance, handling personal life partner or involvement in political organization (Goleman, 1995, p.36). Goleman remarked that, intelligent quotient contributes about 20% to the elements that lead to success in a person’s life, and the rest 80% to other elements. According to the data that has been reviewed, Goleman claims that emotional intelligence is possible to be as powerful, and sometimes it is more powerful than intelligent quotient (IQ). With the above remark, he expressed that emotional intelligence should bring success in a person’s life performance (Goleman, 1995, p.43).

1.5.4. Trait Model of Emotional Intelligence (2001).

This model was developed by Petrides in 2001 and He tried to give clear distinction between the ability based model and a trait based model of EI. He was continuously working on a trait model and brought out that trait EI “encompasses behavioral disposition and self-perceived abilities and is measured through self-report (Petrides & Furnham, 2001, p.426). The idea of EI as a personality trait has developed out of the human cognitive ability (p.427). The sampling domain of EI trait includes “Adaptability, assertiveness, emotion appraisal, emotion expression, emotion management, emotion regulation, impulsiveness, relationship skills, self-esteem, self- motivation, social competence, stress management, trait empathy, trait happiness, trait optimism”(Petrides & Furnham, 2001,p.428).

Trait EI is a distinguished variegated elements that is placed at the “lower levels of personality hierarchies” (Petrides, Pita, & Kokkinaki, 2007, p.287). According to this model, emotional intelligence means self-perceptions and habitual mood of emotional abilities, which includes ways of behaving, perceiving capabilities and characteristics of emotional self-efficacy (p.274).

1.6. GOLEMAN’S EMOTIONAL INTELLIGENCE

Goleman's notion of EI is highly extraordinary and it has attracted the attention of the public (Salovey, Bracket, & Mayer, 2004, p.i). Though there are different models of emotional intelligence, we will be focusing and elaborating more on Daniel Goleman's writing and perspectives on emotional intelligence.

Goleman states that the results of emotional illiteracy are harmful and bring problems in a person's life. A person with no emotional intelligence faces more problems and issues in life. A person who has no ability to tackle emotions, settle dispute or argument peaceably can face violent situation and transgression like shooting, rape, murder, and suicide. If a person has no emotional intelligence, teenage girls not knowing how to handle their life may lead to getting pregnant, peer pressure to use drugs, smoke, have sex and suffer from venereal disease. They may also suffer from mental illness, depression, disorders in eating, divorce, etc. (Goleman, 1995, p.231-232).

1.6.1. The result of emotional illiteracy

Emotional illiteracy means the state of not having knowledge about emotional management. Inability to handle one's emotions and others, no knowledge of soothing oneself when upset and resorting to violent behavior or making mistakes in decision making (Goleman, 1995). Deficiency of emotional intelligence can have a huge cost in putting one's life at risk.

The result of emotional illiteracy will be discussed in the following:

1) Emotional doldrums

Goleman (1995) found that whatever studies has been conducted on emotional intelligence shows that children's emotional abilities are falling and many are doing poorly in the following areas (p.232).

- a) Act of withdrawing:** emotional deficiency makes a person feel unhappy, dependent, covert, wanting to stay alone, expressing ill humors by remaining silent, lackadaisical, and haughty.
- b) Disquietude and depression:** feeling lonely, anxious, fear, wants to be the best, feels unloved, sad and feeling depressed.

- c) **Lack of attention and thinking:** not able to pay attention or listen to any particular thing, day dreaming, not thinking and acting, unable to concentrate and not performing well in school.
- d) **Neglecting duties and aggressive:** mingling with bad companions, telling a lie, deceiving, quarrelling, being rude to others, wanting others attention, damaging things, disobedient, obstinate and dour, talkative, bullying others and short temper. The problems mentioned above are intoxicating the growing process of childhood which shows the deficiency of emotional intelligence. These emotional malaises are very common in the present era irrespective of ethnic, race and economic background (Goleman, 1995, p.232-234). Students, who are nervous and worried, enraged, or in depression do not concentrate in their studies or learns. They do not take in information properly and deals with it in an appropriate manner (Goleman, 1995, p.78).

2) **Taming aggression**

If a person does not have the emotional ability of anger management, they mostly becomes bullies, introvert, social outcast, reacting too much if teased, menacing others, taking revenge, weeping and running away in dishonor. Such angry people are very easily offended when others ill-treat them. If aggressive people get annoyed they mixed up so many things in their mind and starts hitting everything that comes their way. Aggressive people do not negotiate much and apply force most of the time, so people starts hating them. People who have no impulse control are aggressive and difficult to deal with. When they are hated and avoided by their friends, they withdraw themselves and feeling outcast resort to small crimes like thieving, using drugs and engaging in other antisocial activities (Goleman, 1995, p.234-235).

3) **Increasing depression**

People who lack emotional intelligence will have distorted concept of self-awareness, self- confidence and managing relationships which may lead them into depression. In an environment where parent-children relationships are bad and where children cannot mingle with friends, they become people who cannot express their grievances and sadness. They cannot sense their feelings and instead becomes sulky, restless, grouchy,

angry, and pessimistic and cannot handle petty failures (like low grade, quarrelling with parents, criticism, etc.) and sink into depression. Research studies have found that children who are prone to sadness have pessimistic outlook and falls into depression (Goleman, 1995, p.239-246).

4) Eating disorders

People with poor emotional intelligence are unable to express their emotions and being unable to control it leads to eating disorder and may suffer from anorexia nervosa or bulimia nervosa. Mostly girls are prone to reacting to obstacles, difficulties, and small things that irritates them and start developing negative emotion which cannot calm them down and also they cannot understand what they are exactly feeling. When those negative emotional attributes are working in their body it leads to anorexia or bulimia nervosa. They are unable to recognize and act accordingly. Some people who are obese are not able to differentiate between feeling afraid, angry, and hungry and so mixing all these emotions together causes signs of hunger that leads them to over eating when they feel distressed. Girls have low self-awareness. To maintain the thinness of their body they develop eating disorders. They just experience a diffuse emotional storm that they do not know how to deal with effectively. People who have no self-awareness or self-assurance think that eating may make them feel better and slowly it becomes their habit (Goleman, 1995, p.247-249).

5) Loneliness

People who has poor emotional intelligence traits has no courage and are nervous, worried, shy, feels rejected and not willing to build any broken relationship, feels lonely and socially rejected. They do not have the capability to please others. Socially tone-deaf children are poor in reading and reacting to emotions and withdraw themselves from others. Those children may be at a greater risk for different kind of sickness and an early death (Goleman, 1995, p.249-252).

6) Addiction in drinking and using drugs

1993 studies found out that some people drink because they wanted to get drunk (Report by the Columbia university center), some drink thinking it's a fashion or to enjoy in

parties, some to experience and some for many different reasons and slowly they become addicted to it (Goleman,1995,p.253). Recent scientific study found out that those who had the habit of drinking or using drugs slowly become dependent on them and started using it as a medication or to soothe their sadness, distress and depression (Jeanne Tschann, 1994). The prime weakness of drugs or alcohol addicts is that they cannot control their impulsiveness. Due to poor emotional intelligence, they do not possess the ability to deal with distress, perturbation and ennui which lead them to try anything like drugs and alcohol. Feeling extremely sad, people are prone to addiction which pushes them to fall into depression. Hot temper is also one cause (Goleman, 1995, p.255-257).

7) Timid and submitting to abuses

Children with poor emotional intelligence tends to build social phobia and develop drinking habit in junior high school to soothe their social distress. They also tend to develop unpleasant state of mental uneasiness and remain timid and fearful. Therefore, being unable to handle their problems, they become alcoholic and substance abuser, and falls into depression. So many timid boys and girls also become victims of sexual abuse, as they feel unsafe, unprotected and isolated. People who lack emotional and social abilities are unable to protect themselves and cannot fight back against the threat of the culprit. They also do not have the courage to express the bad things that has happen to them. Teen pregnancy and suicide is also one cost of emotional illiteracy (Goleman, 1995, p.258-259).

8) Lacks empathy

People with deficiency in emotional intelligence lacks empathy and tends to build bad personality, when there is no empathy in a person's life, they do not understand others emotions and they become heartless, delighting in the humiliation of others, humiliating others, quirky, strange and mean. Some turn into molester and psychopath who are merciless and unable to feel empathy or tenderheartedness of any kind (Goleman, 1995, p.102-110).

1.6.2. The self -Science curriculum

Self-science was developed by Karen Stone McCown (1978) to train people in developing emotional intelligence and to build a society that cultivates an attitude of consideration and regard, accountability and elasticity. Self-science is a weapon to make a person's life better. Self- Science was featured in Goleman's 1995 book emotional intelligence. He called this self -Science curriculum as a 'model for the teaching of emotional intelligence' in his book emotional intelligence (Goleman, 1995, p.261).

The prime features of the self- science are given in the following: (Goleman, 1995, p.303-304, Karen F. Stone and Harold Q. Dillehunt, 1978).

- a) **Self-awareness:** It means knowing oneself, to have a flashback of one's deeds or actions and thoughts even though in the midst of feeling violently disturbed or agitated. One has to study and observe oneself and identify different types of feelings, develop a word for emotions, distinguish the relationship between thinking, feelings, and actions. People who are self-aware, mostly have a positive attitude towards life, even though they are not in a good mood they do not ponder or get preoccupied by their anxiety or sadness but gets over it early, these awareness assist them in handling emotions. One should identify one's shortcomings and strengths and put oneself in a positive practical path.
- b) **Personal decision making:** To be able to take a right decision. One should evaluate their deeds and result, to understand and ruminate whether one's bias thought or feeling is dominating a decision. To analyze and arrive at a right decision with regard to issues like sex, drinking smoking and drugs. To be responsible and stand by the decisions made.
- c) **Handling feelings:** It means having the ability to regulate feelings. To meditate and think about what is going on in one's mind, intrapersonal talk to grasp unfavorable information in the mind, reflect and think upon the causes of one's feeling and try to find the right solution to tackle the situation. By identifying the reasons behind a feeling one can deal and tackle the problem of fears, distress, anxiety, anger and sadness, and will be able to overcome a melancholic condition.
- d) **Managing stress:** To be able to handle stress. To know the worth of exercises, relaxation, monitoring imagination and utilizing the time in doing things to reduce stress.

- e) **Empathy:** It means having the ability to comprehend what others are feeling, their concerns and feeling their pain or suffering and supporting them, understand the differences that every individual feels and empathies with them.
- f) **Communications:** It means having the ability to communicate with others in a right way. Express feelings sweetly, develop listening power and clarify the doubts by asking questions, critically analyze and differentiate between others actions and talks and also own actions and give remarks or judge it.
- g) **Monitoring self-disclosure:** It means knowing when and how to reveal personal information to others. Know the value of being open, having the ability to develop trust in a relationship and to be aware of when to open up about personal feelings.
- h) **Insight:** Having the ability to recognize the different level and types of emotions in one's life and its reactions, and also identifying similar type in others.
- i) **Self-confidence:** It means to have self-assurance, to be proud of oneself and moves towards positive outlook, identifying one's strengths and weaknesses and feeling comfortable and satisfied with oneself.
- j) **Personal responsibility:** It means knowing one's responsibility, knowing what is going to be the result of the decisions and reactions that are taken, accepting your emotions, be committed to the decisions taken.
- k) **Assertive:** It means learning how to stand for oneself. Express solicitude and feelings without displeasure, angeriness and lack of initiative.
- l) **Group dynamics:** Having the ability to adjust and work with the groups. To learn how to collaborate with other group, cooperate with the group, be aware of when and how one should be leading and also when one has to listen and follow others.
- m) **Conflict resolution:** It means the state of knowing to find a peaceful solution to a problem, to realize one's rights and to build the courage to fight fair with other children, parents, teachers, friends, opponents' etc. and to learn how to negotiate and compromise.

1.6.3. Merits of Emotional intelligence

Though a person cannot change overnight by learning self-science curriculum (emotional literacy), as one advance in life there will be improvements in one's outlook of life as there are many advantages of emotional intelligence, some of the merits of emotional intelligence will be stated in the following:

- ✓ It makes one's relationships with others better.
- ✓ It improves channel of communication with other people.
- ✓ It develops empathetic attitude.
- ✓ It helps build goodness and decency in a person.
- ✓ Assist in gaining respect from other people.
- ✓ It broadens work and job prospects.
- ✓ It helps one to adapt to changes in a new situations.
- ✓ It helps one to enjoy the work he is doing.
- ✓ It develops self-confidence and positive outlook.
- ✓ Manages stress levels in a better way.
- ✓ Ignites innovative ideas, originality and creativity.
- ✓ Helps one to realize and learn from failure and errors committed. (Goleman, 1995, p.283-284).

1.6.4. Emotional intelligence and teachers

In the present day time, when family and community alone cannot provide conducive and congenial environment to children, schools become the one place which society can rely on to shape and build children's emotional intelligence abilities. It does not mean that schools alone can train children, but since they go to school, children can learn necessary art of living. It has become mandatory for the school to teach about the development of emotional literacy by replacing the role of failing families in socializing children. Teachers have to shift from their traditional way of teaching to more constructive way of teaching and the community should also support the teachers in the school for the overall development of the child. The teacher is the most important part of the curriculum. The way the teacher manage the class and deals with the

student itself is an example of showing good and bad conduct, a practical session of learning emotional abilities, because whenever a teacher react to one student, other students in the class observe and learn the lesson. The schools need teachers whose emotional intelligence is good and who can also train the students. Teachers need to be approachable so that students will be comfortable discussing about their feelings, but not every teacher is reliable and approachable. Therefore, emotional literacy programs should be conducted for prospective teachers (Goleman, 1995. p.279). Teachers emotional management is very important. It assists them in reducing stress and also helps them to tackle difficult problems and hard task in the classroom and schools. Teachers can make the classroom learning lively using their own creativity and willingness to make their students more curious and active in learning various subjects and skills. A teacher whose emotional intelligence is high ignites and encourages their students better and also understands their students' conduct and mental health. Teachers' become more compassionate, sensitive and tender towards their students violent acts, academic performance and relationship management. They can tackle different problems which students are facing in a more effective way. Self-regulation is one significant attribute of Emotional Intelligence. Therefore, self-aware teacher can tackle her students in a better way. Many children face different challenges and problems in the family, with friends and in the schools as they grow up and cross different stages of life. Thus, teachers need to help their student face those challenges of life (Bhatia, 2010).

A positive and emotionally intelligent teacher will also show empathy towards students, and children need someone who can understand their feelings and emotions, support and facilitates them. If teacher shows empathy to their students, it develops positive outlook and long-lasting effect on the student's mind (Olson and Wyett, 2000).

1.7. ATTITUDE

An attitude is defined as a tendency of a person to understand and express their perception in a certain way towards an event. It is what an individual feels or has confidence in. It is the internal feeling of a person. "It may be positive, negative or neutral". Attitude makes one to react favorably or unfavorably according to their feelings or what they believed to be right (Singaravelu, 2017, p.121).

Thurstone (1928) states, “*attitude denotes the sum- total of a man’s inclinations and feelings, prejudice or bias, pre-conceived notions, ideas, fears, threats about any specific topic*”(p.531).

Allport (1935) states attitude is “*a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual response to all objects and situations with which it is related*” (p.810).

Eagly and Chaiken (1993) defines attitude as a “*psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor*” (p.1).

Campbell (1950) defines attitude as “*a syndrome of response consistency with regard to social objects*” (p.15-38).

From the above definitions we can see that attitude is a feeling expressed towards a stimuli, it is a stand point of right or wrong which one feels towards a notion, thing or person. An attitude is embraced and has elements, like course of movement, strength, common or specificity.

The American Heritage Dictionary gives the meaning of attitude ‘as a state of mind or feeling with regard to some matter’. Attitude means life. The attitude that a person carries brings unbelievable difference to one’s life. It has a potency of positive activity or it can also be harmful and disables the capacity of a person in fulfilling the unrealized abilities. Attitude interprets and determines whether one is on the way or in the way. Attitude is not anything but an external reflections of the inside feelings and thinking (Harrell, 2004, p.2). Seligman (1991) expressed that one’s attitudes whether positive or negative can impact a person’s success or failure in moving toward the aim. In his classic book, ‘Learned Optimism’, he gives empirical data revealing that the agents of life insurance policy agencies, who possess positive attitudes, sell more life insurance policies than the agents with negative attitude. Researchers have also found out that a simple smile makes the brain secrete chemicals of good emotions. Some few years ago, many researchers have shown that positive thinking helps in the process where the cells in the body regenerate and repairs it. British researchers have proved that there is same score between negative feelings and bad health. Even though every person has an attitude, they are unique and have different types of attitude. Some people’s attitudes assist them to face issues and challenges, surmount hurdles, and succeed in achieving their goals. Some have attitudes that are fixed, which

slows them down and hinder their progress. Managing people with pessimistic attitudes in the work place is one of the biggest issues to be confronted by the head of the institution, organization or company. People with negative attitude can also persuade or convince others like people with positive attitude. But the outcome will differ. A positive attitude in the work places helps in better communications, cooperation and group work. Optimistic attitudes develop the capacity of people to maintain belief in a goal or oneself and improve the production and vice versa for pessimistic attitudes. Negative attitude breaks teamwork, worsen stress, and damage the output (Harrel, 2005, p.2-19).

1.7.1. Teaching Profession

Teaching as a profession means one who has joined teaching; he should be responsible and accountable to his profession and develop aptitude of teaching (Sharma, 2009, p.549).

According to Joad, “Teaching is not everybody’s cup of tea” (as cited by B.L.Sharma and A.K.Shukla, 2008, p.423). To be a teacher, just bookish knowledge, scoring high marks in examination and giving instructions are not sufficient. He should possess a good character, personality, physical health, moral, social and emotional qualities (B.L.Sharma and A.K. Shukla, 2008). A person should acquire knowledge of how best children can learn and that is the most important criteria to succeed in teaching and that is the reason we consider teaching as a profession (Manocha, 2017, p.529). Teaching skills can be acquired with practices and feedback. It includes not only teaching skills and talents, but it also includes professional ethics, social obligation and responsibility. He should be like a teacher in appearance, actions and behavior. He should be a setter of good example to the society as people look up to them and students watches and imitates a teacher. Teachers are the builder of the future. Education is a powerful tool in the transformation of the society. Therefore, a teacher has a great role to play in building the nation. Teaching Profession involves teaching aptitude, teaching skills, and social obligations (Sharma, 2009, p.549).

Monteque (1958) in his book, Education and Human Relations, notes that anybody should not be allowed to become a teacher if by attitude, temperament and training he is not competent or eligible to become a teacher.

Teaching is a profession. Therefore, every teacher should undergo training to learn the art and science of teaching. To be a successful teacher, sound academic achievement and professional training are very essential (B.L. Sharma and A.K.Shukla, 2008, p.424).

1.7.2. Attitude towards teaching profession

In the developing Indian society, there is a need for a good quality professional education of teachers. There is a huge requirement of teachers who has content mastery of the subject and also the practical aspect of the subject. Teacher who has the knowledge about child psychology, pedagogy, classroom management, assessment and evaluation, guidance and counseling, professional ethics and can teach children according to their needs, etc. is in great demand (Manocha, 2017, p.529).

Teaching is an art and science; it needs a person with extra ordinary intellectual creativity who can handle different types of students and community in a right way (Kumar and Gagan, 2017, p.6). Teacher's job in the present times has become very challenging so teachers have to acquire knowledge, skills, interests and positive attitude towards teaching profession. Teacher education is based on the theory that 'teachers are made, not born 'since teacher has to acquire not only knowledge, but also skills that are called "tricks of the trade". In fact, someone's personality cannot be made again but their attitude towards others can be developed and reshaped. Therefore, teachers should be made skillful and capable with an organized and systematic program of teacher training courses.

Anderson (1980) said that attitudes are formed by acquiring knowledge about different information of facts, phenomena or people. In Education, it is believed that if prospective teachers have a positive attitude towards their profession, they can tackle the students in more effective ways. To draw an all-round development of an individual which include the various aspects, viz., physical, social, intellectual, moral, spiritual and aesthetic aspect, it is the teacher in the teaching profession who can play a vital role in helping an individual grow fully with a sound mind and sound body. People's attitudes towards their profession have an effect on their work

performance, so if a teacher is to carry out his or her profession affectionately and happily, it is of utmost importance that he has a favorable attitude towards his teaching profession.

The present study will focus on the emotional intelligence and attitude towards teaching profession of B.Ed. students in Nagaland. However, the researcher felt it necessary to give a brief profile of Nagaland and the Colleges of Teacher Education offering B.Ed. course in Nagaland.

1.8. BRIEF PROFILE OF NAGALAND

Nagaland became the 16th State of the Indian Union on 1st December, 1963 (Statistical handbook of Nagaland, 2019). The land of the State of Nagaland has an area of 16,579 sq. kms. It lies between 25°6' and 27°4' latitude North of Equator and between 93°20' E and 95°15' E longitude. The State is surrounded by Assam on the North and West, Arunachal Pradesh on the North East, Manipur on the South, and also shares its international boundary with Myanmar on the East. Regarding topography, the state has many mountains and the altitude is approximately between 194 meters and 3048 meters above sea level. The villages are situated at the height of 1000 to 2000 meters. The Naga villages usually stand on the top of the hills at high altitudes.

Mount Saramati is the highest peak of the State in Kiphire district, measuring 3,840 meters above sea level. Other significant mountains are Mount Japfü (3014 metres) in Kohima district and Mount Pauna (2841 metres) in Peren district, Zanubou (2750 metres) and Kupamedzu (2620 metres) both in Phek district. Kohima is the capital of Nagaland and it stands at 1444 metres above sea level (Statistical handbook of Nagaland, 2019).

The people of Nagaland are from Mongoloid race. The art of living or lifestyles are based on the mongoloid nature. The population comprises of different tribes speaking their own distinctive dialect and having different cultures. As per 2011 Census the population of Nagaland is 19,78,502, out of which 71.14% of the total population settles in rural areas. The density of population is 119 per sq.km. The state had eleven districts, they are: - Kohima, Dimapur, Mokokchung, Tuensang, Phek, Wokha, Zunheboto, Mon, Peren, Longleng and Kiphire (Statistical handbook of Nagaland, 2019). On January 20, 2021 Chief Minister of

Nagaland, Niephiu Rio officially inaugurated Noklak as the 12th District of Nagaland, 3 years after it was created on 21 December, 2017 (Morung Express 9th Feb. 2021). On 18 December, 2021 three new district of Nagaland was created i.e. Tseminyu, Chumukedima and Niuland (Nagaland post, 20 Dec. 2021). Shamator district was created on January 19th, 2022 (List of district of Nagaland, *Wikipedia*). Presently, there are 16 districts in Nagaland. The growth and progress of Nagaland which is mainly due to its economy and education will be briefly described in the following:

a) Economy of the state

More than 60 % of the people of Nagaland depend on agriculture and allied activities for their survival as the state is an agrarian economy. The GSDP (the total value of all goods and services produced within the state at a given time period usually a year) is one of the significant index which is used to know the progress and growth of the state's economy. It shows the sectoral composition and its shares to the state economy. The state economy is categorized into three sector namely, primary, secondary and tertiary sector. The primary sectors mostly consist of all activities that are utilizing natural resources. It includes crops, forestry, livestock rearing, fishing & aquaculture and mining & quarrying. The secondary sector deals with economic activities that produces one goods into another goods like, electricity, LPG, manufacturing, water supply & other useful services and construction work. This sector takes the output from the primary sector and manufactures finished products and tertiary sector includes all economics activities that gives services like transport, storage and communication; trade, repair, hotels and restaurants; banking and insurance; real estates, public administration etc. Amongst the sub-sector of tertiary sector, public administration has become the most robust with growth sustaining an increasing trend since 2014-15 (Nagaland Economic Survey 2018 – 2019).

b) Education

Modern education in Nagaland was introduced by the American Christian missionaries during the British rule in India. The arrival of missionaries in Nagaland transformed Naga history especially in the field of education. In 1839 Rev. Miles Bronson, the first missionary to the Nagas came to Namsang, a Naga village and started the first school for the Nagas. In 1879 Rev. C.D. King was deputed as a missionary to the Angamis and he also started a school (Nagaland Board of School Education, 2015, p.12). In the year 1895 Dr. and Mrs. Clark,

American Baptist missionaries moved to Impur and they opened a school which is now called Clark memorial higher secondary school, Impur in Mokokchung district. This school was upgraded to higher secondary school (science stream) in 1999. This school has contributed a lot to the development and growth of education in Nagaland (The Morung express news, 2020). Christian missionaries went to different Naga villages and set up churches along with schools. During the British colonialism, the British officers perceived the need of introducing Christianity and education to Naga people because they felt education will be the best agency to put Nagas in order and civilization. By 1904, Naga Hills district had six lower primary government schools and sixteen mission schools receiving grants-in-aid from the government. The numbers of schools in Naga Hills district during the British period keeps on increasing (Achumi, 2012, p.77-78). And by 1947 when India got independence, Naga Hills district had a total of 165 educational institutions consisting of 161 primary schools, 3 middle schools and one government high school (Assam Education Report, 1882-1948). Even though the numbers of schools were increasing, there was a large drop-out of students, so the Government re-examine the system of school education. To meet the requirement, in 1907, one technical school was started in Kohima called the 'Fuller Technical School' for training the Naga boys in carpentry and Blacksmithery. In 1941, this technical school was amalgamated with the first government high school of the district, located at Kohima (Achumi, 2012, p.83).

After Nagaland attained its statehood on 1st December 1963, western ideas, religion, music, and philosophies began to influence the Naga world outlook. Henceforth, many more educational institutions were set up (Nagaland Board of School Education, 2015, p. 15-16). The Government of Nagaland has given importance in establishing schools in almost all the villages and urban habitations. Presently, as per Statistical Handbook of Nagaland 2016, there are a total of 2828 schools in Nagaland. As School education progresses in Nagaland, higher education have also becomes necessary. Therefore, in 1959 through the initiative of S.C. Jamir, R.C. chiten, T. Aonok, Dr. Longri, Imlong chang, Khelhoshe, Mayangnokcha and some other citizens of Mokokchung set up the first private college called Fazl Ali College in Mokokchung. Initially this college shares the same building with Mayangnokcha government school and later shifted to old town hall of Mokokchung. However, in 1969 it shifted to its present campus. In 1962, the Government of Nagaland took over the college. Slowly other colleges were also established in other districts of Nagaland. Initially, Nagaland University was under North Eastern Hill

University (NEHU) with one campus in Kohima and another campus in SASRD-Medziphema. When Nagaland University was set up, it became the 13th Central University in India and it was also the only Central University in Nagaland. It was set up as per the act of parliament of India and on 20th October 1989, it got the assent of the President of India as the Nagaland University Act 1989 (no. 35 of 1989) which came into effect on the day it was published in the gazette of India extraordinary part-ii section-1 in October 1989 by the ministry of law and justice, New Delhi. On 6th September, 1994 The University came into being covering the whole state of Nagaland under its jurisdiction. It inherited the two campuses and the affiliated colleges from NEHU and took it under its jurisdiction. The newly established university faces many difficulties in the beginning as it has been working from Kohima as the interim headquarter because Lumami, the Headquarter of the university was not able to do the needful immediately as per the act. When the constructions and infrastructure were made ready, the interim headquarter was shifted from Kohima to Lumami, the real headquarter in the mid-year of 2010.

Presently, Nagaland university has four campuses, i.e (i) Headquarters at Lumami in Zunheboto district (ii) Kohima Campus at Meriema in Kohima district (iii) Medziphema Campus (School of Agricultural Sciences and Rural Development) at Medziphema in Dimapur district and (iv) one temporary campus at Dimapur (School of Engineering & Technology and School of Management Studies). There are a total of 37 departments offering undergraduate, postgraduate and Ph.D. programs in different disciplines of sciences, arts, commerce, agricultural sciences, engineering & technology, teacher education, computer, legal studies and management studies. Besides, there are also 66 colleges affiliated to Nagaland University.

Besides Nagaland University, there are three Private University and one institute of national importance (National Institute of Technology (NIT)). The Government of Nagaland has established a minimum of one Government college in each of the district. At present, the State has 16 Government colleges and 50 private colleges (Nagaland University status of affiliation of colleges, 2020).

Nagaland also has six Technical educational Institutes that offer diploma in technical courses (Nagaland Economic Survey 2018 – 2019).

1.9. **B.Ed. COLLEGES IN NAGALAND**

To bring quality in education in the state, the first B.Ed. College was set up in the year 1975 which was known as the Nagaland college of Education under the initiative of NEHU, Shillong and the Government of Nagaland. Originally, the college was affiliated to NEHU and it was under 2 f and 12 B of UGC Act in the year 1988. In the year 1995, affiliation of the Nagaland College of education was given to Nagaland University and after a while it had been recognized by NCTE and upgraded to college of teacher education in March 1996. This college is one of the first three B.Ed. colleges in the North-Eastern region to get recognition from NCTE ERC in the year 1998. The nomenclature of the college was change to State College of Teacher Education in the year 2013. This College offers both B.Ed. & M.Ed. courses. Gradually, after the establishment of this college, many other colleges of teacher education came up.

Presently, there are a total of nine B.Ed. colleges in Nagaland (2 government B.Ed. colleges and 7 private B.Ed. colleges). After 20 years of the establishment of State College of Teacher Education by the Government of Nagaland, first private B.Ed. college i.e. Salt Christian College of Teacher Education Dimapur was established in 1995. Another 6 more private colleges came up i.e. Bosco College of Teacher Education Dimapur was established in 2003, Modern College of Teacher Education Kohima was established in 2009, Unity College of Teacher Education Dimapur was established in 2012, Sazolie College of Teacher Education Kohima was established in 2010, Ura College of Teacher Education Kohima was established in 2014 and Mt. Mary College Dimapur was established in 2017. One government B.Ed. College i.e. Mokokchung College of Teacher Education Mokokchung was established in 2012. The lists of B.Ed. Colleges in Nagaland is shown in chronological order in table 1.9.1.

Table 1.9.1: B.Ed. Colleges in Nagaland

Sl. no.	Name of the college	Year of establishment	Affiliation	Types of Management
1	State College of Teacher Education Kohima	1975	Nagaland University	Government
2	Salt Christian College of Teacher Education	1995	Nagaland University	Private

	Dimapur			
3	Bosco College of Teacher Education Dimapur	2003	Nagaland University	private
4	Modern Institute of Teacher Education Kohima	2009	Nagaland University	Private
5	Sazolie College of Teacher Education Kohima	2010	Nagaland University	Private
6	Mokokchung College of Teacher Education Mokokchung.	2012	Nagaland University	Government
7	Unity College of Teacher Education Dimapur	2012	Nagaland University	private
8	Ura College of Teacher Education Kohima	2014	Nagaland University	Private
9	Mt. Mary College Dimapur	2017	Nagaland University	Private

Sources: Annual Administrative Report 2017-2018, Government of Nagaland, Department of Higher Education, Nagaland, Kohima.

1.10. RATIONALE AND JUSTIFICATION OF THE STUDY

In the present information age, no one is emotionally mature enough to handle life in society. So this instability in emotions leads to anxiety, problems and stress (Ratna,2016). In education, UNESCO 1996 report of the international commission on education for the 21st century ‘Learning; the treasure within’ have given the Four Pillars of Education.

- 1) Learning to know- obtaining the measures of comprehension, knowledge competency, communication, occupational skills and discoveries in life. So that everyone will be able to live with dignity.
- 2) Learning to do- not only acquiring occupational skill but also having the ability to tackle different situations and work in teams.
- 3) Learning to live together – By developing attitude of understanding others and appreciating interdependence, the child will be able to work in teams, take up joint project and can handle conflicts. To train the child into a social being means to build the skills of collaboration, cooperation, tolerance and mutual understanding.
- 4) Learning to be – The aim of education is to develop the complete man, to build holistic personality and to inspire people to be accountable to the society with self-sufficiency and right decisions.

If we analyze these four pillars of education, all the aspect of an individual (physical, intellectual and emotional) should be considered in education.

In support of this view, The National Policy of Education 1986 and Right to Education Act, 2009 introduce the concept of continuous and comprehensive evaluation (CCE). To evaluate every aspect of the child in the school, continuous assessment is done and grades are being given to students based on their work experience skills, artistry, innovation, durability, teamwork, communication skill, conduct, etc. Apart from academics, student talents in different areas like arts, humanities, games and sports, music, etc. are assessed. There are evaluation of both scholastic and co-scholastic areas. Thus, under CCE equal importance are given in cognitive, affective and psychomotor aspects. Henceforth, the teachers who are emotionally intelligent and teachers who has favorable attitude towards teaching profession will be able to do justice to the students and evaluate the students' performance without any prejudices and biasness.

RTE Act, 2009, has also recommended the prohibition of physical punishment and mental harassment to the child in the class. In other words, to discipline the students; teachers cannot give any physical punishment to mischievous or disobedient child. Teachers also cannot say anything verbally that will harass the mentality of the students. Therefore, what the teacher can do is to go down to the level of the students. Teachers should try to know and understand the

student's needs, interest, aptitude and potentiality of the students. According to the needs and suitability of the learner, teachers have to be patient, tolerant and emotionally strong to motivate the students to be self-disciplined and encourage them to be an active –learner.

National policy of Education 2016 also recommends inclusive and holistic approach and emphasized comprehensive education such as code of conduct, moral education, physical education, art and crafts and other life skills which cannot be learned only through classroom transaction.

National Education Policy (NEP) 2020, suggests revising and improving the educational system and norms related to the goals of 21st century, not forgetting SDG4 (sustainable development goal) and promoting India's traditions and value systems. This policy proposed that education must focus not only on cognitive domains like literacy and numeracy, critical thinking and problem solving – but also social, ethics, and emotional intelligence. The policy also proposed that education system should aim at building good human beings efficient in rational thinking, tenderheartedness, empathy, strong and adaptable, scientific temper, innovative, ethical and maintaining values. It also recommends that education should aim at developing functioning, productive, useful and contributing citizens in the society. For educational institutions, the policy suggest that all educational institutions should provide an environment where all the students will feel wanted, cared, safe and anxious to learn and at the same time, they should also coordinate with other institutions.

To implement all these demands of educational policies effectively, teaching learning process or the transaction of the curriculum should be improved. Therefore, qualified, committed, efficient and competent teacher are needed. Teachers play an important role in bringing any transformation in the educational field and in elevating all round development of the learners. So, to achieve the objectives of education, teachers should be mentally, emotionally, socially, morally and physically prepared, for which due considerations should be given towards teacher education programme as well.

If we look at the present scenario, teachers are always under tension as they have to be accountable in many areas. They face lots of pressures like political pressure, pressure from the community, parents of students, higher authority, formulating government policies, classroom management issues and curriculum transaction problems. Teachers can decrease these tensions

by elevating their emotional intelligence and building positive attitude towards teaching profession (Henson, Kogan and Vacha-Haase, 2001).

The students are the future of the nation, therefore, the students have to be moulded properly from the foundational stage, so that, the development of a nation will take place systematically. The students should be nurtured under the care of the teachers who are committed and emotionally intelligent. The relationship between the teacher and the student will be conducive if both the teacher and the student could monitor their emotions. Students react better to those who are optimistic, empathetic, inspirational and trustworthy. Moody, rude, uncaring, hot tempered and pessimistic teachers are usually ignored or feared; students do not rely on them. However, teachers with favorable attitude towards their job and who are emotionally healthy will be able to handle children better.

The education commission (1964-60) rightly mentioned ‘the destiny of India is now being shaped in her classrooms’, so teacher is one very important component of the education system. Thereby, teachers need the skills required in managing a classroom. In learner-centred approach, teachers need to be emotionally intelligent to focus on the holistic development of the learner.

The traditional method of teaching is based on the assumption that knowledge is objective and can be imparted by those who have it to those who do not have it. In the objectivist pattern, the teacher gives knowledge to the learners who are commonly considered as passive learners. But, now there is a paradigm shift in teaching-learning process, a shift from behaviorism to constructivism. In constructivism, the teacher has to know the proximal zone of development of the students i.e., the actual development level and the potential development level. After knowing the proximal zone of development of the students, the teacher is to scaffold the students to make him more competent and develop the students to the fullest potential. Teacher is to facilitate, guide and motivate the students to be active and engage in doing and exploring things, to be creative and discover new things. It has to be student-centred. Teacher is not supposed to impose his authority on the students. Teachers have to see the needs, interest, aptitude and ability of the students and according to ability and suitability, the students is to move forward on their own pace. So here, we need teachers who are mentally healthy, and have

favorable attitude towards teaching profession. There is a need of teachers who can control and manage his/her emotions, and who can facilitate or guide the students in the right direction.

Teachers have to deal with drug addicts children, abandoned children, neglected children, abused children, children with special needs, person with disability, children from different economic backgrounds, gifted and genius students and all different types of minds of the students appropriately in a school. As a result, teachers need to inculcate necessary competencies such as self-awareness, self-control, self-motivation, empathy, art of listening, conflict resolution and co-operation. Teachers have to manage their emotional life with intelligence, and they need to have positive attitude and bring intelligence to their emotions and civility to the students and community (Bhatia, 2010,p.5).

Though there is no separate course on emotional intelligence and development of positive attitude towards teaching profession in B.Ed. syllabus. B.Ed. syllabus contains courses like childhood and growing up, pedagogy of teaching, guidance and counseling, peace education etc. which includes different attributes of emotional intelligence and positive psychology. Therefore, the present study will be an attempt to assess the status of emotional intelligence and attitude towards teaching profession of B.Ed. students in the state of Nagaland.

1.11. STATEMENT OF THE PROBLEM

Based on the rationale and justification of the study, the statement of the problem is entitled as “A Study on Emotional Intelligence and Attitude of B.Ed. Students towards Teaching Profession in Nagaland”.

1.12. OBJECTIVES OF THE STUDY

The following are the objectives of the study;

1. To assess the level of Emotional Intelligence of B.Ed. Students in Nagaland.
2. To find out the Emotional intelligence of B.Ed. Students with regard to:
 - a) gender
 - b) age

- c) area of specialization,
 - d) type of trainees,
 - e) type of Management and
 - f) marital status.
3. To assess the level of Attitude towards Teaching Profession of B.Ed. Students in Nagaland
 4. To find out the Attitude towards Teaching Profession of B.Ed. Students with regard to:
 - a) gender
 - b) age
 - c) area of specialization
 - d) type of trainees
 - e) type of Management and
 - f) marital status.
 5. To find the correlation between the Emotional Intelligence and Attitude towards Teaching Profession of B.Ed. students in Nagaland.

1.13. HYPOTHESES OF THE STUDY

The following hypotheses were framed based on the above objectives:

1. B.Ed. students in Nagaland will not have the same level of Emotional Intelligence.
2. There will be no significant difference in Emotional Intelligence of B.Ed. students in Nagaland with regard to gender.
3. There will be no significant difference in Emotional Intelligence of B.Ed. students in Nagaland with regard to age.
4. There will be no significant difference in Emotional Intelligence of B.Ed. students in Nagaland with regard to area of specialization.
5. There will be no significant difference in Emotional Intelligence of B.Ed. students in Nagaland with regard to types of trainees.

6. There will be no significant difference in Emotional Intelligence of B.Ed. students in Nagaland with regard to types of management.
7. There will be no significant difference in Emotional Intelligence of B.Ed. students in Nagaland with regard to marital status.
8. B.Ed. students in Nagaland will not have the same level of Attitude towards Teaching Profession
9. There will be no significant difference in Attitude towards Teaching Profession of B.Ed. students in Nagaland with regard to gender, age, area of specialization, type of trainees, types of college and marital status.
10. There will be no significant difference in Attitude towards Teaching Profession of B.Ed. students in Nagaland with regard to age.
11. There will be no significant difference in Attitude towards Teaching Profession of B.Ed. students in Nagaland with regard to area of specialization.
12. There will be no significant difference in Attitude towards Teaching Profession of B.Ed. students in Nagaland with regard to types of trainees.
13. There will be no significant difference in Attitude towards Teaching Profession of B.Ed. students in Nagaland with regard to types of management.
14. There will be no significant difference in Attitude towards Teaching Profession of B.Ed. students in Nagaland with regard to marital status.
15. There will be no correlation between Emotional Intelligence and Attitude towards Teaching Profession of B.Ed. students in Nagaland.

1.14. OPERATIONAL DEFINITION OF THE TERMS USED

The definitions of the terms used in the present study are given as follows;

- a) **Emotional intelligence:** According to Cooper and Sawaf (1997) emotional intelligence means being able to feel, know and applying the influence of emotions as a wellspring of

strength, information and relatedness. Emotional intelligence involves self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior of B.Ed. students in Nagaland.

- b) **B.Ed. students:** Acronyms of B.Ed. is Bachelor of Education and it is a programme which teaches about the art and science of teaching and various areas associated with teaching. B.Ed. student teachers are those students already admitted in B.Ed. colleges for teacher training programme in Nagaland. Once B.Ed. students completes B.Ed. course they will be given a B.Ed. degree, and they will become qualified to teach in a secondary school or hold any administrative post in education department.
- c) **Attitude:** An attitude is a disposition or state of mind; it is a way of carrying oneself. Individual's likelihood to read an event in a specific way. It is what a person feels or believes in. In the present study attitude of B.Ed. students is taken into consideration
- d) **Teaching Profession:** It is related to teaching job. Teaching profession requires education and training of art and science of teaching. In this profession a teacher tries to impart knowledge, develop skills and favorable attitudes towards his students.
- e) **Attitude towards Teaching Profession:** Teaching is a challenging activity; therefore, it required positive attitude and certain competency from the prospective teachers. Teachers' proficiency depends on the attitude they possess for the profession. Positive attitude helps teacher to build efficient learner. The present study deals with the B.Ed. students' attitude towards teaching profession.
- f) **Gender:** It refers to the characteristics, norms, behaviors and roles of being men and women. It refers to male B.Ed. students and female B.Ed. students in Nagaland.
- g) **Age:** The length of time that a person has lived, to grow old or more mature. A Period of human life measured by a year from birth. In the present study, it deals with different years of age of B.Ed. students in Nagaland starting from below 24 years, 25-30 years, 31-35 years to 36 years and above.
- h) **Type of trainees:** A B.Ed. trainee is someone who is undergoing training in a teacher training institute to become a teacher. There are two types of trainees' in Nagaland i.e. In-

service teachers and pre-service teachers. In-service teachers B.Ed. trainees are those who are already in a teaching service and pre-service teachers B.Ed. trainees are the prospective teachers, who aspire to become a teacher in the future and undergoing teacher training before entering teaching service.

- i) **Type of Management:** B.Ed. colleges are categorized into two types of management i.e. the colleges managed by the government and the college managed by private enterprises or individuals which will be referred to as Government B.Ed. colleges and Private B.Ed. colleges.
- J) **Marital status:** It means the legally defined marital state. The state of being married or unmarried. In the present study, it refers to married and unmarried B.Ed. students.
- k) **Area of specialization:** In the case of B.Ed. students in Nagaland, academic specialization means a course of study or field or a subject that a person specialized in and teaches. Specialization areas in the present study refer to Pedagogy of Social Sciences, Mathematics, English and Sciences.

1.15. DELIMITATIONS OF THE STUDY.

The researcher has delimited the study to the B.Ed. colleges of Nagaland only.

1. The investigator has taken only emotional intelligence and attitude towards teaching profession of B.Ed. students with regard to gender, age, type of trainees, type of management, area of specialization and marital status in the study.
2. The studies conducted only on Emotional Intelligence of B.Ed. students are included in the review of related literature.
3. The studies conducted only on Attitude of Teachers towards Teaching Profession of B.Ed. students are included in the review of related literature.
4. The studies conducted only on Emotional Intelligence and Attitude of Teachers towards Teaching Profession of B.Ed. students is included in the review of related literature.

1.16. METHODOLOGY OF THE STUDY

The methodology of the study is elaborated in Chapter-III. In this chapter the investigator has given a complete description about the methods of study, population, sampling techniques, tools used, types of data and mode of data collection.

1.17. ANALYSIS AND INTERPRETATION OF THE DATA

Chapter- IV is mainly devoted to data analysis and interpretation of the study by applying histogram, frequency distribution table, descriptive and inferential statistics in SPSS.

1.18. MAJOR FINDINGS, DISCUSSIONS AND EDUCATIONAL IMPLICATIONS

On the basis of the data analysis and interpretation, the major findings and discussion, implications and scope for further research are presented in chapter-V.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

The word review has been derived from the French word 'reveue' which means to scrutinize something to make necessary changes, critically analyzing a book, play or a report of an event. The term related means of the same type and the term literature means written works which are considered superior or having lasting artistic merit. Thus, the term literature review means the formal scrutinizing of related books and writings or written works undertaken as research problem (Sarma, 2010, p.109). The review of related literature helps the researcher to get up-to-date information and knowledge in the field in which the researcher is planning to carry out a research study. It is a condensed form of the written works or of previous research done which gives the evidence that the investigator knows what is already revealed. (Best & Kahn, 2012,p.39).

2.1.1. Importance of review of related literature

Review of related literature is an important guide to defining the research problem, realizing its importance, recommending appropriate data-gathering instruments, research design and different sources of data (Best & Kahn, 2012, p.40). Some importances of review of related literature are stated as under:

1. The review of related literature helps the researcher to determine the boundary of the area of study. It demarcates and defines the research problem and also helps frame clear objectives.
2. The researcher can also ignore impotent and useless areas of study and choose the areas where positive findings are likely to find and prove to be meaningful and reliable.
3. By reviewing the related literature, the investigator can check accidental duplication of other research findings to avoid replicating a study.
4. The researcher can get the idea of how to proceed with right research methodology, tools to be used in the study and statistical methods.

5. Reviewing of literature also helps the researcher to know about the recommendations given in the previous research (Koul, 1997, p.89).

2.2. CLASSIFICATION OF REVIEW

In the present study, the review of related literature will be classified into two categories namely:

- A. Studies conducted abroad.
 - i. Emotional Intelligence
 - ii. Attitude towards Teaching Profession
 - iii. Emotional Intelligence and Attitude towards Teaching Profession.
- B. Studies conducted in India
 - i. Emotional Intelligence
 - ii. Attitude towards Teaching Profession
 - iii. Emotional Intelligence and Attitude towards Teaching Profession

2.2.1. Studies conducted abroad

The studies conducted abroad on Emotional Intelligence of B.Ed. students, Attitude towards Teaching Profession of B.Ed. students and the studies conducted both on Emotional Intelligence and Attitude towards Teaching Profession of B.Ed. students are presented in the following:

2.2.1.1. Emotional Intelligence

Armin Mahmoudi (2011) Studied B.Ed. Teacher Trainees Emotional Intelligence of Yasouj district in Kohgiluyeh.. The sample consisted of 300 B.Ed. teacher trainees. Emotional Intelligence Scale was used for collecting the data. The researcher used descriptive analysis, t-test, and one way Anova. The finding reveals that there is medium level of emotional Intelligence of B.Ed. teacher trainees.

Zeynep Kocoglu (2011) studies emotional intelligence of Turkish EFL pre-service teacher. Samples of 90 English language pre-service teachers from a university in Turkey were

extracted. The researcher used Reuven Bar-On's Emotional Quotient Inventory as a tool. The result of the study depicts that Turkish EFL pre-service teachers scores in stress tolerance and assertiveness areas are high, but in independence and self-regard in emotional intelligence, it is low.

Roisin P Corcoran and Roland Tormey (2012) carried out a study to investigate the emotional intelligent of Pre-Service Teachers and they made use of Mayer and Salovey's emotional intelligence (EI) model and the MSCEIT test of EI.352 samples were drawn and found out that they possess low level of emotional intelligence.

Muhammad Asrar-ul-hag and etal (2016) studied emotional intelligence of teachers' in Pakistan. This research paper aims to study how emotional intelligence influence teacher's transaction of education. In the central Punjab, Pakistan 166 teachers were selected from universities as the sample of the research. The result indicated that emotional intelligence influences teacher's work. The findings revealed that emotional self-awareness, self-confidence, achievement, developing others and conflict management have a positive association with the teacher's duty.

Agnes Baracsi (2016) carried out a study on emotional Intelligence of Hungarian Teachers. The researcher selected 707 Hungarianteachers from elementary and secondary schools. The results proved that about one-third of the respondent have poor emotional intelligence. However, overall majority of the teacher have good emotional intelligence.

Akyol, Ali, Mehmet and Akdemir, Elif (2019) did a study on emotional Intelligence of prospective teacher with respect Gender, Age. The researcher applied the cross sectional survey design. 1033 prospective teachers were chosen to be the sample of the research problem from education faculty of the public university, Turkey. The Bar-On Emotional Intelligence Scale and the Personal Information Form was employed to collect the data from the samples. The finding of the study bought out that emotional intelligence range does not differ between male and female prospective teachers. However, there is a difference among different age group.

2.2.1.2. Attitude towards teaching profession

Richard P Lipka and L. R Goulet (1981) studied Attitudes toward the Teaching Profession of teachers and students in teacher education institute with regard to different age group. The result depicts different age group have similar attitudes towards teaching.

Omer Engin Akbulut and Fatih Karakus (2011) carried out a study on attitudes towards teaching profession of secondary school Science and Mathematics Pre-Service teachers'. To execute the study, samples of 239 secondary school science and Mathematics pre-service teachers were selected. Teaching Professional Attitude Scale was used to collect the data. The tools used were t-test, F-test and Turkey HSD test. The findings revealed that teachers' attitudes toward teaching profession were pleasant.

Nuri Turkay Tok (2012) conducted a research study on teachers' attitudes towards the teaching profession in Turkey. Descriptive surveys were used and the data were collected from Pamukkale University Classroom Teaching students. Descriptive statistics like means, standard deviations, t-test and F-test were used. The attitudes of teacher towards teaching profession do not differ between gender and type of high schools. The results shows that majority of the teachers attitude is not favourable.

Caglar and Caglar (2013) study the attitudes towards teaching profession of Education Faculty of Adiyaman University. The sample of the research consists of 875 students selected through simple random sampling. Personal Information Form and Scale of Attitude towards Teaching Profession were used to collect data. In analyzing the collected response of the sample, t-test and regression analysis were used. From the findings, it can be inferred that high attitudes towards the teaching profession was detected and no variations among the gender attitude.

Gülten Önder Cüceoglu (2014) carried out a Study on attitudes of Pre-Service Music Teachers towards the Teaching Profession in Turkey with regard to gender and type of high schools. The sampling consisted of 305music students at four different universities in Turkey. Attitude Scale towards Teaching Profession, developed by Ustuner (2006), was employed for data collection. The data collected were analyzed using the Mann Whitney U Test and the Kruskal Wallis H test. Similar stage of attitudes of pre-service teachers towards the teaching profession with respect to genders and the type of school management was found out from the findings.

Aliyu Musa & Ado Abdu Bichi (2015) had done a study on Prospective Teachers Attitudes towards Teaching Profession of Northwest University, Kano-Nigeria: A descriptive survey was used in its methodology. To execute the study a sample of 220 prospective teachers were drawn through stratified random sampling process. The researcher use self-develop tool of Professional Attitude Scale for Prospective Teachers for the collection of data. The data obtained were analyzed through descriptive and inferential statistics. Findings revealed that prospective teachers have positive attitude towards the profession.

Godwin A. Ikitde and Isaac B. Ado (2015) did a Study on attitude of Students towards Teaching Practice in Nigerian University. The investigator follows the survey method in carrying out the research. The sample consists of 163 student teachers. Student Teachers Attitude Questionnaire was used to collect data. The obtained data were analyzed using weighted mean, mean and standard deviation, F-test and t-test statistics. The findings disclosed that majority of the student teachers had negative attitude towards teaching practice and there is no significant difference between male and female student teachers attitude.

H. J. Nenty, Sello Moyo and Fiji Phuti (2015) carried out a study on UB Teacher Trainees' Attitude towards Teaching. Samples of 73 UB teacher trainees were selected and the output found inferred that female possess more favorable attitude than male teacher trainees.

Mızrap Bulunuz (2015) conducted a study on how positive attitudes toward teaching science can be built in Science Teacher Preparation Program. Data were collected using survey method and a questionnaire. Sample of 42 pre-service teachers responded. Findings reveal there is positive attitude toward science teaching.

Berna Güryay (2016) studied attitudes towards English teaching on Prospective Teachers of English at Buca Faculty of Education at Dokuz Eylül University, İzmir. Samples of 540 prospective English teachers were selected. Personal information sheet and the scale for attitudes towards teaching developed by Semerci (1999) were adopted for data collection. The results brings out that the more positive the students' attitudes towards English, the more positive the students' attitudes towards teaching profession.

Hilal Bilgin and Necdet Aykac (2016) Studied Pre-Service Teachers' Attitudes towards Teaching Profession. The investigator adopted a survey model. The sample of the study consists of 406 pre-service teachers studying in Turkey. Criterion sampling was used in selecting the

samples. An attitude towards Teaching Profession Scale was used as the data collection tool. Descriptive statistics were applied to analyze the data. The results revealed that pre-service teachers' levels of professional attitude are favourable.

Sahin-Firat Necla (2016) studied on Pre-Service Teachers' Attitudes toward the Teaching Profession at DEU's Buca Faculty of Education in Turkey. The study sample comprises 612 students. Attitudes toward Teaching Profession Questionnaire were used as a tool in collecting the data. The finding shows that their attitude score is high.

Yalçın Özdemir and Sabri Güngö (2017) carried out a study on the attitudes of Students in the Pedagogical Formation Programs towards the Teaching Profession. The study samples were selected randomly which comprises 491 students studying in the pedagogical formation programs of Kafkas University and Ömer Halisdemir University. The tool of Attitude Scale towards Teaching Profession was applied. Mean, t-test, F-test and LSD post hoc tests were employed in the analysis. From the findings it was evaluated that as older the students are in their age, they showed more positive attitudes towards the teaching profession. Female's attitudes are more than males.

Bas Muhammet and Okan Sarigöz (2018) carried out a study on Teacher Candidates' Attitudes towards Teaching Profession. Descriptive survey method was adopted with a sample of 347 teacher candidates from Mustafa Kemal University, Faculty of Education. Tool of Attitude Scale towards the Teaching Profession was applied. Validity and reliability of the tool was checked and Cronbach Alpha coefficient was 0.919. The finding brought out that the attitudes of teachers towards the teaching profession were low and the attitude of female teachers was better than male teacher's attitudes.

Ismail, Sarikaya, Ufuk, Töman and Mesut, Öztürk (2018) studied the Attitudes towards Teaching Profession of Pre-service Classroom Teachers. This investigation is done to determine the attitudes of pre-service classroom teachers towards mother tongue, life science, mathematics and science teachings. Relational screening model was adopted. The sample consists of 231 senior class students who are given training in four different state universities on classroom teaching program. Data is collected by using tool of attitude scale towards teaching profession of Turkish language and literature, life science, mathematics and science teaching.

The finding shows that the attitudes towards mother tongue, life science, mathematics and science teaching has a moderate level.

Turanand Cetinkaya et al. (2018) conducted a research study on Attitudes towards Teaching Profession of School of Physical Education and Sports Students. Samples of 244 students from Ahi Evran University School of Physical Education and Sports and Firat University Sports Sciences Faculty Physical Education and Sport Teacher Training, Sports Management and Coaching Education departments were selected for the study. The tools like personal data form was adopted and attitude scale for the teaching profession composed of 34 items were used for data collection. Frequency Distribution, t test and Anova test were used. The result of the study disclosed that attitudes of respondents to the teaching profession do not differ with regard to gender, the types of university and the type of sports conducted.

Kinyota, Mjege and Kavenuke, Severine, Patrick (2019) evaluated Teacher trainees' attitude on teaching from education university college in Tanzania with reference to demographic variables i.e. gender and areas of subject specialization. The investigator extracted 901 teacher trainees doing their final-year training. The study evaluated that teacher trainees' attitude has significant difference between male and female teacher trainees and also between teacher trainees opting different subject specialization, which shows female have more favorable attitude than male teacher trainees and teacher trainees from social sciences have better attitude towards teaching than science and mathematics teacher trainees.

Kaleli, Y. S. (2020) carried out a study on the level of the Attitudes towards Teaching Profession of Pre-service Music Teachers' with reference to Gender. The sample size comprises of 262 pre-service music teachers studying under the faculties of education, Turkey. The investigator distributed the tool of Personal information sheet and attitude scale towards teaching profession to the respondent. The result of the research proved that attitudes of pre-service teachers towards teaching profession are favourable. It also proved that male and female pre-service teacher's attitudes towards teaching profession differs.

2.2.1.3. Emotional Intelligence and Attitude towards Teaching Profession.

Osman, Titrek (2014) studied the relationship between Attitude towards Teaching Profession and Emotional Intelligence. The aim of this study is to reveal whether there is a significant relation between attitude of students who get pedagogic formation and emotional

intelligence level at Sakarya University. The tools used were attitude towards teaching profession and Emotional Intelligence scales. To conduct a research, samples of 310 female and 117 male pre-service teachers were drawn from the total population. The data were analyzed with the help of SPSS 18.00 program. In data analysis, Mann Whitney U test, Kruskal Wallis test and correlation analyze were used. From the research it was found that there is deviation in the affection and value dimensions of attitude towards teaching profession with respect to gender which indicates that female score more than male in these two dimensions. It also revealed that there is low relation between attitude towards teaching profession and emotional intelligence.

Öz, Hüseyin, Kiris, Cepik, Hazal (2018) conducted a study of Emotional Intelligence and Attitudes towards Teaching Profession among Turkish EFL pre-service teachers. Its objective is to find out the relationship between emotional intelligence and attitudes towards teaching profession among 124 (EFL) pre-service teachers teaching English as a foreign language. Data were collected using the Emotional Intelligence Scale and the Attitudes towards Teaching Profession Scale. The collected data were analyzed through descriptive and inferential statistics. Findings indicated that there was a positive relationship between emotional intelligence and attitudes towards the teaching profession of Turkish EFL pre-service teachers. Moreover, findings conveyed that the majority of the teachers had moderate levels of emotional intelligence and attitudes towards teaching profession.

2.2.2. Studies conducted in India

The studies conducted in India on Emotional Intelligence of B.Ed. students, Attitude towards Teaching Profession of B.Ed. students and the studies conducted both on Emotional Intelligence and Attitude towards Teaching Profession of B.Ed. students are presented in the following:

2.2.2.1. Emotional intelligence

H. Indu (2007) conducted a study on emotional intelligence of secondary teacher trainees. The study was restricted to the teacher trainees undergoing studies in various education colleges of Coimbatore in Tamil Nadu. All the five teacher trainees Colleges of Education were selected for the study. The tools used in the study are: Personal Data Sheet and Emotional Intelligence Scale framed by the researcher. The finding reveals that emotional intelligence of secondary teacher trainees are in the average level.

Arti Devi (2010) carried out a study on Emotional intelligence of student-teachers of Punjab. The study aims to find out the Emotional Intelligence of B.Ed. students from B.Ed. Colleges with regard to Type of management, gender and stream. The sample of 1600 B. Ed. Students had been selected through simple random method. The tool used was Emotional Intelligence Scale develop by Anukool Hyde, Sanjot Pethe and Upindar Dhar (2002). Statistical method such as, Mean and Standard Deviation were used to analyze the collected data. The researcher found out that type of management has no difference in Emotional Intelligence level. Government college student-teachers have higher Emotional Intelligence level than B.Ed. students of Self-financed colleges; Aided college student-teachers have higher Emotional Intelligence than student-teachers of Self-financed colleges. The findings also revealed that Male B.Ed. students Emotional Intelligence were higher than the Emotional Intelligence of Female B.Ed. students and B.Ed. students from Science stream had higher Emotional Intelligence than B.Ed. student from humanities.

D. Bruno Nazareth (2010) studied Emotional Intelligence of B.Ed. Trainees. Emotional Intelligence Inventory of Dr. S.K. Mangal was used. The researcher selected six Government-Aided colleges, seven University Colleges of Teacher Education, and seven Self-Financing colleges that are under the University of Kerala covering four districts i.e. Kollam, Alappuzha, Thiruvananthapuram and Pathanamthitta in Kerala. The sample selected consisted of 900 trainees. The finding reveals that the level of emotional intelligence of B.Ed. trainees in Kerala with regard to sex, age, optional subjects and type of management is in moderate level.

Gupta, Monika (2010) had done a study on emotional intelligence of prospective teachers. Eight colleges were selected randomly as the sample from various districts of Shimla and 400 prospective teachers were again chosen randomly. The tool of Roqan Emotional Intelligence Test by Prof. Roquiya Zainuddin and Anjum Ahmed was used. The study result shows that male and female, science and arts streams prospective teachers do not differ in their emotional intelligence level.

S. Selvin (2010) conducted a study on emotional intelligence of B.Ed. college students in southern Districts of Tamil Nadu. The findings show that overall emotional intelligence of B.Ed. students' are in the moderate level. There is no significant difference among B.Ed. students in their emotional intelligence with regard to age, gender and type of the college. However,

significant difference is found in the commitment factor of emotional intelligence among B.Ed. students.

Adhikari (2011) studied emotional intelligence of secondary school teachers of Sikkim to find out the significant difference of emotional intelligence with reference to gender, subject specialization, age, type of institution and teaching experiences. Through random Sampling, samples of 1225 teachers were chosen from the universe of the study. Emotional Intelligence Scale developed by Hyde, Pethe & Dhar (2005) was used. The findings gave the evidences that most of the Secondary Teachers had moderate level of Emotional Intelligence. However, Male Teachers emotional intelligence was higher than female secondary teachers emotional intelligence, Commerce Stream teachers EI level is the highest, age group between 41-50 years of age had the highest score when compared with other age group, teachers with 6 to 10 years of teaching experience had the highest score when compared with other years of teaching experiences and private teachers emotional intelligence level is higher than Government teachers EI level. So there is a significant difference in emotional intelligence scores of secondary school teachers of Sikkim with reference to gender, subject specialization, age, type of institution and teaching experiences.

Atul Thakur (2011) studied the factors influencing Emotional intelligence among B.Ed. students of Himachal Pradesh, and its objective is to measure the level of emotional intelligence of B.Ed. students of Himachal Pradesh with respect to the effects of types of school and sex on Emotional intelligence. The samples of 647 students from 84 colleges were selected through stratified sampling method. Statistical techniques like mean, S.D., t-test and Anova were adopted in the study. The findings indicates that majority of the B.Ed. students have high emotional intelligence. Emotional factor of self-concept signify that even though the data shows high EI, the students do have the capability to regulate emotions while facing hard situation. It also shows that there is no significant difference in emotional intelligence with reference to types of school management, and gender.

Das, Alaka (2012) conducted a study on emotional intelligence of B.Ed. students at Gauhati University, its objective is to check the emotional intelligence of the B.Ed. students, to find out the difference in emotional intelligence with regard to gender, types of management, type of streams, age and type of trainees. The researcher used simple random sampling

techniques in selecting 500 B.Ed. students from the teacher training colleges of Kamrup district. The tool used was Emotional Intelligence Scale based on Goleman's competence based model of EI. The result of the study depicts that there is no similarities in emotional intelligence of B.Ed. students with respect to Gender, age and type of management. It also depicts that there are differences in EI score among B.Ed. students. Majority of the B.Ed. student were in the moderate emotional intelligence level. Nevertheless, EI score of female B.Ed. students is higher than EI score of male B. Ed. Students which shows significant difference between the EI of male and female. It is also found out that the mean EI score of govt. B.Ed. college students is higher than the mean EI score of private B. Ed. college students which shows difference. The mean EI score of science B.Ed. students is higher than the mean EI score of the arts B.Ed. students, so the difference between the two means is significant. The mean EI score of age above 30 years B. Ed. students is higher than the mean EI score of age below 30 years B. Ed. Students, so there is difference between the two mean also. The mean EI score of in-service B.Ed. students is higher than the mean EI score of the pre-service B.Ed. students which shows significant difference.

Saliha Khatoon (2012) conducted a study on emotional intelligence of teacher trainees of Gulbarga district and found out that majority of them have moderate emotional intelligence level and there is no significant difference in the emotional intelligence between male and female.

Harjot Kaur Dhatt (2013) carried out a study on emotional intelligence of student teachers at Uttar Pradesh. Four colleges were selected randomly in Kapurthala district. The Sample comprises of 300 B.Ed. Student-teachers. The tool used was Teacher's Emotional Intelligence Inventory by Shubhra Mangal (2008). The findings conveyed that male and female student teachers have poor level of emotional intelligence. Only 3 B.Ed. female students have high emotional intelligence level and one B.Ed. male student have below average emotional Intelligence and it also shows that there is no difference in emotional intelligence with respect to gender, and marital status.

Jagvinder (2013) conducted a study on B.Ed. students' Emotional intelligence with regard to gender. A sample of 60 B.Ed. students was selected through random sampling process from two colleges of Bathinda district in Punjab. He applied the tool of Emotional intelligence's-

test developed by Dr.S. K. Mangal to analyze the collected responses. The finding shows emotional intelligence of B.Ed students with reference to gender do not differ.

Manju (2014) conducted a study on emotional intelligence of B.Ed. students and the findings of the study reveals that majority of the B. Ed student teachers have average and above average level of Emotional Intelligence and it is also found out that there is no significant difference between male and female B Ed Student Teachers Emotional Intelligence.

Vanlalngaii, Paite (2014) had done a research on Emotional intelligence of high school teachers in Lunglei district of Mizoram to measure their Emotional Intelligence level and also to see the difference in the level of emotional intelligence with respect to gender and type of school management. The researcher developed emotional intelligence scale to gather the data. The universe of the study includes high school teachers working in 70 high schools in Lunglei district which includes all types of management of the school. The sample consist the whole population consisting of 522teachers.The findings give the proof that emotional intelligence levels of both male and female high school teachers were moderate. The emotional intelligence level of high school teachers working in government, deficit and private high schools were also moderate which signify similarities between government and deficit high school teachers, between government and private high school teachers, between deficit and private high school teachers and between male and female high school teachers emotional intelligence.

Anupriya Sharma (2015) carried out a Study on emotional intelligence of student teachers. In this study random sampling technique was used in selecting the sample which consists of 400 student teachers from both government and private B.Ed. colleges of two places of Chhattisgarh i.e Raipur and Bilaspur. The tool of emotional intelligence test developed by Dr. Kalplata Pandey and Kalpana Rai was employed. The findings of the study indicate that the student-teachers possessing high emotional intelligence levels are more. The mean score for female student-teachers is more as compared to their male counterpart. So, there is significant difference between male and female emotional intelligence score. Emotional Intelligence level of B.Ed. students from government B.Ed. colleges were lesser as compared to private B. Ed. colleges.

P. Fernandez (2015) studied on emotional intelligence of the prospective teachers with respect to Gender, Type of College, Marital Status and Basic Subject. The investigator use

normative survey method. The tool used in the study was emotional intelligence inventory developed by Thomas Alexander and Annaraja (2008). Samples of 1262 prospective teachers were selected. From the findings, it was found out that the level of Emotional Intelligence is high among the Prospective Teachers. There are similarities in the emotional intelligence level of Male and Female Prospective teachers. It is also found that there is same level of emotional intelligence between Married and Unmarried Prospective teachers, between Humanities and Science Basic Subject Prospective Teachers, between Government College Prospective Teachers and Government Aided College Prospective Teachers and also between Aided College Prospective teachers and Private College Prospective teachers. However, it is found out that there are differences in the Emotional Intelligence Scores of Government College Prospective Teachers and Private College Prospective Teachers which shows that Government College Prospective Teachers is higher than Self-financed College Prospective Teachers in emotional intelligence.

B. Razia (2016) conducted a study on Emotional Intelligence of Pupil Teachers in Relation to their Well Being and found out that male and female pupil teachers were similar in their Emotional Intelligence level.

Vijayalaxmi, R. Kore (2016) studied emotional intelligence of student teachers in Karnataka state. A sample of 640 B.Ed. Student teachers were selected for the study from 16 colleges. The Emotional Intelligence scale developed by Ankool Hyde, Sanjyot Pethe and Upinder Dhar was used for collecting the data. The finding reveals that female student teachers have higher Emotional Intelligence than male student teachers of B.Ed. Colleges. The student teachers of Aided B.Ed. colleges have higher Emotional Intelligence than the student teachers of private and government B.Ed. Colleges and it is also found out that there are variations in the Emotional Intelligence level of B.Ed. students.

Ahlam Islam (2017) carried out a Study on Emotional Intelligence of B.Ed. students. Its objective is to measure the Emotional Intelligence level with reference to gender and stream. The sample for the study consists of 600 B.Ed. students studying in nine randomly selected colleges of Kanpur, Lucknow and Allahabad only. Test of Emotional Intelligence developed by K.S. Misra has been used to collect the data. The findings depicts that there is significant difference between male and female B.Ed. students on emotional intelligence as female B.Ed. students have

higher emotional intelligence than male B.Ed. students. There is no significant difference between Arts stream and Science stream B.Ed. students on Emotional Intelligence.

Archana Arun Bhambure (2017) conducted a study on Emotional intelligence in the teachers. Samples of 500 teachers were selected for the study. The tool of the study contains four dimensions i.e., Interpersonal Skills, Personal Leadership Skills, Self- Management Skills, and Intrapersonal Skills with 24 questions. It is found from the study that teachers have high Emotional Intelligence scores.

Mohammed Ahmad Khan (2017) did a study on emotional intelligence of secondary school teachers, teaching in different schools of U.P. The researcher employed purposive sampling method to select the districts to be covered in the study and through the simple random sampling 447 secondary school teachers of eastern U.P have been chosen as the sample of the study. The tool of Emotional Intelligence scale constructed by Hyde, A. Pethe, S. & Dhar, U., 2002 was used to evaluate the emotional intelligence of secondary school teachers. The finding reveals that male teachers possess more emotional intelligence than female teachers, govt. teachers possess more emotional intelligence than private teachers, science stream teacher have more emotional intelligence than art stream secondary teachers and experienced teachers have more emotional intelligence than inexperienced teachers.

Rajalaksmi (2017) carried out a research work on Emotional intelligence of B.Ed. students in kanyakumari district to find out whether there is difference in the emotional intelligence of B.Ed. students with regard to gender and type of management. The researcher used normative survey method in the study. The population of the study includes B.Ed. students from different colleges in Kanyakumari District. The sample comprises of 330 B.Ed. Students. For the study of the problem the researcher use Emotional intelligence scale constructed and standardized by the investigator and the findings reveals that there are variations in their emotional intelligence level with reference to gender and type of management.

Shruti Malviya (2017) had done a study of emotional intelligence among secondary school teacher to measure male and female teachers emotional intelligence. The sample consisted of 300 teachers from 30 private U.P. Board Schools. Test of Emotional Intelligence of School Teacher develops by Prof. K.S. Misra was utilized to collect the data. The findings

brought out that there is no difference in emotional intelligence stages between male and female teachers.

Suresh P. Kumar (2018) studied emotional Intelligence of B.Ed. Student Teachers in Virudhunagar District to measure the level of E.I in B.Ed. student teachers. The researcher used survey method. The investigator used the simple random sampling method in selecting the sample from the total population. The sample comprises of 100 B.Ed. Students teachers. Emotional Intelligence Scale develop and standardized by Mangal (2001) was adopted. The researcher also employed personal information sheet to collect the bio-data of the B.Ed. student teachers and evaluation was carried out using statistical techniques. The result shows that there is a significance difference between male and female student teachers emotional intelligence level which shows that female possess more emotional intelligence than their male counterparts. It also found out that EI of age group between aged up to 22 and above 22 years of age student teachers do not differ and they all have a moderate level of EI.

Swangi (2019) did a study on emotional intelligence among B.Ed. students. The population of this study includes student-teachers of B.Ed. colleges and Universities in Allahabad and Varanasi cities. Cluster sampling was employed in selecting the sample. The investigator selected student-teachers doing B.Ed. in the selected institutions. Test of Emotional Intelligence constructed by K.S. Misra was used to identify the emotional intelligence level of student teachers. The finding reveals that female B.Ed. students possess higher emotional intelligence than male B.Ed. students.

M. Maruthavanan (2020) studied the Emotional Intelligence of B.Ed. students in Madurai with respect to Gender, Subject studied and Age using descriptive Survey method. Sample of 280 B.Ed. students were drawn through stratified sampling method. It was found out that Emotional Intelligence of B.Ed. students are high. It was also found out that there are no variations in the Emotional Intelligence level among male and female B.Ed. Students. However, it was found out that there are differences in the emotional intelligence score of B.Ed. students with regard to Subject studied and Age.

Vasudevan, A. (2020) studied Emotional Intelligence to find out the Emotional intelligence level, significant difference of Emotional Intelligence of B.Ed. Teacher Trainees in Kanchipuram with regard to Gender, Subject specialization and Marital Status. The researcher

adopted simple random sampling method in selecting the sample of 1000 B.Ed. Trainees from the affiliated colleges of Tamil Nadu Teachers Education University. The researcher employed Emotional Intelligence Scale by Bar-On (1993). The result of the research enclosed that Emotional Intelligence of B.Ed. Teacher Trainees is above the moderate level. It is also found out that there is no similarity between male and female B.Ed. Students, between B.Ed. students opting different subject specialization and between married and unmarried B.Ed. students in their Emotional Intelligence scores.

Subramanyam, K. (2021) studied emotional intelligence among prospective teachers with main focus on Gender and Stream. 120 teacher trainees in Warangal district of Telangana state were extracted as the sample of the study. The investigator adopted Emotional intelligence scale developed by Nutan Kumar Thingujam and Usharam (1999) in collecting the responses of the samples. The Finding exposed that there is difference in the emotional intelligence among male and female prospective teachers and students from different stream.

2.2.2.2. Attitude towards teaching profession

Rongsenrenla Tali (1984) conducted a study on the attitude towards teaching profession in Nagaland. The sample comprises all the teachers teaching from Classes VII to X in Nagaland. It includes both Government and Private management schools. Attitude Scale develop by the investigator was used for collecting the data. From the findings it was found out that overall Attitude of the teachers towards teaching profession was favorable. However, Private School teachers, non-Naga and Science teachers were found to possess more favorable attitude towards teaching profession than their counterparts Government school, Naga, and Arts teachers. There is same level in the attitude towards teaching profession between male and female.

Charles Kiruba (1996) carried out a study on attitude towards teaching profession of the B .Ed. Trainees in the colleges of education in Tamil Nadu with respect to gender and types of management. Samples of 584 B.Ed. students were selected for the study of the problem. Attitude towards teaching profession rating scale by V.V. Katti and C.S. Bannur was used and the findings depicts that there is a significant difference among B.Ed. trainees with regard to gender and types of management Which shows female B.Ed. trainees have more favourable attitude than their counterparts male B.Ed. trainees and private colleges have more favourable attitude than government B.Ed. colleges.

Sudarath, Patanrasi (1998) studied on the attitude of student teachers towards teaching. In this study, simple random sampling technique was used. There are 1,200 student teachers to be the sample of this study. The finding reveals that the attitude of student teachers towards teaching profession is in moderate level.

U. K. Kulkarni (2011) had done a study of B.Ed. trained teachers attitude towards teaching profession working in up graded primary schools of Karnataka. Its objective is to study the difference between male and female, between 20-29, 30-39 and 40 and above age group, between arts and science background, between married and unmarried B.Ed. teachers in respect of their attitude towards teaching profession. Investigator used normative descriptive survey method. Samples of 500 teachers were selected through random sampling process. Teacher's attitude towards teaching profession scale standardized by Dr. Umme Kulsum (2005) was used to collect the data from up-graded primary school teachers. The finding indicates that attitude towards teaching profession of male teachers is higher than the female teachers. The score of 40 and above age group teachers is greater than the remaining two groups in the attitude towards teaching profession. Arts and science teachers, Married and un-married teachers differ significantly in respect of their attitude towards teaching profession.

Parvathi S. Usha (2012) carried out a study on attitude towards teaching profession of prospective mathematics teachers in the district of Thoothukudi. Its focus is to find out the level of attitude of prospective mathematics teachers towards teaching profession with reference to gender and types of management. Samples of 500 student teachers were selected through double stage random sampling process. Attitude scale towards teaching profession developed by Umme Kulsum was adopted for the study and found out that there is same level in the attitude of prospective mathematics teachers towards teaching profession with respect to gender. The result also showed that self- financed institution prospective mathematics teachers were found to have better attitude than government aided institution prospective mathematics teachers in the areas of 'academic' and 'economic' whereas, government aided institution prospective mathematics teachers have better attitude than self- financed institution prospective mathematics teachers in the area of 'co-curricular activity'. However, overall, the attitude of prospective mathematics teachers towards teaching is moderate.

Sindhu Thilakan (2012) conducted a study on attitude of teachers towards teaching profession. Teacher Attitude Inventory by S.P. Ahluwalia (1974) was used to study the attitude of teachers working in aided and unaided schools and found out that there is no difference in the attitude of teachers in aided and unaided schools with reference to gender. There is no difference in the attitude of teachers in aided and unaided school teachers with reference to experience.

Amita Maheshwari (2013) did a study on attitude towards teaching profession of prospective teachers. This study adopted exploratory research design. Its objective is to study the attitude towards teaching profession of prospective teachers. The study was conducted in Rohilkhand region and comprises samples of 400 B.Ed. prospective teachers. Attitude towards teaching profession of prospective teachers is the dependent variable and demographic variable like gender, type of management is an independent variable. The tool adopted was Teacher Attitude Inventory (TAI) developed by S. P. Ahluwalia (2006). Result revealed that female prospective teachers of self-financing colleges from science stream shows more favourable attitude towards teaching profession than govt. colleges. Arts and commerce stream male prospective teachers of govt. colleges and self-financing colleges shows no significant variation in their attitude towards teaching profession.

Gupta and Anita (2013) studied attitude towards creative teaching of B.Ed. pupil-teachers of science and arts streams from 5 colleges of Sambhal district. A sample of 200 B.Ed. pupil- teachers was taken using stratified random sampling method. Attitude towards creative teaching was measure by adopting Attitude Scale of Creative Teaching developed by Dr. R. P. Shukla. The result of the study revealed that B.Ed. Pupil-teachers of science stream have more positive attitude towards creative teaching than arts stream pupil-teachers. Nevertheless, the female pupil- teachers have more positive attitude than the male pupil teachers.

Parvez Mohammad and Shakir Mohd. (2013) had done a research on attitudes of prospective teachers towards Teaching Profession. A sample of 180 prospective teachers was drawn with the help of purposive sampling technique. Teacher Attitude Inventory (TAI) developed by Dr. S.P. Ahluwalia was employed for the collection of the data. Statistical techniques like Mean, SD and t-test were used for the analysis of the data. Research findings disclosed that there is a significant difference in the attitudes of prospective teachers studying in

private and public B.Ed. institutions. Prospective teachers from private B.Ed. institutions have Higher score than the prospective teachers from public B.Ed. institutions which point out that prospective teacher of private B.Ed. institutions had a more favourable attitude towards teaching than prospective teachers of public B.Ed. institutions. There is no significant difference in the attitudes of female and male, science and social sciences prospective teachers towards teaching profession.

Banphiralin Dakhar (2014) studies teachers attitude towards teaching profession in secondary schools of west khasi hills district. The sample of the present study consists of 275 teachers from 42 schools of West Khasi Hills District. The samples are drawn from different managements using Stratified Random Sampling. Standardized tool constructed by Dr. Umme Kulsum was used for the collection of the data. The study found out that majority of the teachers possesses average level of Attitude towards Teaching Profession. It also shows that there is resemblance in Attitude towards Teaching Profession between Male and Female Secondary School Teachers. However, there is distinct level in Attitude towards Teaching Profession between Government and Deficit Secondary School Teachers, between Government and Adhoc Secondary School Teachers. There is resemblance in Attitude towards Teaching Profession between Government and Private Secondary School Teachers, between Deficit and Adhoc Secondary School Teachers, between Deficit and Private Secondary School Teachers, between Adhoc and Private Secondary School Teachers.

Shahla Shabeeh Shaheen (2014) carried out a research on attitude towards teaching profession. Its objective is to compare trainee teachers and teachers working in secondary schools attitude towards teaching profession in Aligarh Muslim University. A sample of 100 trainee teachers and 100 teachers working at Secondary School level were selected in the study. The researcher employs the “Attitude Scale” framed by S.P. Ahluwalia to check the attitude of the sample selected. The findings disclosed that there is significant difference in the attitude of Trainee Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers working in A.M.U. towards teaching profession, the attitude towards teaching profession of age group (20-40 years) trainee teachers studying B.Ed. in A.M.U. and secondary school teachers working in A.M.U. shows significant difference as trainee teachers have better attitude towards teaching profession than secondary school teachers working in A.M.U., the age group (20-40 years)pupil teachers have better attitude towards teaching profession than secondary school teachers working

in A.M.U., the age group (40-60 years) pupil teachers have better attitude towards teaching profession than secondary school teachers working in A.M.U.

Aniruddha Chakraborty (2015) conducted a study of Attitude of prospective teachers towards teaching profession and found out that there is significant difference between male and female prospective teachers attitude towards teaching profession as female prospective teachers have more favorable attitude towards teaching profession than male prospective teachers. However, Majority of prospective teachers have high attitude towards teaching profession.

Aparna Pancholi (2015) has done a study on Student-Teachers' Attitude towards Teaching Profession and found that majority of student-teachers depicts unfavorable attitude towards their teaching profession irrespective of gender. However, females' attitude towards teaching profession is higher than males.

D. Nisha (2015) studied attitude towards teaching profession of secondary school teacher trainees from different teacher education colleges of three universities of Kerala. The present study is an experimental study with single group pre-test – post-test design. 501 samples were selected through Stratified random sampling process and the investigator found out that there is no significant difference in attitude towards teaching profession between male and female secondary school teacher trainees and also between secondary school teacher trainees studying in government and private schools.

Faiza Shaheen et al. (2016) conducted a research on attitude of prospective teachers towards teaching profession. The present study was based on quantitative and descriptive research. The sample comprises of 300 prospective teachers studying in three campuses of a public university. Attitude Scale towards Teaching Profession by Umme Kulsum (2001) was used. The finding gives that female and male teachers attitude towards teaching profession were not found different.

Shabnum Qureshi (2016) has conducted a comparative research study on attitude towards teaching of student-teacher in secondary teacher education institutions of Jammu and Kashmir divisions. The samples of 600 student teachers were selected by random sampling technique from different Secondary Teacher Education Institutions. Ahluwalia's Teacher Attitude Inventory tool was used. The result depicts that there is no sameness in the attitude

towards teaching between student-teachers of Secondary Teacher Education Institutions of Jammu Division and Kashmir Division.

Alex Arasi Nadar (2017) has done a study on the attitude towards teaching profession of B.Ed. colleges in Thane District. All the 06 B.Ed. Colleges in Thane district were drawn as the sample for the study of the problem. Teacher Attitude Index by S.P. Ahluwalia was adopted for the study. The result depicts that overall B.Ed. students have moderate level of attitude. But there are variations in the level of attitude towards teaching.

Amir Hossain (2018) conducted a study on attitude of B.Ed. Students towards Teaching Profession in West Bengal. The objectives of this study are to find out the attitude towards teaching profession and to find out the differences of attitude towards teaching profession among B.Ed. students. The sample consisting of 220 Students of B.Ed. in Nadia district of West Bengal was selected. For sample selection, purposive sampling technique has been taken in this study. The investigator developed a tool to measure attitude towards teaching profession. After the validity of the questionnaire was checked, Test-retest reliability method was applied. The finding prove that there existed significant difference between the attitude of arts and science students towards teaching profession as science students have better attitude than arts students towards teaching profession, there is also a significant difference between the attitude of male and female students towards teaching profession as male students have higher positive attitude towards teaching profession than female students.

Bushra Alvera (2018) conducted a study on the attitude towards teaching profession of the three districts of Uttar Pradesh -Barabanki, Lucknow and Faizabad districts. Schools were selected by using simple random sampling method. To measure the Attitude towards Teaching Profession of secondary school teachers, Attitude Scale towards Teaching Profession constructed by Dr. Umme Kulsum was used. The findings show that majority of the teachers possess high level of positive attitude. However, there is a difference in attitude towards teaching profession of secondary school teachers possessing high and low attitude level. It shows female teachers have better score in their level of attitude towards teaching than their male counterparts.

Meera A. Jadav (2018) conducted a study on attitude towards teaching profession of B.Ed. trainees in relation to some particular variables and found out that there was a significant difference between the mean scores of attitude towards teaching profession of female and male

B.Ed. trainees. The level of attitude towards teaching profession of female B.Ed. trainees is higher than those of the male B.Ed. trainees.

Riya Meka Lapasam (2018) conducted a study on the attitude of teachers towards teaching profession of secondary school teachers in Jaintia hills, Meghalaya and its objective is to find out the difference in Attitude towards Teaching Profession with reference to gender and types of management. The study sample consists of 53 institutions with 275 teachers teaching in all types of school management of Jaintia Hills, Meghalaya. Attitude Scale towards Teaching Profession (2014) developed by Umme Kulsum was employed for collecting the data. The Finding shows that majority of the secondary school teachers of Jaintia Hills were in moderate level of attitude towards teaching profession. The study shows that male and female teachers do not differ in their attitude towards teaching profession. It is also found out that teachers teaching in government, government- aided and private secondary schools do not differ significantly in their attitude towards teaching profession.

Vimal Vidushy (2020) carried out a research study on Attitude towards Teaching Profession of secondary school teachers with reference to gender. The researcher extracts a sample of 700 regular in-service teachers from seven districts of Punjab. The result of the study exposed that, attitude towards teaching is positive.

2.2.2.3. Emotional Intelligence and Attitude towards Teaching Profession.

Sahaya Mary and Manorama Samuel (2010) conducted a study on emotional intelligence and attitude towards teaching of student-teachers. The main aim of the study are to find out the level of Emotional Intelligence and attitude of students teachers towards teaching, and to check whether there is a significant differences between the emotional intelligence of students-teachers with regard to gender and specialization of subjects and attitude toward teaching with regard to gender and specialization of subjects. Another aim is to check the connection between emotional intelligence and attitude towards teaching of the student teachers. Survey method was adopted. The sample consisted of 191 student-teachers undergoing training at different colleges of education in Chennai. The result of the study indicates that the student-teachers have positive attitude towards teaching and their emotional intelligence is satisfactory, it was also found that there is a correlation between the emotional intelligence and attitude towards

teaching of student-teachers and there is sameness between the attitude towards teaching and emotional intelligence with regard to gender and subjects.

Kamini Sharma (2012) conducted a study on prospective teachers' attitude towards teaching and emotional intelligence. In the study, the sample consists of 2000 Prospective Teachers of 28 educational institutions under Mumbai University. The tools employed were emotional intelligence inventory by Mangal (2008) and Teacher attitude scale by Goyal (2004). Finding shows that there is no correlation between Emotional Intelligence and Attitude towards Teaching.

Shridevi G. Patil (2012) had done a study on emotional intelligence and attitude towards teaching profession of prospective teachers. A sample of 350 prospective teachers from the colleges of education at Bijapur and Bagalkot districts were selected using Cluster sampling method. Emotional Intelligence Scale by Hyde, Pethe and Dhar (2007) and attitude Towards Teaching Profession Scale by Umme Kulsum (2008) was adopted. The findings brought out that the female prospective teachers have higher attitude towards teaching profession than their male counterparts. The prospective teachers from aided management colleges have higher attitude towards teaching profession than Government management prospective teachers. The prospective teachers from unaided management colleges have higher attitude towards teaching profession than Government management prospective teachers. The prospective teachers from aided management colleges have higher level of attitude towards teaching profession than those from unaided management college. It was also found that the prospective teachers have high level of emotional intelligence. The prospective teachers from aided management colleges have higher emotional intelligence than those Government management prospective teachers. The prospective teachers from unaided management colleges have higher score on emotional intelligence than Government management prospective teachers. The prospective teachers from aided management colleges have higher score on emotional intelligence than unaided management prospective teachers.

P. Ambrose (2014) has done a study on emotional intelligence and attitude towards teaching profession of B.Ed. students. Its objective is to find out the level and relationship of emotional intelligence and attitude towards teaching profession of B.Ed. students with regard to its different variables. 1000 B.Ed. students were selected from 15 B.Ed. colleges at Salem

districts of Tamil Nadu through random sampling method and result were analyzed using mean, S.D., t-test, correlation and F-test. The findings unfold that the level of emotional intelligence and attitude towards teaching profession of B.Ed. students is moderate and also there is no significant correlation between emotional intelligence and attitude towards teaching profession of B.Ed. students with respect to its different variables.

Farhatunnisa Begum and Ahmed Suhail Khan (2015) had conducted a study on the relationship between Positive Teaching Attitude and Emotional Intelligence of B.Ed. Trainees in Aurangabad City. The researcher in the study extracted the sample of 300 B.Ed. trainees of Aurangabad City. Teaching Attitude Scale develop by Dr. Ahluwalia and Rogan Emotional Intelligence Test develop by Prof. Roquiya, Zainuddin & Anjum Ahmed was used. The findings reveal that, both teaching attitude of B.Ed. Trainee and emotional intelligence level is moderate. The result also shows that the relationship between positive teaching attitude and emotional intelligence is moderate.

N.R. Mangla (2020) did a study on Emotional Intelligence and Teaching Attitude of B.Ed. Students to find out its relationship. The researcher selected a sample of 120 B.Ed. students. The researcher employed Mangal's Emotional Intelligence Scale and Teacher Attitude Inventory in the collection of the data. To analyze the data, product-moment correlation was applied. The output of the study disclosed that there is a positive correlation between teaching attitude and emotional intelligence. Therefore, the researcher expressed that B.Ed. students whose emotional intelligence level is more also have a more favourable attitude towards teaching. It was also found that male and female students Emotional Intelligence and teaching attitude level is similar.

Roy, Partha (2021) investigate the status of Emotional Intelligence and Attitudes towards Teaching Profession of B.Ed. Teacher Trainees with special reference to Gender. Through stratified random sampling technique, 50 respondents are selected from different B.Ed. teacher training colleges situated at South and North 24 Parganas, Kolkata, and Nadia district of West Bengal. The standardized questionnaire of Emotional Intelligence scale developed by Shailendra Singh (2004) and Attitudes towards Teaching Profession scale developed by Mary L. Renthlei & Dr. H. Malsawmi (2015) are applied in drawing the data. To analyze the data descriptive statistics and Inferential Statistics was adopted. The outputs of the study extend the

information that there was no correlation between Emotional Intelligence and Attitude towards teaching profession of B.Ed. teacher trainees. It was found that the range of both Emotional Intelligence and Attitude towards Teaching Profession of B.Ed. students is Average. It also shows that the attitude of male & female B.Ed. teacher trainees towards teaching profession is same.

2.3. IMPLICATIONS OF THE REVIEW

From the above review of related literature, it can be inferred that most of the studies conducted by researchers have used random sampling method in selecting their sample. Researchers like Indu (2007), Vanlalngaii Paite (2014), Rajalaksmi (2017) Rongsenrenla Tali (1984), Amir Hossain (2018) have used self-prepared tool. Arti Devi (2010), Adhikari (2011), Shridevi G.Patil (2012), Vijayalaxmi R. Kore (2016), Mohammed Ahmad Khan (2017) have used Emotional Intelligence Scale develop by Anukool Hyde, Sanjot Pethe and Upindar Dhar (2002).D. Bruno Nazareth (2010), Harjot Kaur Dhatt (2013), Suresh P. Kumar (2018), Kamini Sharma (2012) have employed the tool of Emotional Intelligence Inventory of Dr. S.K. Mangal.Gupta (2010) had used the tool of Roqan Emotional Intelligence Test by Prof. Roquiya Zainuddin and Anjum Ahmed. Swangi (2019), Shruti Malviya (2017), Ahlam Islam (2017) have adopted the test of Emotional Intelligence constructed by K.S. Misra. Das (2012) have used Emotional Intelligence Scale based on Goleman's competence based model of EI. Anupriya Sharma (2015) has used the tool of emotional intelligence test developed by Dr. Kalplata Pandey and Kalpana Rai. P. Fernandez (2015) had adopted the tool of emotional intelligence inventory developed by Thomas Alexander and Annaraja (2008). For ATTP researchers like Charles Kiruba (1996) had utilized Attitude towards teaching profession rating scale by V.V.Katti and C.S.Bannur.U.K. Kulkarni (2011), Parvathi S. Usha (2012), Banphiralin Dakhar (2014), Faiza Shaheen et al. (2016), Bushra Alvera (2018), Riya Meka Lapasam (2018) utilized Teachers attitude towards teaching profession scale standardized by Dr.Umme Kulsum (2005), Kamini Sharma (2012) used teacher attitude scale by Goyal (2004). Sindhu Thilakan (2012), Amita Maheshwari (2013), Parvez Mohammad and Shakir Mohd. (2013), Shahla Shabeeh Shaheen (2014), Farhatunnisa Begum and Ahmed Suhail Khan (2015), Shabnum Qureshi (2016), Alex Arasi Nadar (2017) used Teacher Attitude Inventory by S.P. Ahluwalia (1974). Most of the foreign researchers have used attitude towards teaching profession scale prepared by the investigators to measure the level of teachers attitude towards teaching profession and for

emotional intelligence, most of them have used emotional intelligence scale and researchers like Zeynep Kocoglu (2009) have used Reuven Bar-On's Emotional Quotient Inventory, Roisin P Corcoran and Roland Tormey (2012) used Mayer and Salovey's emotional intelligence (EI) model and the MSCEIT test of EI. From the above review of literature, it can be inferred that in India all the researcher have used either one of the regression, descriptive and inferential statistic like frequency distribution, mean, standard deviation, t-test, f-test, chi-square, correlation and ANOVA. Osman Titrek (2014), Gülten Önder Cüceoglu (2014) have applied Mann Whitney U test and Krus-kal Wallis test. They have studied about its status, relationship and effects on certain demographic variables like age, gender, area of specialization, types of institutions, marital status, type of trainees and others and found out that some of the relationship between attitude towards teaching profession and emotional intelligence are not consistent, while some studies inferred positive relationship between the variables, some studies revealed that the above said demographic variables do not have any difference while some studies have significant differences. The above review also gave the status of low, average and high level of emotional intelligence and attitude towards teaching profession.

To see the research gaps of the related literature, the list of related literature review will be given in the following table.

Table 2.4.1: Variable wise list of review of related literature

Studies conducted abroad related to emotional Intelligence				
Sl.no.	Name	Year	Variables	Country
1.	Armin Mahmoudi	2011	Emotional Intelligence	Kohgiluyeh, Iran
2.	Zeynep Kocoglu	2011	Emotional Intelligence and teacher efficacy.	Turkey
3.	Roisin P Corcoran and RolandTormey	2012	Emotional Intelligence	New york
4.	Agnes Baracsi	2016	Emotional Intelligence	Hungary
5.	Muhammad Asrar-ul-hag	2016	Emotional Intelligence and	Pakistan

	and etal.		teachers performance	
6.	Akyol, Ali, Mehmet and Akdemir, Elif	2019	Emotional Intelligence	Turkey
Studies conducted abroad related to Attitude towards Teaching Profession				
7.	Richard P. Lipka and L. R. Goulet	1981	Attitudes toward the Teaching Profession	USA
8.	Sudarat Patanrasd	1998	Attitude of Student Teachers towards Teaching and Globalization	Thailand
9.	Omer Engin Akbulut and Fatih Karakus	2011	Attitudes toward the Teaching Profession	Turkey
10.	Nuri Turkey Tok	2012	Attitudes toward the Teaching Profession	Turkey
11.	Caglar and Caglar	2013	Level of Alienation and Attitudes Towards the Teaching Profession	Turkey
12.	Gülten Önder Cüceoglu	2014	Attitudes of Pre-Service Music Teachers towards the Teaching Profession	Turkey
13.	Aliyu Musa & Ado Abdu Bichi	2015	Attitudes towards Teaching Profession	Nigeria
14.	Godwin A.Ikitde and Isaac B.Adó	2015	attitude of Students towards Teaching Practice Exercise	Nigeria
15.	H. J. Nenty, Sello Moyo and Fiji Phuti	2015	Perception of teaching and Teacher Trainees' Attitude towards Teaching	Botswana
16.	Mızrap Bulunuz	2015	Attitude towards Teaching	Turkey

			Science	
17.	Berna Güryay	2016	Attitudes towards being a Teacher on Prospective Teachers of English	Izmir, Turkey
18.	Faiza Shaheen, Mahvish Fatima Kashif, Husna Daud and MariamTariq	2016	attitude of prospective teachers towards teaching profession	Lahore, Pakistan
19.	Hilal Bilgin and Necdet Aykac	2016	Teaching Learning Perception and Attitudes towards Teaching Profession	Turkey
20.	Sahin-Firat Necla	2016	Personal Value Orientations and Attitudes toward the Teaching Profession	Turkey
21.	Yalçın Özdemir and Sabri Güngö	2017	Attitudes of Students enrolled in the Pedagogical Formation Programs towards the Teaching Profession	Turkey
22.	Bas Muhammet and Okan Sarigöz	2018	Attitudes towards Teaching Profession	Turkey
23.	Ismail Sarikaya, Ufuk Töman and Mesut Öztürk	2018	Attitudes towards Teaching Profession	Turkey
24.	Turanand Cetinkaya etal.	2018	Attitudes towards Teaching Profession	Turkey
25.	Mjege Kinyota and Patrick Severine Kavenuke	2019	Teacher Trainees' Attitude towards Teaching Profession	Tanzania
26.	Y. S.Kaleli	2020	Attitudes towards Teaching Profession and their Self-	Turkey

			Efficacy Beliefs	
Studies conducted abroad related to Emotional Intelligence and Attitude towards Teaching Profession				
27.	Osman Titrek	2014	Attitude Towards Teaching Profession and Emotional Intelligence	Sakarya, Turkey
28.	Öz, Hüseyin, Kiris, Cepik, Hazal	2018	Emotional Intelligence and Attitudes towards Teaching Profession	Turkey
Studies conducted in India related to Emotional Intelligence				
29.	H. Indu	2007	Emotional intelligence and performance of secondary teacher trainees.	Tamil Nadu, India
30.	Arti Devi	2010	Emotional intelligence in relation to Self-Concept, Achievement Motivation and Academic Achievement.	Punjab, India.
31.	D. Bruno Nazareth	2010	Emotional Intelligence and Self-Efficacy on Academic Achievement.	Kerela, India.
32.	Gupta, Monika	2010	Social Intelligence, Emotional Intelligence, Self-Confidence and Attitudes towards Education.	Shimla, India
33.	S. Selvin	2010	Self-esteem, Stress Academic Achievement and Emotional Intelligence	Tamil Nadu, India.

34.	Adhikari	2011	Emotional Intelligence and Teaching Aptitude	Sikkim, India
35.	Atul Thakur	2011	Factors influencing Emotional intelligence	Himachal Pradesh, India
36.	Das, Alaka	2012	Emotional Intelligence, creativity, stress and academic achievement.	Gauhati, India
37.	Saliha Khatoon and Humeira Sultana	2012	Emotional Intelligence	Gulbarga district, Karnataka India.
38.	Harjot Kaur Dhatt	2013	Spiritual Intelligence, Self-efficacy, Emotional Intelligence and Achievement.	Uttar Pradesh, India
39.	Jagvinder Singh	2013	Emotional Intelligence	Punjab, India
40.	Manju N.D.	2014	Emotional Intelligence	Mysore, India
41.	Vanlalngaii Paite	2014	Emotional intelligence and Teacher effectiveness	Mizoram
42.	Anupriya Sharma	2015	Emotional Intelligence, Academic Anxiety and Adjustment.	Chhattisgarh, India
43.	P. Fernandez	2015	Emotional Intelligence and personality traits in relation to Academic achievement.	Tamil Nadu, India.
44.	B. Razia	2016	Emotional Intelligence in Relation to Well Being	Aligarh, U.P., India.

45.	Vijayalaxmi R. Kore	2016	Emotional Intelligence, Self-Concept and Adjustment	Karnataka, India.
46.	Ahlam Islam	2017	Emotional Intelligence, Stress, Academic Adjustment and Teaching Aptitude	Allahabad, India.
47.	Archana Arun Bhambure	2017	Emotional intelligence and Effective Teaching	Bangalore, India
48.	Mohammed Ahmad Khan	2017	Teaching Competency in relation to Teaching Aptitude, Emotional Intelligence and Adjustment.	U.P, India
49.	Rajalaksmi	2017	Emotional intelligence and Teaching Competency.	Kanyakumari, India.
50.	Shruti Malviya	2017	Emotional Intelligence, Occupational Self-efficacy, leadership style and Teaching effectiveness	U.P, India
51.	Suresh P. Kumar	2018	Emotional Intelligence and Academic Achievement	Virudhunagar District, Tamil Nadu, India
52.	Swangi	2019	Stress, Teaching Aptitude, Emotional Intelligence and Mental Health	Allahabad and Varanasi, India.
53.	M. Maruthavanan	2020	Emotional Intelligence	Madura, India
54.	A. Vasudevan	2020	emotional intelligence, social intelligence and creativity	TamilNadu, India.
55.	K. Subramanyam	2021	Emotional Intelligence	Telangana,

				India
Studies conducted in India related to Attitude towards Teaching Profession				
56.	Rongsenrenla Tali	1984	Problems faced by the High School Teachers and Attitude towards Teaching Profession	Nagaland, India
57.	Charles Kiruba	1996	Self-concept, belief in traditional Indian values and Security in the determination of Interest in Teaching and Attitude towards Teaching Profession	Tamil Nadu, India
58.	U. K. Kulkarni	2011	Teaching competence and Attitude towards Teaching Profession	Karnataka, India
59.	Parvathi S. Usha	2012	Meta Cognition, Teaching Competency and Attitude towards Teaching Profession	Thoothukudi, India
60.	Sindhu Thilakan	2012	Attitude and Work Commitment of Teachers towards Teaching Profession	Rajasthan, India
61.	Amita Maheshwari	2013	attitude towards teaching profession	Rohilkhand, U.P., India
62.	Gupta and Anita	2013	Attitude towards Creative Teaching	Sambhal district, U.P., India
63.	Parvez Mohammad and Shakir Mohd.	2013	Attitudes of Prospective Teachers towards Teaching Profession	Aligarh district, U.P., India

64.	Banphiralin Dakhar	2014	Attitude towards Teaching Profession and Interest in Teaching	west khasi hills district, Meghalaya, India.
65.	Shahla Shabeeh Shaheen	2014	Attitude towards Teaching Profession	Aligard, India.
66.	Aparna Pancholi	2015	Attitude towards Teaching Profession	Ahmedabad district, India
67.	Shabnum Qureshi	2016	Teaching Aptitude, Level of Intelligence, Mental Health and Attitude towards Teaching	Jammu and Kashmir
68.	Alex Arasi Nadar	2017	Aptitude and Attitude towards Teaching Profession	Thane District, Maharastra, India
69.	Amir Hossain	2018	Attitude of B.Ed Students towards Teaching Profession	West Bengal, India
70.	Bushra Alvera	2018	Job Satisfaction, Attitude towards Teaching Profession, Self-efficacy and Demographic variables.	Uttar Pradesh, India
71.	Meera A. Jadav	2018	Attitude towards Teaching Profession	Gujarat, India
72.	Riya Meka Lapasam	2018	Teaching Competency, Interest and Attitude of Teachers towards Teaching Profession	Jaintiahills, Meghalaya, India

73.	Vimal Vidushy	2020	Teaching competence in relation to teaching aptitude attitude towards teaching and sense of responsibility	Chandigarh, India
Studies conducted in India related to Emotional Intelligence and Attitude towards Teaching Profession				
74.	Aniruddha Chakraborty	2015	Attitude of prospective teachers towards teaching profession, personality, Gender and Emotional Intelligence.	West Bengal, India
75.	D. Nisha	2015	Practice Teaching on Self-concept, Emotional Adjustment and Attitude towards Teaching Profession	Kerala, India
76.	Sahaya Mary and Manorama Samuel	2010	Emotional Intelligence and Attitude towards Teaching	Chennai, India
77.	Kamini Sharma	2012	Thinking and learning styles, Self-efficacy, Achievement-Motivation, Attitude towards Teaching and Emotional Intelligence.	Mumbai, India
78.	Shridevi G. Patil	2012	General Mental Alertness, emotional intelligence, Personality, Interest and attitude towards teaching profession and Academic Achievement.	Bijapur and Bagalkot districts, Karnataka, India

79.	P. Ambrose	2014	Emotional Intelligence, Teaching Competence, and Attitude towards Teaching Profession in terms of Locus of Control.	Tamil Nadu, India
80.	Farhatunnisa Begum and Ahmed Suhail Khan	2015	Teaching Attitude and Emotional Intelligence	Aurangabad, India
81.	N.R. Mangla	2020	Emotional Intelligence and Teaching Attitude	India
82.	Partha Roy	2021	Emotional Intelligence and Attitudes towards Teaching Profession	West Bengal, India

The above table shows that the researcher has reviewed 6 studies done on emotional intelligence, 20 studies done on attitude towards teaching profession and 2 studies done on emotional intelligence and attitude towards teaching profession from abroad. The above table also shows that the researcher has reviewed 27 studies conducted on emotional intelligence, 18 studies conducted on attitude towards teaching profession and 9 studies conducted on emotional intelligence and attitude towards teaching profession in India.

From the above reviews it is evident that only few studies related to emotional intelligence and attitude towards teaching profession have been done in other parts of the country but no studies have been conducted on this problem especially with B.Ed. students in Nagaland. Hence, it is found important to conduct a study on emotional intelligence and attitude towards teaching profession of B.Ed. students in Nagaland.

The reviewed of related literature has further help the researcher in choosing the problem of the present investigation, identifying the research gaps, formulating the relevant objectives and hypotheses for the present study. It has also helped the investigator to understand the concept of emotional intelligence and attitude towards teaching profession, its measurement, research

design and research methodology and tools to measure it. Adequate information could be drawn from these reviews for the preparation and selection of emotional intelligence scale and teacher attitude inventory scale to assess emotional intelligence and attitude towards teaching profession of B.Ed. students. This was further helpful in the selection of statistical techniques to analyze the data to be collected for the study.

Furthermore, based on the above review of related literature, appropriate methodology and research design for the present investigation were adopted and it is laid down in the subsequent chapter.

CHAPTER-III

METHODOLOGY OF RESEARCH

3.1. INTRODUCTION

Research generally refers to an attempt to find knowledge. Research is a scientific and a planned and orderly search for significant information on a particular problem. Research means an art of scientific inquiry. According to advanced Learner's Dictionary of Current English research means "a careful investigation or inquiry especially through search for new facts in any branch of knowledge." According to Redman and Mory research means a "systematized effort to gain new knowledge". In fact, research is an exploration of something new or finding out something new. Everyone possess curiosity to acquire knowledge and information of the unknown that confront us, this curiosity make people investigate and question and uncovers what is unknown and attain understanding of the discoveries. This curiosity is the mother of learning and the procedures, which man utilized to attain knowledge of the unknown, may be called as research (C.R. Kothari, 2004, p.1). In the words of Kerlinger, "scientific research is systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena".

The objective of research is to find out the answers to questions by applying scientific methods, to search for the truth that is obscure and what is yet to be discovered or unearthed. (C.R. Kothari, 2004, p.2).

In the present chapter the investigator will highlight the various methods involved in carrying out the research which is discussed in the subsequent paragraphs.

3.2. RESEARCH METHOD

The present study is concerned with the investigation of emotional intelligence and attitude towards teaching profession of B.Ed. students in the state. Therefore, the investigator had adopted descriptive survey method in the light of achieving the objectives of the study.

This above method is used to gather comprehensive account of existing event by engaging the data to justify present situations and implementations or to make better plans for improving them. It is not only to analyze, read, and announce the state of an institution, group, or area in order to monitor the implementation in the immediate future, but also to examine the reasonableness of the condition by correlating it with authorized standards (Lokesh Koul, 1997, p.434-435).

3.3. POPULATION OF THE STUDY

The total population of the study includes all the students enrolled in all the nine B.Ed. colleges in Nagaland. The detail about the population of the study is clearly shown in the following table.

Table-3.3.1: Total Population of the study

Sl. no.	Name of the B.Ed. colleges in Nagaland	Type of management	Total numbers of B.Ed. students.	Intake
1	State College of Teacher Education, Kohima	Government	168	2 units
2	Salt Christian College of Teacher Education, Dimapur	Private	193	2 units
3	Bosco College of Teacher Education, Dimapur	Private	200	2 units
4	Modern Institute of Teacher Education, Kohima	Private	195	2 units
5	Mokokchung College of Teacher Education, Mokokchung	Government	117	1 unit
6	Unity College of Teacher Education, Dimapur	Private	198	2 units
7	Sazolie College of Teacher Education, Kohima	Private	100	1 unit
8	Ura College of Teacher Education, Kohima	Private	189	2 units
9	Mt. Mary College, Dimapur	Private	100	2 units
Total			1,460	

Sources: Enrollment status as per College record 2018

3.4. SAMPLE AND SAMPLING TECHNIQUE

The investigator on ascertaining the nature of the entire population has selected 707 B.Ed. students as sample of the study out of the total population of 1460 B.Ed. students in Nagaland using Stratified Random Sampling technique. This is shown in the given table.

Table 3.4.1: Sample of the study

Type of management/ Gender	Male	Female	Total
Government college	60	97	157
Private college	183	367	550
Total	243	464	707

From the above table, it can be seen that the researcher has drawn 707 B.Ed. students as the sample of the study. From Government B.Ed. colleges 60 male students and from Private B.Ed. colleges 183 male students are taken. 97 female students are taken from Government B.Ed. colleges and 367 female students from Private B.Ed. colleges. In Total 243 males and 464 females are picked for the research problem.

3.5. TOOLS USED

The following tools were used for the collection of relevant data for the present study;

3.5.1. Personal Data Form

3.5.2. Emotional Intelligence Scale (2011).

3.5.2. Teacher Attitude Inventory (2006, 2014).

Brief descriptions about these tools are presented in the subsequent paragraphs.

3.5.1. Personal Data Form

Personal Data Form was developed by the Researcher to get the general information of B.Ed. students.

3.5.2. Emotional Intelligence Scale

Emotional Intelligence scale constructed and standardized by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2011) was adopted by the investigator and used to assess emotional intelligence of B.Ed. students in Nagaland. This tool consists of 34 items scale to assess emotional intelligence level. This scale was being developed to measure the emotional intelligence of adult executives. The process involved in the development of the scale will be elaborated in the following:

a) Development of the Emotional Intelligence Scale

The developer of the tool after reviewing related literature, 106 items were framed. Each item was written on a card and it was given to a panel of 50 judges who are post graduated and have more than 10 years of experience working in their respective fields. On a card the concept of emotional intelligence was also given along with the instructions to select the items on the cards. The judges selected the items and arrange it and the frequency of the items was calculated. The items which were picked 75% or more times were identified. Thus, 34 items were selected and administered on 200 adult executives. The collected data were analyze and tabulated and item correlations were calculated. Items that have correlation of less than the value of .25 ($P < .01$) were ignored. The value is based on Fisher and Yates (1992) table of correlation coefficients and their level of significance. Finally, 34 items were selected and inter-item correlations were also evaluated.

b) Reliability

The reliability of the tool was calculated by applying split-half reliability coefficient on a sample of 200 executives and it was found to be 0.88.

c) Validity

All the selected items were related to the variables of the study, so it has good content validity. The judges and experts have approved that the tool contains the items that are relevant to the concept of emotional intelligence. To determine the validity, the coefficient of reliability (Garrett, 1981) index was calculated and got 0.93 which signify high validity.

d) Factors of Emotional Intelligence Scale

The pilot study of this scale was administered on 200 adult executives and the scores calculated were based on factor analysis and ten factors were identified.

These ten factors are mentioned below:

1. Self-awareness
2. Empathy
3. Self-motivation
4. Emotional stability
5. Managing relations
6. Integrity
7. Self-development
8. Value orientation
9. Commitment
10. Altruistic behavior

Table-3.5.2.1: Norms for interpretation of Raw Scores

N	200
Mean	68
Standard Deviation	16
High	85 and above
Normal	52-84
Low	51 and above

e) Norms of the Scale

The rules of the tool are applied on a sample of 200 subjects. These rules can be utilized as reference points for calculating the scores of emotional intelligence. Anyone who uses this scale can frame their own norms according to their own samples. Individuals who scores high can be said to have high emotional intelligence level.

f) Utility of the Scale

This scale can be utilized for research and survey studies. It can be utilized for individual testing as self-administering and do not need highly trained tester.

3.5.3. Teacher Attitude Inventory

This inventory developed by Dr. S.P. Ahluwalia (2014) was adopted by the investigator and used to measure the attitude towards teaching profession of B.Ed. students in Nagaland. This inventory has 90 item based on Likert instrument comprising six sub-scales. Every sub-scale has 15 statements related to prospective teacher's professional attitudes. The six elements of this scale are teacher's attitude towards: Teaching profession, Child-centred practices, Pupils, Classroom teaching, Educational process and Teachers. The process involved in the development of this inventory will be explained in the following:

a) Development of the Inventory

Dr. S.P. Ahluwalia, then reader in Education, Banaras Hindu University had developed and standardized Teacher Attitude Inventory (2014) along with his research assistants under a project of the National Council for Educational Research and Training, New Delhi. This inventory had 90 items based on Likert instrument comprising six sub-scales. These sub-scales were framed as per Likert summated ratings method. Every sub-scale has 15 statements. The six sub-scales are attitude towards: Teaching profession, child-centered practices, Pupils, Class-room teaching, Educational process, and teachers. The items were selected through item analysis.

Initially, this inventory consists of 300 attitude statements with 50 statements on each sub-scale. This inventory was given for discussions and evaluation in two seminars of educators, teacher educators, measurement specialist and experts in the fields of education, psychology and sociology. Irrelevant items were deleted and some items were rephrased. They selected total 180 statements, having 30 statements on each sub-scale which were again discussed by a group (N =25) of pupil-teachers and teachers. This group again selects 150 attitude statements having 25 statements on each sub-scale and It was used as the preliminary form of the teacher attitude inventory for tryout.

The scores were given in the answer-sheets and it was arranged in descending order. The upper 27% and lower 27% statements were taken to calculate the t-value of each attitude statement by applying the formula of Edwards 1959, p.152.

Finally, 90 psychometrically most relevant attitude statements were identified. 15 statements on each sub-scale were identified as the final form of the TAI. Out of the total 90

items 56 items are in positive declarative form and 34 items are in negative form and then 43 items are framed to measure favorable attitude and 46 unfavorable attitude.

b) Try out sample

The inventory was put on test to try out on samples of 1402 prospective teachers, B.Ed. students and L.T. classes of various secondary teacher training colleges of the five Hindi speaking states i.e. Uttar Pradesh, Haryana, Madhya Pradesh, Rajasthan and Bihar.

c) Response mode

On the basis of Likert method strongly agree, agree, undecided, disagree and strongly disagree has been put for each item in the response sheet where the subject have to put a tick mark in the chosen alternative according to their feelings. Subjects have to respond to all the items without leaving any item unanswered as there is no right or wrong answers.

d) Scoring

The scoring of each item is allotted a weightage ranging from 4 (strongly agree) to 0 (strongly disagree) for favorable items and for unfavorable items allotted weightage is vice versa ranging from 0 (strongly agree) to 4 (strongly disagree). The total attitude score of the respondents is the sum total of item scores in all the six sub-scales. The range of total scores is from 0 to 360. The higher the score the more favorable attitude towards teaching a person possesses.

e) Reliability

Reliability was measured using split-half (odd-even) method and found to be 0.79 (corrected to 0.88) in a sample of 239 prospective teachers. After 3 months and 9 months the test-retest reliability coefficients was applied and found the scores to be 0.59 (N=102) and 0.64 (N=290).

f) Validity

The inventory seems to have content validity, and the procedure of selecting items back this assumption. The mean scores for B.A. part 1 and 2 students offering education and not offering Education as an elective subjects, B.Ed. trainees and practicing teachers were calculated and compared and found out that the observed differences are in the predicted direction.

g) Usefulness

The TAI appears to have high reliability and validity, so it is suitable to measure teachers attitude towards teaching professions, class-room teaching, child-centred practices, educational process, attitude towards pupils and teachers.

3.6. DATA COLLECTION

3.6.1. Sources of data:

The data were collected from two sources, namely; Primary source and Secondary source.

- a) Primary sources:** The total population enrollment status as per College record 2018 was obtained through direct communication with the authorities of the colleges. Personal Data Form was developed by the Researcher to get the general information of B.Ed. students.
- b) Secondary sources:** Tools of Emotional Intelligence Scale and Teacher Attitude Inventory were purchased from National Psychological Corporation, Agra, India. Books, thesis, journals, booklets, e-portals and articles were referred.

3.6.2. Procedure of data collection

The researcher visited all the B.Ed. colleges in Nagaland and took Prior permission from the Principals and Administrators of the colleges to study their B.Ed. students Emotional Intelligence and Attitude towards Teaching Profession. The researcher got the total number of B.Ed. students that form the total population of the study from all the nine B.Ed. colleges through direct communication. On ascertaining the number of B.Ed. students from each college, the researcher selected the sample of the study.

The researcher visited all the nine B.Ed. colleges and to ensure quick and complete return of the tools of Teacher Attitude Inventory and Emotional Intelligence Scale, the tools were personally given to the selected sample. Before giving the tool to B.Ed. students, proper rapport was established with the college authorities and the subjects. Then the procedures and guidelines of the tools were explained to them. B.Ed. students were also told that their responses will be kept confidential and will be used for research purpose only. There were some absentees on the day of questionnaire distribution, so the researcher sent the tools to those absentees but got back only few numbers.

3.7. STATISTICAL TECHNIQUES

The obtained data was analyzed using the following statistics in SPSS

3.7.1 Descriptive statistics: Descriptive statistics was used to find out Percentage, Mean, Medium, Mode, Standard deviation, Skewness and Kurtosis of score. To check Correlation analysis between dependent variables Product Moment Correlation was used by the researcher.

3.7.2 Inferential statistics: t-test was used to check the similarities and differences between the means of two Independent groups with respect to demographical variables namely, gender, age, types of trainees, types of management, types of specialization and marital status of B.Ed. student and 0.05 and 0.01 level of significance were considered satisfactory for the acceptance or rejection of null hypothesis. ANOVA was used to analyze the means of more than two groups within the same variable.

3.7.3 Histogram, Frequency distribution table, tables were prepared and drawn to depict the data.

3.8. ANALYSIS AND INTERPRETATION OF DATA

After the completion of collection of data, the researcher took around eight months to do coding and decoding work, work of scoring of the data and data entry in Microsoft Excel and SPSS software. Data collected were analyzed using SPSS software adopting the above mentioned statistical techniques. Data were analyzed both quantitatively and qualitatively. The information which was revealed from data analysis was presented in the form of tables, histogram, and interpretations were done accordingly.

The researcher had used the descriptive survey method to study the problem and selected the above mentioned tools which were administered on the sample B.Ed. Students of Nagaland who were selected through random sampling method. Further, the data were subjected to statistical treatment using the above mentioned descriptive and inferential statistics and interpretations were done accordingly which is presented in the following Chapter – IV.

CHAPTER -IV

DATA ANALYSIS AND INTERPRETATION

4.1. ANALYSIS AND INTERPRETATION OF DATA

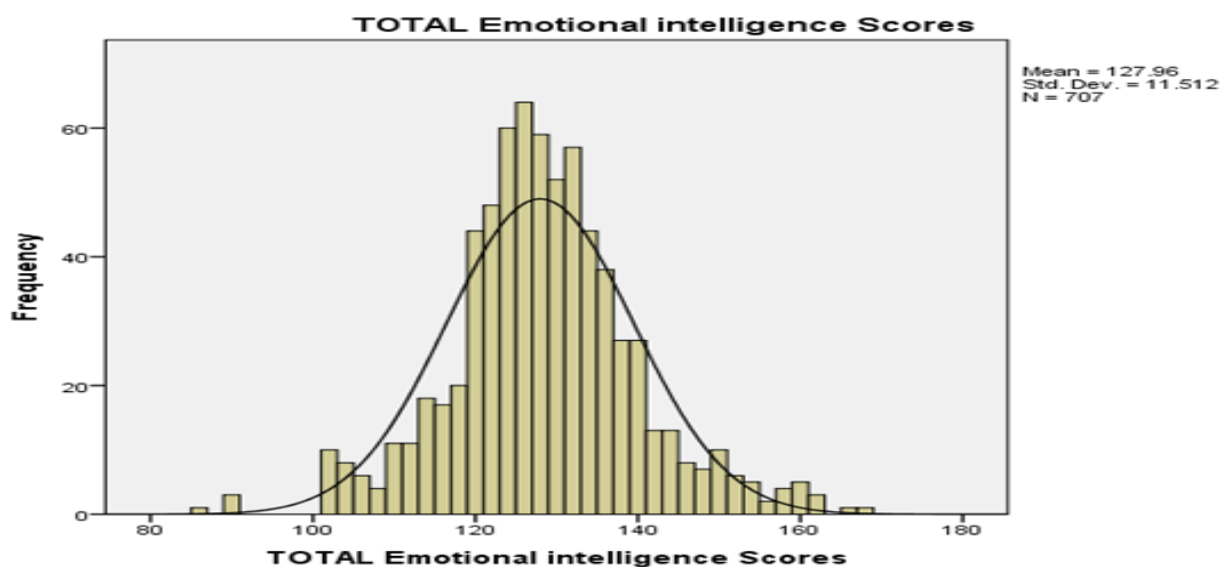
Analysis of data means to review the collected material minutely to find out the hidden truth. This requires an investigator who is flexible and broad-minded and also has lot of patience and concentration. The collected data are analyze to scrutinized the accuracy and reliability, it is categorized by breaking them into smaller part and organizing them into classes or groups and tabulating them in logical order using statistical tools/techniques to test the hypothesis (Pathak, 2018, p.37).

After collecting and analyzing the collected materials, interpretation of data will take place so that the researcher can express the relationships of the variables and processes of the discovery. The term interpretation means “drawing inferences” from the analyzed data to investigate the new meaning of the study (Kothari, 2004, p.344). Interpretation is important as the researcher can grasp the meaning of abstract elements that is involved in the study and predict new findings. Interpretation can open new avenues for future research (Kothari, 2004, p.344-345). Analysis and interpretation of the present study are given in the following

4.1.1. EMOTIONAL INTELLIGENCE OF B.ED. STUDENTS

Hypothesis 1. B.Ed. students in Nagaland will not have the same level of emotional intelligence.

Figure 4.1.1.1: Histogram of emotional intelligence scores



Frequency Distribution Table

Table – 4.1.1.1: Frequency distribution table of emotional intelligence scores

Sl.no.	Class interval	frequency	Cumulative frequency
1	81-90	4	4
2	91-100	0	4
3	101-110	39	43
4	111-120	110	153
5	121-130	283	436
6	131-140	193	629
7	141-150	51	680
8	151-160	22	702
9	161-170	5	707
Total (N)		707	

It is clear from the above histogram, that the Mean=127.96, Median=127.53, Mode=125, Std. Deviation=11.512, Skewness= .133 and Kurtosis=1.113. The frequency distribution is positively skewed. The distribution is the normal distribution as mean, medium and mode values are similar. The above table 4.1.1.1 shows 261 (37%) B.Ed. students have below average level of emotional intelligence, 123 (17%) B.Ed. students have average level of emotional intelligence and 323 (46%) B.Ed. students have above average level of emotional intelligence.

Table -4.1.1.2: Norms for the interpretation of raw scores

Level	Raw score	Total
High	85 and above	707
Normal	52- 84	0
Low	51 and below	0
Total		707

As per the norms of the Emotional Intelligence Scale of the manual (Anukool Hyde, Sanjyot Pethe and Upinder Dhar, 2011, p.14), all the 707 sample B.Ed. students falls under high level of Emotional Intelligence score. No one falls under low and normal level of Emotional Intelligence score. Hence, it indicates that all B.Ed. students have high level of Emotional Intelligence.

Thus, hypothesis 1, B.Ed. students in Nagaland will not have the same level of emotional intelligence is rejected. So, it can be concluded that all B.Ed. students have the same high level of Emotional Intelligence.

Gender

In the present investigation, On the basis of gender, the B.Ed. students are divided into two groups. Male B.Ed. students formed group – I and female B.Ed. students formed group – II. Emotional Intelligence among B.Ed. students with regard to gender is investigated. The corresponding Emotional Intelligence scores of two groups are analyzed accordingly. The following hypothesis is framed.

Hypothesis-2. There will be no significant difference in emotional intelligence of B.Ed. students in Nagaland with regard to gender.

The above hypothesis is tested by employing t-test. The result are presented in table - 4.1.1.3

Table – 4.1.1.3: Emotional Intelligence scores of B.Ed. students with respect to gender.

Areas of Emotional Intelligence	Gender	N	Mean	Std. deviation	‘t’ – value
Self-Awareness	Male (group-I)	243	15.47	1.961	0.361@
	Female (group-II)	464	15.42	1.871	
Empathy	Male (group-I)	243	18.37	2.531	0.157@
	Female (group-II)	464	18.34	2.162	
Self-Motivation	Male (group-I)	243	22.78	2.410	0.737@
	Female (group-II)	464	23.11	9.183	
Emotional	Male (group-I)	243	15.11	2.208	0.210@

Stability	Female (group-II)	464	15.08	2.011	
Managing Relations	Male (group-I)	243	14.11	1.844	0.111@
	Female (group-II)	464	14.09	1.949	
Integrity	Male (group-I)	243	11.61	1.718	0.226@
	Female (group-II)	464	11.64	1.397	
Self-Development	Male (group-I)	243	7.81	1.097	1.279@
	Female (group-II)	464	8.05	3.806	
Value Orientation	Male (group-I)	243	7.50	1.284	0.872@
	Female (group-II)	464	7.59	1.275	
Commitment	Male (group-I)	243	7.82	1.551	2.150*
	Female (group-II)	464	8.07	1.338	
Altruistic Behaviour	Male (group-I)	243	7.59	1.046	0.848@
	Female (group-II)	464	7.52	1.080	
TOTAL Emotional intelligence Scores	Male (group-I)	243	127.95	12.754	0.009@
	Female (group-II)	464	127.96	10.820	

Note: “@”: Indicates not significant at 0.05 level, “*”: Indicate significant at 0.05 level.

Table-4.1.1.3. shows the areas/ dimensions of emotional intelligence, sample, differences in the mean scores, Std. Deviation and t-test value among B.Ed. Students with respect to gender and its various areas/dimensions.

It is found from the table-4.1.1.3 that there is no significant difference in the area of self-awareness in emotional intelligence among male and female B.Ed. students as the calculated t-value (0.316) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of empathy in emotional intelligence among male and female B.Ed. students as the calculated t-value (0.157) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of self-motivation in emotional intelligence among male and female B.Ed. students as the calculated t-value (0.737) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of emotional stability in emotional intelligence among male and female B.Ed. students as the calculated t-value (0.210) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of managing relations in emotional intelligence among male and female B.Ed. students as the calculated t-value (0.111) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of integrity in emotional intelligence among male and female B.Ed. students as the calculated t-value (0.226) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of self-development in emotional intelligence among male and female B.Ed. students as the calculated t-value (1.279) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of value orientation in emotional intelligence among male and female B.Ed. students as the calculated t-value (0.872) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is a significant difference in the area of commitment in emotional intelligence among male and female B.Ed. students as the calculated t-value (2.150) is greater than the table t-value (1.96) for 198 df at 0.05 level. Female B.Ed. students have higher Emotional Intelligence in the commitment factor than male B.Ed. students.

There is no significant difference in the area of altruistic behavior in emotional intelligence among male and female B.Ed. students as the calculated t-value (0.848) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the emotional intelligence scores among male and female B.Ed. students as the calculated t-value (0.009) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

Thus, the hypothesis that there will be no significant difference in emotional intelligence of B.Ed. students in Nagaland with regard to gender is accepted. Henceforth, it can be enclosed that male and female B.Ed. student's emotional intelligence does not differ.

Type of trainees

In the present investigation, On the basis of type of trainees, the B.Ed. students are divided into two groups. In-service B.Ed. students formed group – I and pre-service B.Ed. students formed group – II. The emotional intelligence of B.Ed. students with regard to ‘type of trainees’ is investigated. The corresponding emotional intelligence scores of two groups are analyzed accordingly. The following hypothesis is framed.

Hypothesis-3. There will be no significant difference in emotional intelligence of B.Ed. students in Nagaland with regard to type of trainees.

The above hypothesis is tested by employing t-test. The result are presented in table - 4.1.1.4

Table-4.1.1.4: Emotional Intelligence score of B.Ed. students in Nagaland with regard to type of trainees

Areas of Emotional Intelligence	Type of trainees	N	Mean	Std. deviation	‘t’- value
Self- Awareness	In-Service (group-I)	308	15.52	1.859	0.978@
	Pre-Service (group-II)	399	15.38	1.933	
Empathy	In-Service (group-I)	308	18.43	2.271	0.837@
	Pre-Service (group-II)	399	18.28	2.312	
Self- Motivation	In-Service (group-I)	308	22.82	2.269	0.598@
	Pre-Service (group-II)	399	23.13	9.882	
Emotional Stability	In-Service (group-I)	308	15.20	1.938	1.259@
	Pre-Service (group-II)	399	15.00	2.181	
Managing Relations	In-Service (group-I)	308	13.97	1.815	1.591@
	Pre-Service (group-II)	399	14.20	1.980	
Integrity	In-Service (group-I)	308	11.53	1.627	1.450@
	Pre-Service (group-II)	399	11.70	1.417	

Self- Development	In-Service (group-I)	308	8.01	4.633	0.260@
	Pre-Service (group-II)	399	7.94	1.025	
Value Orientation	In-Service (group-I)	308	7.65	1.304	1.626@
	Pre-Service (group-II)	399	7.49	1.254	
Commitment	In-Service (group-I)	308	7.97	1.390	.226@
	Pre-Service (group-II)	399	7.99	1.442	
Altruistic Behaviour	In-Service (group-I)	308	7.60	1.088	1.262@
	Pre-Service (group-II)	399	7.50	1.051	
TOTAL Emotional intelligence Scores	In-Service (group-I)	308	128.21	11.437	0.509@
	Pre-Service (group II)	399	127.77	11.581	

Note: “@”: Indicates not significant at 0.05 level, “*”: Indicate significant at 0.05 level.

Table-4.1.1.4. shows the areas/ dimensions of emotional intelligence, sample, the differences in the mean scores, Std. Deviation and t-test value among B.Ed. students with respect to types of trainees and its various areas/dimensions.

It is found from the table-4.1.1.4 that there is no significant difference in the area of self-awareness in emotional intelligence among in-service and pre-service B.Ed. students as the calculated t-value (0.978) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of empathy in emotional intelligence among in-service and pre-service B.Ed. students as the calculated t-value (0.837) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of self-motivation in emotional intelligence among In-service and Pre-service B.Ed. students as the calculated t-value (0.598) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of emotional stability in emotional intelligence among in-service and pre-service B.Ed. students as the calculated t-value (1.259) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of managing relations in emotional intelligence among in-service and pre-service B.Ed. students as the calculated t-value (1.591) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of integrity in emotional intelligence among in-service and pre-service B.Ed. students as the calculated t-value (1.450) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of self-development in emotional intelligence among in-service and pre-service B.Ed. students as the calculated t-value (0.260) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of value orientation in emotional intelligence among in-service and pre-service B.Ed. students as the calculated t-value (1.626) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of commitment in emotional intelligence among in-service and pre-service B.Ed. students as the calculated t-value (1.266) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of altruistic behavior in emotional intelligence among in-service and pre-service B.Ed. students as the calculated t-value (1.262) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the emotional intelligence scores among in-service and pre-service B.Ed. students as the calculated t-value (0.509) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

Hence, the hypothesis that there will be no significant difference in emotional intelligence of B.Ed. students in Nagaland with regard to type of trainees is accepted. Therefore, it can be said that different types of trainee's emotional intelligence do not differ.

Types of management

In the present investigation, On the basis of type of management, the B.Ed. students are divided into two groups. Government Colleges B.Ed. students formed group – I and Private Colleges B.Ed. students formed group – II. The emotional intelligence among B.Ed. students with regard to 'types of management' is investigated. The corresponding emotional intelligence scores of two groups are analyzed accordingly. The following hypothesis is framed.

Hypothesis- 4. There will be no significant difference in emotional intelligence of B.Ed. students in Nagaland with regard to types of management.

The above hypothesis is tested by employing t-test. The result are presented in table - 4.1.1.5

Table – 4.1.1.5: Emotional Intelligence scores of B.Ed. students with respect to types of management

Areas of Emotional Intelligence	Type of management	N	Mean	Std. deviation	‘t’ – value
Self -Awareness	Government (group-I)	157	15.26	1.691	1.425@
	Private (group-II)	550	15.49	1.956	
Empathy	Government (group-I)	157	18.29	1.975	0.367@
	Private (group-II)	550	18.36	2.378	
Self -Motivation	Government (group-I)	157	22.36	2.424	1.988*
	Private (group-II)	550	23.18	8.479	
Emotional Stability	Government (group-I)	157	14.82	1.863	2.009*
	Private (group-II)	550	15.17	2.132	
Managing Relations	Government (group-I)	157	13.85	1.714	1.997*
	Private (group-II)	550	14.17	1.961	
Integrity	Government (group-I)	157	11.40	1.484	2.159*
	Private (group-II)	550	11.69	1.517	
Self- Development	Government (group-I)	157	7.75	.889	1.686@
	Private (group-II)	550	8.03	3.539	
Value Orientation	Government (group-I)	157	7.50	1.066	0.795@
	Private (group-II)	550	7.58	1.332	
Commitment	Government (group-I)	157	7.76	1.321	2.319*
	Private (group-II)	550	8.05	1.440	

Altruistic Behaviour	Government (group-I)	157	7.44	1.027	1.456@
	Private (group-II)	550	7.58	1.078	
TOTAL Emotional intelligence Scores	Government (group-I)	157	126.14	9.621	2.539*
	Private(group-II)	550	128.48	11.955	

Note: “@”: Indicates not significant at 0.05 level, “*”: Indicate significant at 0.05 level.

Table-4.1.1.5 shows the areas/ dimensions of emotional intelligence, sample, the differences in the mean scores, Std. Deviation and t-test value among B.Ed. students with respect to types of management and its various areas/dimensions.

It is found from the table-4.1.1.5, that there is no significant difference in the area of self-awareness in emotional intelligence among the government colleges and private colleges B.Ed. students as the calculated t-value (1.425) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of empathy in emotional intelligence among the government colleges and private colleges B.Ed. students as the calculated t-value (0.367) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is a significant difference in the area of self-motivation in emotional intelligence between the government colleges and private colleges B.Ed. students as the calculated t-value (1.988) is greater than the table t-value (1.96) for 198 df at 0.05 level. Private colleges B.Ed. students emotional intelligence scores is higher than government colleges B.Ed. students in the self-motivation factor.

There is a significant difference in the area of emotional stability in emotional intelligence among the government colleges and private colleges B.Ed. students as the calculated t-value (2.009) is greater than the table t-value (1.96) for 198 df at 0.05 level. Private colleges B.Ed. students emotional intelligence scores is higher than government colleges B.Ed. students in the emotional stability factor.

There is a significant difference in the area of managing relations in emotional intelligence among the government colleges and private colleges B.Ed. students as the calculated t-value (1.997) is greater than the table t-value (1.96) for 198 df at 0.05 level. Private colleges B.Ed. students emotional intelligence scores is higher than government colleges B.Ed. students in the managing relations factor also.

There is a significant difference in the area of integrity in emotional intelligence among the government colleges and private colleges B.Ed. students as the calculated t-value (2.159) is greater than the table t-value (1.96) for 198 df at 0.05 level. Private colleges B.Ed. students emotional intelligence scores is higher than government colleges B.Ed. students in the integrity factor also.

There is no significant difference in the area of self-development in emotional intelligence among the government colleges and private colleges B.Ed. students as the calculated t-value (1.686) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of value orientation in emotional intelligence among the government colleges and private colleges B.Ed. students as the calculated t-value (0.795) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is a significant difference in the area of commitment in emotional intelligence between the government colleges and private colleges B.Ed. students as the calculated t-value (2.319) is greater than the table t-value (1.96) for 198 df at 0.05 level. Private colleges B.Ed. students emotional intelligence is higher than government colleges B.Ed. students in the commitment factor.

There is no significant difference in the area of altruistic behavior in emotional intelligence among the government colleges and private colleges B.Ed. students as the calculated t-value (1.456) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is a significant difference in the emotional intelligence scores among the government colleges and private colleges B.Ed. students as the calculated t-value (2.539) is greater than the table t-value (1.96) for 198 df at 0.05 level. Private colleges B.Ed. students emotional intelligence is higher than government colleges B.Ed. students.

Thus, the hypothesis that there will be no significant difference in emotional intelligence of B.Ed. students in Nagaland with regard to type of management is rejected. Hence, it can be concluded that there is a significant difference in the emotional intelligence scores among the government colleges and private colleges B.Ed. students.

Marital status

In the present investigation, On the basis of marital status, the B.Ed. students are divided into two groups. Married B.Ed. students formed group – I and unmarried B.Ed. students formed group – II. The emotional intelligence of B.Ed. students with respect to

marital status' is investigated. The corresponding emotional intelligence scores of two groups are analyzed accordingly. The following hypothesis is framed.

Hypothesis-5. There will be no significant difference in emotional intelligence of B.Ed. students in Nagaland with regard to marital status.

The above hypothesis is tested by employing t-test. The result are presented in table - 4.1.1.6

Table-4.1.1.6: Emotional Intelligence scores of B.Ed. student with regard to marital statuses.

Areas of Emotional Intelligence	Marital status	N	Mean	Std. deviation	't' - value
Self -Awareness	Married (group-I)	119	15.49	1.908	0.316@
	Un Married (group-II)	588	15.43	1.901	
Empathy	Married (group-I)	119	18.29	2.253	0.277@
	Un Married (group-II)	588	18.36	2.304	
Self- Motivation	Married (group-I)	119	22.83	2.315	0.496@
	Un Married (group-II)	588	23.03	8.237	
Emotional Stability	Married (group-I)	119	15.36	1.716	1.824@
	Un Married (group-II)	588	15.03	2.142	
Managing Relations	Married (group-I)	119	13.99	1.924	0.651@
	Un Married (group-II)	588	14.12	1.911	
Integrity	Married (group-I)	119	11.52	1.413	0.892@
	Un Married (group-II)	588	11.65	1.533	
Self- Development	Married (group-I)	119	7.87	.947	0.759@
	Un Married (group-II)	588	7.99	3.429	
Value Orientation	Married (group-I)	119	7.74	1.675	1.339@
	Un Married (group-II)	588	7.52	1.180	

Commitment	Married (group-I)	119	8.15	1.325	1.484@
	Un Married (group-II)	588	7.95	1.435	
Altruistic Behaviour	Married (group-I)	119	7.51	1.040	0.381@
	Un Married (group-II)	588	7.55	1.074	
TOTAL Emotional intelligence Scores	Married (group-I)	119	128.82	11.396	0.895@
	UnMarried(group II)	588	127.79	11.538	

Note: “@”: Indicates not significant at 0.05 level, “*”: Indicate significant at 0.05 level.

Table-4.1.1.6 shows the areas/ dimensions of emotional intelligence, sample, the differences in the mean scores, Std. Deviation and t-test value among B.Ed. students with respect to marital status and its various areas/dimensions.

It is found from the table-4.1.1.6 that there is no significant difference in the area of self-awareness in emotional intelligence among married and unmarried B.Ed. students as the calculated t-value (0.316) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of empathy in emotional intelligence among married and unmarried B.Ed. students as the calculated t-value (0.277) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of self-motivation in emotional intelligence among married and unmarried B.Ed. students as the calculated t-value (0.496) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of emotional stability in emotional intelligence among married and unmarried B.Ed. students as the calculated t-value (1.824) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of managing relations in emotional intelligence among married and unmarried B.Ed. students as the calculated t-value (0.651) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of integrity in emotional intelligence between married and unmarried B.Ed. students as the calculated t-value (0.892) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of self-development in emotional intelligence among married and unmarried B.Ed. students as the calculated t-value (0.759) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of value orientation in emotional intelligence among married and unmarried B.Ed. students as the calculated t-value (1.339) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of commitment in emotional intelligence among married and unmarried B.Ed. students as the calculated t-value (1.484) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of altruistic behavior in emotional intelligence among married and unmarried B.Ed. students as the calculated t-value (0.381) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the emotional intelligence score among married and unmarried B.Ed. students as the calculated t-value (0.895) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

Therefore, the hypothesis that there is no significant difference in emotional intelligence of B.Ed. students in Nagaland with regard to marital status is accepted. Hence, it can be concluded that emotional intelligence of married and unmarried B.Ed. students is not different.

Areas of specialization

In the present investigation, On the basis of the areas of specialization the B.Ed. students are divided into four groups viz. Social Sciences formed group-I, Science formed group – II, Mathematics formed group-III and English formed group-IV. The emotional intelligence of B.Ed. students with respect to ‘Areas of specialization’ is investigated. The corresponding emotional intelligence scores of four groups are analyzed accordingly. The following hypothesis is framed.

Hypothesis-6. There will be no significant difference in the emotional intelligence score among B.Ed. students with regard to areas of specialization.

Table-4.1.1.7: Emotional Intelligence scores of B.Ed. students with regard to areas of specialization shown in Anova table

Areas of Emotional Intelligence	Areas of specialization	N	m	SD	Sources of variation	Sum of squares	df	Mean square	‘F’-value
Self-awareness	Social sciences	335	15.21	1.882	Between groups	40.170	3	13.390	3.748*
	Science	149	15.56	2.004					
	Mathematics	73	15.42	1.921	Within group	2511.779	703	3.573	
	English	150	15.81	1.774					
	total	707	15.44	1.901	total	2551.949	706		
Empathy	Social sciences	335	18.17	2.243	Between groups	19.309	3	6.436	1.225@
	Science	149	18.52	2.495					
	Mathematics	73	18.47	2.286	Within group	3694.790	703	5.256	
	English	150	18.50	2.194					
	total	707	18.35	2.294	total	3714.099	706		
Self-motivation	Social sciences	335	23.16	10.717	Between groups	36.671	3	12.224	.213@
	Science	149	23.00	2.394					
	Mathematics	73	22.40	2.559	Within groups	40459.323	703	57.510	
	English	150	22.91	2.246					
	total	707	23.00	7.571	total	40465.994	706		

Emotional stability	Social sciences	335	14.94	2.118	Between groups	15.438	3	5.146	1.191@
	Science	149	15.16	2.037					
					Within groups	3037.125	703	4.320	
	Mathematics	73	15.18	2.057					
	English	150	15.30	2.039	total				
						3052.563	706		
	total	707	15.09	2.079					
Managing relations	Social sciences	335	13.90	1.907	Between groups	32.565	3	10.855	2.994*
	Science	149	14.11	1.794					
					Within groups	2548.894	703	3.626	
	Mathematics	73	14.30	1.927					
	English	150	14.43	1.991	total				
						2581.460	706		
	total	707	14.10	1.912					
Integrity	Social sciences	335	11.58	1.435	Between groups	20.235	3	6.745	2.969*
	Science	149	11.66	1.684					
					Within groups	1596.931	703	2.272	
	Mathematics	73	11.26	1.700					
	English	150	11.88	1.375	total				
						1617.165	706		
	total	707	11.63	1.513					
Self-development	Social sciences	335	7.83	1.028	Between groups	41.034	3	13.678	1.380@

	Science	149	7.87	1.111					
	Mathematics	73	7.86	.976	Within groups	6967.342	703	9.911	
	English	150	8.43	6.535					
	total	707	7.97	3.151	total	7008.376	706		
Value orientation	Social sciences	335	7.48	1.369	Between groups	5.606	3	1.869	1.146@
	Science	149	7.56	1.187					
	Mathematics	73	7.70	1.127	Within groups	1146.590	703	1.631	
	English	150	7.67	1.218					
					total	1152.195	706		
	total	707	7.56	1.277					
commitment	Social sciences		7.85	1.436	Between groups	21.862	3	7.287	3.662*
	Science	149	7.91	1.409					
	Mathematics	73	8.12	1.572	Within groups	1398.967	703	1.990	
	English	150	8.29	1.266					
					total	1420.829	706		
	total	707	7.98	1.419					
Altruistic behavior	Social sciences	335	7.52	1.002	Between groups	1.486	3	0.495	0.433@
	Science	149	7.63	1.002					
	Mathematics	73	7.56	1.364	Within groups	803.770	703	1.143	
	English	150	7.52	1.116					

					total	805.256	706		
	total	707	7.55	1.068					
Total emotional intelligence scores	Social sciences	335	126.80	11.099	Between groups	1079.494	3	359.831	2.735*
	Science	149	129.11	11.885					
	Mathematics	73	127.49	12.957	Within groups	92487.397	703	131.561	
	English	150	129.63	11.097					
	total	707	127.96	11.512		93566.891	706		

Note: “@”: Indicates not significant at 0.05 level, “*”: Indicate significant at 0.05 level.

The table value of ‘F’ for 3 and 703 df at 0.05 level is 2.61.

It is clear from the above Table –4.1.1.7. that the computed value of ‘F’ for self-awareness in emotional intelligence score (3.748) is greater than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level. Therefore, there is a significant difference in the emotional intelligence scores in Self-awareness among B.Ed. students with regard to areas of specialization. Emotional intelligence of B.Ed. students from pedagogy of English is higher than that of B.Ed. students from Pedagogy of Mathematics, Science and Social Sciences in the self-awareness factor. Emotional intelligence of B.Ed. students from pedagogy of Science is higher than that of B.Ed. students from Pedagogy of Mathematics and Social Sciences in the self-awareness factor. Emotional intelligence of B.Ed. students from pedagogy of Mathematics is higher than that of B.Ed. students from Pedagogy of Social Sciences in the self-awareness factor.

It is clear from the above Table – 4.1.1.7 that the computed value of ‘F’ for empathy in emotional intelligence score (1.225) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level. Therefore, there is no significant difference in the emotional intelligence score in empathy among B.Ed. students with regard to areas of specialization.

The computed value of ‘F’ for self-motivation in emotional intelligence score (0.213) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level. Therefore, there is

no significant difference in the emotional intelligence score in self-motivation among B.Ed. students with regard to areas of specialization.

There is no significant difference in the emotional intelligence score in emotional stability among B.Ed. students with regard to areas of specialization as the computed value of 'F' for emotional stability in emotional intelligence score (1.191) is lesser than the critical value of 'F' (2.61) for 3 and 703 df at 0.05 level.

There is a significant difference in the emotional intelligence score in the area of managing relations among B.Ed. students with regard to areas of specialization as the computed value of 'F' for Managing relations in emotional intelligence score (2.994) is greater than the critical value of 'F' (2.61) for 3 and 703 df at 0.05 level. Emotional intelligence of B.Ed. students from pedagogy of English is higher than that of B.Ed. students from Pedagogy of Mathematics, Science and Social Sciences in the managing relations factor. Emotional intelligence of B.Ed. students from pedagogy of Mathematics is higher than that of B.Ed. students from Pedagogy of Science and Social Sciences in the managing relations factor. Emotional intelligence of B.Ed. students from pedagogy of Science is higher than that of B.Ed. students from Pedagogy of Social Sciences in the managing relations factor.

There is a significant difference in the emotional intelligence score in the area of integrity among B.Ed. students with regard to areas of specialization as the computed value of 'F' for integrity in emotional intelligence scores (2.969) is greater than the critical value of 'F' (2.61) for 3 and 703 df at 0.05 level. Emotional intelligence of B.Ed. students from pedagogy of English is higher than that of B.Ed. students from Pedagogy of Mathematics, Science and Social Sciences in the integrity factor. Emotional intelligence of B.Ed. students from pedagogy of Science is higher than that of B.Ed. students from Pedagogy of Mathematics and Social Sciences in the integrity factor. Emotional intelligence of B.Ed. students from Pedagogy of Social Sciences is higher than that of B.Ed. students from Pedagogy of Mathematics in the integrity factor.

It is clear from the above Table –7 that the computed value of 'F' for self-development in emotional intelligence score (1.380) is lesser than the critical value of 'F' (2.61) for 3 and 703 df at 0.05 level. So there is no significant difference in the emotional intelligence score in self-development among B.Ed. students with regard to areas of specialization.

There is no significant difference in the emotional intelligence score in the area of value orientation among B.Ed. students with regard to areas of specialization as the computed value of 'F' for value orientation in emotional intelligence score (1.146) is lesser than the critical value of 'F' (2.61) for 3 and 703 df at 0.05 level.

There is a significant difference in the emotional intelligence score in the area of commitment among B.Ed. students with regard to areas of specialization as the computed value of 'F' for commitment in emotional intelligence score (3.662) is greater than the critical value of 'F' (2.61) for 3 and 703 df at 0.05 level. Emotional intelligence of B.Ed. students from pedagogy of English is higher than that of B.Ed. students from Pedagogy of Mathematics, Science and Social Sciences in the commitment factor. Emotional intelligence of B.Ed. students from pedagogy of Mathematics is higher than that of B.Ed. students from Pedagogy of Science and Social Sciences in the commitment factor. Emotional intelligence of B.Ed. students from Pedagogy of Science is higher than that of B.Ed. students from Pedagogy of Social Science in the commitment factor.

There is no significant difference in the emotional intelligence score in the area of altruistic behavior among B.Ed. students with regard to areas of specialization as the computed value of 'F' for altruistic behavior in emotional intelligence score (0.433) is lesser than the critical value of 'F' (2.61) for 3 and 703 df at 0.05 level.

There is a significant difference in the emotional intelligence score among B.Ed. students with regard to areas of specialization as the computed value of 'F' for total emotional intelligence score (2.735) is greater than the critical value of 'F' (2.61) for 3 and 703 df at 0.05 level. Emotional intelligence of B.Ed. students from pedagogy of English is higher than that of B.Ed. students from Pedagogy of Mathematics, Science and Social Sciences. Emotional intelligence of B.Ed. students from pedagogy of Science is higher than that of B.Ed. students from Pedagogy of Mathematics and Social Sciences. Emotional intelligence of B.Ed. students from Pedagogy of Mathematics is higher than that of B.Ed. students from Pedagogy of Social Sciences.

Thus, the Hypothesis that there will be no significant difference in the emotional intelligence score among B.Ed. students with regard to areas of specialization is rejected and it can be concluded that there is no similarity in the emotional intelligence of B.Ed. students in Nagaland with regard to areas of specialization.

Age

In the present investigation, On the basis of age the B.Ed. students are divided into four groups viz. below 24 years formed group-I, 25-30 years formed group – II, 31-35 years formed group-III and 36 years and above formed group-IV. The emotional intelligence of B.Ed. students with regard to ‘Age’ is investigated. The corresponding emotional intelligence scores of four groups are analyzed accordingly. The following hypothesis is framed.

Hypothesis-7. There will be no significant difference in the emotional intelligence score among B.Ed. students with regard to Age

The above hypothesis is tested by employing ‘F’ - test. The results are presented in Table – 4.1.1.8

Table-4.1.1.8: Emotional Intelligence scores of B.Ed. students with regard to age shown in Anova table.

Areas of Emotional Intelligence	age	N	mean	SD	Sources of variation	Sum of squares	df	Mean of square	‘F’-value
Self-awareness	Below 24 years	92	15.67	1.570	Between groups	7.067	3	2.356	0.651@
	25- 30 years	473	15.41	1.948					
	31-35 years	105	15.32	1.904	Within groups	2544.882	703	3.620	
	36 years and above	37	15.51	2.063					
	total	707	15.44	1.801	total	2551.949	706		
Empathy	Below 24 years	92	18.34	2.200	Between groups	12.604	3	4.201	0.798@
	25- 30 years	473	18.39	2.274					
	31-35 years	105	18.36	2.300	Within groups	3701.495	703	5.265	
	36 years and	37	17.78	2.740					

	above								
	total	707	18.35	2.294	total	3714.099	706		
Self-motivation	Below 24 years	92	22.88	2.158	Between groups	6.505	3	2.168	0.038@
	25- 30 years	473	23.05	9.113					
	31-35 years	105	22.97	2.276	Within groups	40459.489	703	57.553	
	36 years and above	37	22.68	2.868					
	total	707	23.00	7.571	total	40465.994	706		
Emotional stability	Below 24 years	92	15.24	2.083	Between groups	12.200	3	4.067	0.940@
	25- 30 years	473	15.01	2.103					
	31-35 years	105	15.34	1.786	Within groups	3040.362	703	4.325	
	36 years and above	37	15.00	2.506					
	total	707	15.09	2.079	total	3052.563	706		
Managing relations	Below 24 years	92	14.15	1.927	Between groups	1.036	3	0.345	0.094@
	25- 30 years	473	14.10	1.913					
	31-35 years	105	14.06	1.839	Within groups	2580.424	703	3.671	
	36 years and above	37	13.97	2.128					
	total	707	14.10	1.912	total	2581.460	706		
Integrity	Below 24	92	11.98	1.292	Between	16.488	3	5.496	2.414@

	years				groups				
	25- 30 years	473	11.61	1.461					
	31-35 years	105	11.53	1.765	Within	1600.67	703	2.277	
	36 years and above	37	11.30	1.808	groups	8			
	total	707	11.63	1.513	total	1617.16	706		
Self-development	Below 24 years	92	7.91	1.065	Between	12.542	3	4.181	0.420@
	25- 30 years	473	8.05	3.780	groups				
	31-35 years	105	7.68	1.042	Within	6995.83	703	9.951	
	36 years and above	37	7.92	0.983	groups	4			
	total	707	7.97	3.151	total	7008.37	706		
Value orientation	Below 24 years	92	7.59	1.101	Between	6.838	3	2.279	1.399@
	25- 30 years	473	7.50	1.211	groups				
	31-35 years	105	7.73	1.677	Within	1145.35	703	1.629	
	36 years and above	37	7.78	1.182	groups	7			
	total	707	7.56	1.277	total	1152.19	706		
Commitment	Below 24 years	92	8.28	1.243	Between	13.313	3	4.438	2.216@
	25- 30 years	473	7.90	1.426	groups				
	31-35 years	105	8.10	1.425	Within	1407.51	703	2.002	

	36 years and above	37	8.05	1.632	groups	6			
	total	707	7.98	1.419	total	1420.829	706		
Altruistic behavior	Below 24 years	92	7.52	1.043	Between groups	4.249	3	1.416	1.243@
	25- 30 years	473	7.53	1.099					
	31-35 years	105	7.71	0.817	Within groups	801.007	703	1.139	
	36 years and above	37	7.38	1.320					
	total	707	7.55	1.068	total	805.256	706		
Total emotional intelligence scores	Below 24 years	92	129.00	10.577	Between groups	152.265	3	50.755	0.382@
	25- 30 years	473	127.69	11.443					
	31-35 years	105	128.35	11.031	Within groups	93414.626	703	132.880	
	36 years and above	37	127.70	15.611					
	total	707	127.96	11.512	total	93566.891	706		

Note: “@”: Indicates not significant at 0.05 level, “*”: Indicate significant at 0.05 level.

The table value of ‘F’ for 3 and 703 df at 0.05 level is 2.61.

It is clear from the above Table – 4.1.1.8 that the computed value of ‘F’ for self-awareness in emotional intelligence score (0.651) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level. Therefore, there is no significant difference in the emotional intelligence score in Self-awareness among B.Ed. students with regard to age.

There is no significant difference in the emotional intelligence score in empathy among B.Ed. students with regard to age as the computed value of ‘F’ for empathy in emotional intelligence scores (0.798) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level.

It is clear from the above Table –4.1.1.8 that the computed value of ‘F’ for self-motivation in emotional intelligence score (0.038) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level. Therefore, there is no significant difference in the emotional intelligence score in Self-motivation among B.Ed. students with regard to age.

It is clear from the above Table –4.1.1.8 the computed value of ‘F’ for emotional stability in emotional intelligence score (0.940) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level. Therefore, there is no significant difference in the emotional intelligence score in emotional stability among B.Ed. students with regard to age.

The computed value of ‘F’ for managing relations in emotional intelligence score (0.094) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level. Therefore, there is no significant difference in the emotional intelligence scores in managing relations among B.Ed. students with regard to age.

The computed value of ‘F’ for integrity in emotional intelligence score (2.414) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level. Therefore, there is no significant difference in the emotional intelligence scores in integrity among B.Ed. students with regard to age.

The computed value of ‘F’ for self-development in emotional intelligence score (0.420) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level. Therefore, there is no significant difference in the emotional intelligence score in self-development among B.Ed. students with regard to age.

The computed value of ‘F’ for value orientation in emotional intelligence score (1.399) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level. Therefore, there is no significant difference in the emotional intelligence score in value orientation among B.Ed. students with regard to age.

The computed value of ‘F’ for commitment in emotional intelligence score (2.216) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level. Therefore, there is no significant difference in the emotional intelligence score in commitment among B.Ed. students with regard to age.

The computed value of ‘F’ for altruistic behavior in emotional intelligence score (1.243) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level. Therefore, there is no significant difference in the emotional intelligence score in altruistic behavior among B.Ed. students with regard to age.

It is clear from the above Table –4.1.1.8 that the computed value of ‘F’ for total emotional intelligence score (0.382) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level. Therefore, there is no significant difference in the emotional intelligence score among B.Ed. students with regard to age.

Hence, the framed hypothesis that there will be no significant difference in the emotional intelligence scores among B.Ed. students with regard to Ages is accepted. Thus, it can be accepted that emotional intelligence level of B.Ed. students with regard to different age group do not contrast.

4.1.2. ATTITUDE TOWARDS TEACHING PROFESSION

Hypothesis 8. B.Ed. students in Nagaland will not have the same level of attitude towards teaching profession.

Figure 4.1.2.1: Histogram of Attitude towards Teaching Profession

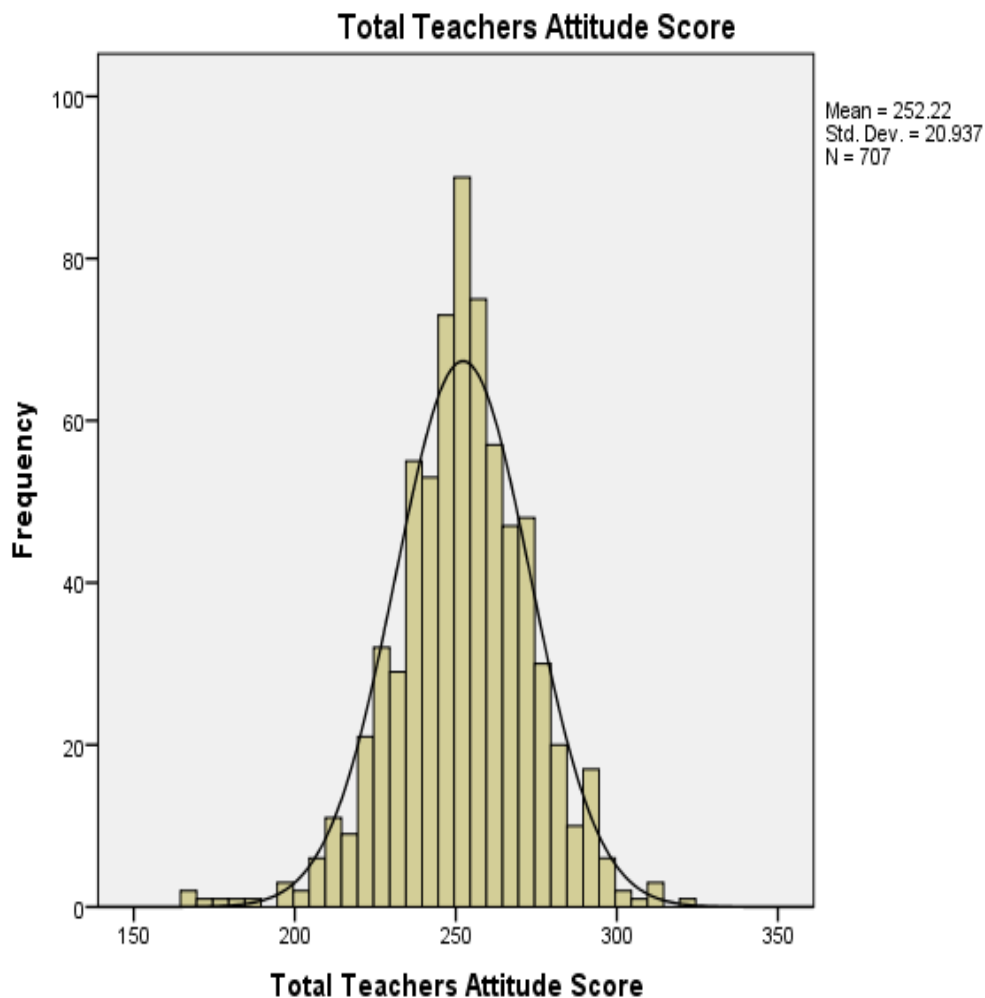


Table – 4.1.2.1: Frequency distribution table for the Attitude towards Teaching Profession among B.Ed. students scores for the whole group

Sl. No.	Class interval	frequency	Cumulative frequency
1	161-180	4	4
2	181-200	5	9
3	201-220	33	42
4	221-240	147	189
5	241-260	287	476
6	261-280	175	651
7	281-300	50	701
8	301-320	5	706
9	321-340	1	707
Total (N)		707	

It is clear from the Table –, 4.1.2.1 that the Mean=252.22, Median=252.33a, Mode=252, Std. Deviation=20.937, Skewness= -.301, Kurtosis=1.231. The frequency distribution is negatively skewed. The distribution is the normal distribution as mean, medium and mode values are similar. 337 (47.66 %) B.Ed. students have below average favorable attitude, 21(2.9 %) B.Ed. students have average favorable attitude and 349 (49.36 %) B.Ed. students have above average favorable attitude.

Hence, Hypothesis 8, B.Ed. students in Nagaland will not have the same level of attitude towards teaching profession is accepted. Therefore, it can be said that B.Ed. students have different level of Attitude towards Teaching Profession.

Gender

In the present investigation, On the basis of gender, the B.Ed. students are divided into two groups. Male students formed group – I and female students formed group – II. The attitude towards teaching profession of B.Ed. students with regard to ‘gender’ is investigated. The corresponding attitude towards teaching profession scores of two groups are analyzed accordingly. The following hypothesis is framed.

Hypothesis -9. There will be no significant difference in attitude towards teaching profession of B.Ed. students in Nagaland with regard to gender.

The above hypothesis is tested by employing 't' - test. The results are presented in Table – 4.1.2.2

Table – 4.1.2.2: Attitude towards Teaching Profession scores of B.Ed. students with regard to gender.

Areas in Attitude towards Teaching Profession	Gender	N	Mean	Std. Deviation	't'- value
Teaching Profession	Male(group-I)	243	42.07	5.833	2.683*
	Female (group-II)	464	43.24	4.815	
Class Room Teaching	Male (group-I)	243	38.03	4.937	1.504@
	Female (group-II)	464	38.60	4.440	
Child Centric Practices	Male (group-I)	243	43.28	5.003	1.569@
	Female (group-II)	464	43.90	4.789	
Educational Process	Male (group-I)	243	44.98	5.666	1.219@
	Female (group-II)	464	45.53	5.784	
Pupils	Male (group-I)	243	40.34	6.152	0.508@
	Female (group-II)	464	40.10	5.100	
Teachers	Male (group-I)	243	41.00	5.634	1.071 @
	Female (group-II)	464	41.45	4.722	
Total Teachers Attitude Score	Male (group-I)	243	250.10	22.689	1.874@
	Female (group-II)	464	253.33	19.894	

Note: “@”: Indicates not significant at 0.05 level, “*”: Indicate significant at 0.05 level.

Table-4.1.2.2 shows the differences in the mean scores of the attitude towards teaching profession among B.Ed. students with respect to gender and its various areas/dimensions.

It is found that from the table-4.1.2.2. there is a significant difference in attitude towards teaching profession in the area of teaching profession among male and female B.Ed. students as the calculated t-value (2.683) is greater than the table t-value (1.96) for 198 df at 0.05 level. Female B.Ed. students possess more favorable attitude towards teaching profession than Male B.Ed. students in the area of teaching profession.

There is no significant difference in attitude towards teaching profession in the area of class room teaching among male and female B.Ed. students as the calculated t-value (1.504) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in attitude towards teaching profession in the area of child centred practices among male and female B.Ed. students as the calculated t-value (1.569) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in attitude towards teaching profession in the area of educational process among male and female B.Ed. students as the calculated t-value (1.219) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in attitude towards teaching profession in the area of pupils among male and female B.Ed. students as the calculated t-value (0.508) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in attitude towards teaching profession in the area of teachers among male and female B.Ed. students as the calculated t-value (1.071) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the attitude of teachers towards teaching profession among male and female B.Ed. students as the calculated t-value (1.874) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

Hence, the hypothesis that there will be no significant difference in attitude towards teaching profession of B.Ed. students in Nagaland with regard to gender is accepted. Therefore, it can be enclosed that attitude towards teaching profession of Male and Female B.Ed. students in Nagaland do not differ.

Type of trainees

In the present investigation, On the basis of type of trainees, the B.Ed. students are divided into two groups. In-service students formed group – I and pre-service students formed group– II. Attitude towards teaching profession among B.Ed. students with regard to

‘type of trainees’ is investigated. The corresponding attitude towards teaching profession scores of two groups are analyzed accordingly. The following hypothesis is framed.

Hypothesis -10. There will be no significant difference in attitude towards teaching profession of B.Ed. students in Nagaland with regard to types of trainee.

The above hypothesis is tested by employing ‘t’ - test. The results are presented in Table – 4.1.2.3.

Table – 4.1.2.3. Attitude towards Teaching Profession scores of B.Ed. students with regard to type of trainees

Areas of Attitude towards Teaching Profession	Type of Trainees	N	Mean	Std. Deviation	‘t’ - value
Teaching Profession	In-Service (group-I)	308	42.60	5.568	1.077@
	Pre-Service (group-II)	399	43.03	4.921	
Class Room Teaching	In-Service (group-I)	308	38.49	4.701	0.408@
	Pre-Service (group-II)	399	38.34	4.564	
Child Centric Practices	In-Service (group-I)	308	43.80	4.898	0.524@
	Pre-Service (group-II)	399	43.60	4.850	
Educational Process	In-Service (group-I)	308	45.89	5.522	2.238*
	Pre-Service (group-II)	399	44.92	5.885	
Pupils	In-Service (group-I)	308	40.44	6.169	1.080@
	Pre-Service (group-II)	399	39.98	4.884	
Teachers	In-Service (group-I)	308	41.43	5.203	0.604@
	Pre-Service (group-II)	399	41.20	4.942	
Total Teachers Attitude Score	In-Service (group-I)	308	253.35	21.402	1.260@
	Pre-Service (group-II)	399	251.34	20.555	

Note: “@”: Indicates not significant at 0.05 level, “*”: Indicate significant at 0.05 level.

Table-4.1.2.3 shows the differences in the mean scores of the attitude towards teaching profession among B.Ed. Students with respect to types of trainees and its various areas/dimensions.

It is found that from the table-4.1.2.3.that there is no significant difference in attitude towards teaching profession in the area of teaching profession among in-service and pre-service B.Ed. students as the calculated t-value (1.077) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in attitude towards teaching profession in the area of class room teaching between in-service and pre-service B.Ed. students as the calculated t-value (0.408) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in attitude towards teaching profession in the area of child centred practices among in-service and pre-service B.Ed. students as the calculated t-value (0.524) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is a significant difference in attitude towards teaching profession in the area of educational process among in-service and pre-service B.Ed. students as the calculated t-value (2.238) is greater than the table t-value (1.96) for 198 df at 0.05 level. In-service B.Ed. students have more favorable attitude towards teaching profession than pre-service B.Ed. students in the area of educational process.

There is no significant difference in attitude towards teaching profession in the area of pupils among in-service and pre-service B.Ed. students as the calculated t-value (1.080) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in attitude towards teaching profession in the area of teachers among in-service and pre-service B.Ed. students as the calculated t-value (0.604) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the attitude of teachers towards teaching profession among in-service and pre-service B.Ed. students as the calculated t-value (1.260) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

Hence, the hypothesis that there will be no significant difference in the attitude towards teaching profession of B.Ed. Students in Nagaland with regard to type of trainees is accepted. Therefore, it can be concluded that type of B.Ed. trainees do not contrast in their attitude towards teaching profession.

Types of management

In the present investigation, on the basis of the types of management, the B.Ed. students are divided into two groups. Government college's B.Ed. students formed group – I and Private college's B.Ed. students formed group – II. The attitude towards teaching profession among B.Ed. students with regard to 'types of management' is investigated. The corresponding attitude towards teaching profession scores of two groups are analyzed accordingly. The following hypothesis is framed.

Hypothesis -11. There will be no significant difference in attitude towards teaching profession of B.Ed. students in Nagaland with regard to types of management.

The above hypothesis is tested by employing 't'- test. The results are presented in Table – 4.1.2.4.

Table – 4.1.2.4: Attitude towards Teaching Profession scores of B.Ed. students with regard to 'types of management'

Areas of Attitude towards Teaching Profession	Types of management	N	Mean	Std. Deviation	't' - value
Teaching Profession	Government (group-I)	157	42.63	5.056	0.588@
	Private (group-II)	550	42.90	5.260	
Class Room Teaching	Government (group-I)	157	38.48	4.578	0.222@
	Private (group-II)	550	38.39	4.638	
Child Centric Practices	Government (group-I)	157	44.25	5.212	1.562@
	Private (group-II)	550	43.53	4.759	
Educational Process	Government (group-I)	157	46.10	5.860	1.830@
	Private (group-II)	550	45.13	5.699	
Pupils	Government (group-I)	157	40.74	5.737	1.392@
	Private (group-II)	550	40.03	5.401	
Teachers	Government (group-I)	157	40.72	4.855	1.670@
	Private (group-II)	550	41.46	5.103	

Total Teachers	Government (group-I)	157	253.27	21.977	0.687@
Attitude Score	Private (group-II)	550	251.92	20.642	

Note: “@”: Indicates not significant at 0.05 level, “*”: Indicate significant at 0.05 level.

Table-4.1.2.4 shows the differences in the mean scores of the attitude towards teaching profession among B.Ed. students with respect to types of management and its various areas/dimensions.

It is found that from the table-4.1.2.4. that there is no significant difference in the attitude towards teaching profession in the area of teaching profession between government colleges and private colleges B.Ed. students as the calculated t-value (0.588) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the attitude towards teaching profession in the area of class room teaching among government colleges and private colleges B.Ed. students as the calculated t-value (0.222) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the attitude towards teaching profession in the area of child centred practices among government colleges and private colleges B.Ed. students as the calculated t-value (1.562) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the attitude towards teaching profession in the area of educational process between government colleges and private colleges B.Ed. students as the calculated t-value (1.830) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the attitude towards teaching profession in the area of pupils among government colleges and private colleges B.Ed. students as the calculated t-value (1.392) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the attitude towards teaching profession in the area of teachers among government colleges and private colleges B.Ed. students as the calculated t-value (1.670) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the attitude of teachers towards teaching profession among government colleges and private colleges B.Ed. students as the calculated t-value (0.687) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

Hence, the hypothesis that there will be no significant difference in the attitude towards teaching profession of B.Ed. Students in Nagaland with regard to types of management is accepted. Therefore, it can be concluded that government colleges and private colleges B.Ed. students do not contrast in their attitude towards teaching profession.

Marital status

In the present investigation, On the basis of marital status, the B.Ed. students are divided into two groups. Married students formed group – I and unmarried students formed group – II. The attitude towards teaching profession of B.Ed. students with regard to ‘marital status’ is investigated. The corresponding attitude towards teaching profession scores of two groups are analyzed accordingly. The following hypothesis is framed.

Hypothesis -12. There will be no significant difference in attitude towards teaching profession of B.Ed. students in Nagaland with regard to marital status.

The above hypothesis is tested by employing’ - test. The results are presented in table – 4.1.2.5

Table – 4.1.2.5: Attitude towards Teaching Profession scores of B.Ed. students with regard to marital status.

Areas	Marital Status	N	Mean	Std. Deviation	‘t’- value
Teaching Profession	Married (group-I)	119	43.13	5.537	0.640@
	Un Married (group-II)	588	42.78	5.148	
Class Room Teaching	Married(group-I)	119	38.40	4.990	0.006@
	Un Married (group-II)	588	38.41	4.548	
Child Centric Practices	Married (group-I)	119	43.74	5.075	0.127@
	Un Married (group-II)	588	43.68	4.830	
Educational Process	Married (group-I)	119	45.55	5.262	0.467@
	Un Married (group-II)	588	45.30	5.841	
Pupils	Married (group-I)	119	39.91	7.895	0.442@
	Un Married (group-II)	588	40.24	4.857	

Teachers	Married (group-I)	119	41.84	4.894	1.318@
	Un Married (group-II)	588	41.19	5.084	
Total Teachers Attitude Score	Married (group-I)	119	254.16	21.863	1.071@
	Un Married (group-II)	588	251.83	20.742	

Note: “@”: Indicates not significant at 0.05 level, “*”: Indicate significant at 0.05 level.

Table- 4.1.2.5 shows the differences in the mean scores of the attitude towards teaching profession among B.Ed. students with respect to marital status and its various areas/dimensions.

It is found that from the table— 4.1.2.5. that there is no significant difference in the attitude towards teaching profession in the area of teaching profession between married and unmarried B.Ed. students as the calculated t-value (0.640) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the attitude towards teaching profession in the area of class room teaching between married and unmarried B.Ed. students as the calculated t-value (0.006) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the attitude towards teaching profession in the area of child centred practices between married and unmarried B.Ed. students as the calculated t-value (0.127) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the attitude towards teaching profession in the area of educational process between married and unmarried B.Ed. students as the calculated t-value (0.467) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the attitude towards teaching profession in the area of pupils between married and unmarried B.Ed. students as the calculated t-value (0.442) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the attitude towards teaching profession in the area of teachers between married and unmarried B.Ed. students as the calculated t-value (1.319) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the attitude of teachers towards teaching profession among married and unmarried B.Ed. students as the calculated t-value (1.071) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

Hence, the hypothesis that there will be no significant difference in the attitude towards teaching profession of B.Ed. Students in Nagaland with regard to marital status is accepted and it can be concluded that attitude towards teaching profession of married and unmarried B.Ed. students do not differ.

Area of specializations

In the present study, on the basis of ‘area of specializations’, the B.Ed. students are divided into four groups. Social Sciences students formed group – I, Science students formed group-II, Mathematics formed group-III and English students formed group – IV. The attitude towards teaching profession of B.Ed. students with regard to ‘area of specializations’ is determined. The corresponding attitude towards teaching profession scores of four groups are analyzed accordingly. The following hypothesis is framed.

Hypothesis -13. There will be no significant difference in attitude towards teaching profession of B.Ed. students in Nagaland with regard to area of specializations.

The above hypothesis is tested by employing ‘F’ - test. The results are presented in Table – 4.1.2.6

Table – 4.1.2.6: Attitude towards Teaching Profession Scores of B.Ed. students with regard to area of specialization shown in Anova table

Areas of Attitude towards Teaching Profession	Area of specialization	N	mean	SD	Sources of variation	Sum of square	df	Mean of square	‘F’-value
Teaching profession	Social sciences	335	42.64	5.094	Between groups	113.374	3	37.791	1.393@
	Science	149	42.42	6.013					
	Mathematics	73	43.48	4.100	Within groups	19074.883	703	27.134	
	English	150	43.39	5.082					

	Total	707	42.84	5.213	Total	19188.257	706		
Classroom teaching	Social sciences	335	38.49	4.297	Between groups	86.879	3	28.960	1.358@
	Science	149	38.42	4.870					
	Mathematics	73	37.41	4.927	Within groups	14991.617	703	21.325	
	English	150	38.69	4.893					
	Total	707	38.41	4.621	Total	15078.495	706		
Child centric practices	Social sciences	335	43.31	4.733	Between groups	110.073	3	36.691	1.552@
	Science	149	44.28	4.898					
	Mathematics	73	44.01	4.929	Within groups	16624.219	703	23.648	
	English	150	43.78	5.078					
	Total	707	43.69	4.869	Total	16734.291	706		
Educational process	Social sciences	335	44.62	5.755	Between groups	456.921	3	152.307	4.687*
	Science	149	46.07	5.950					
	Mathematics	73	44.90	5.687	Within groups	22846.869	703	32.499	
	English	150	46.46	5.320					
	Total	707	45.35	5.745	Total	23303.791	706		
Pupils	Social sciences	335	40.02	5.200	Between groups	25.345	3	8.448	0.280@
	Science	149	40.29	6.254					
					Within groups	21186.751	703	30.138	
	Mathematics	73	40.63	4.832					
	English	150	40.23	5.607					
	Total	707	40.18	5.481	Total	21212.096	706		

Teachers	Social sciences	335	41.38	4.985	Between groups	33.296	3	11.099	0.433@
	Science	149	41.11	5.735					
	Mathematics	73	41.78	4.592	Within groups	1800.328	703	25.614	
	English	150	41.06	4.719					
	Total	707	41.30	5.055	Total	18039.624	706		
Total teacher attitude scores	Social sciences	335	250.60	20.016	Between groups	2028.894	3	676.298	1.546@
	Science	149	253.15	24.007					
	Mathematics	73	252.40	19.017	Within groups	307454.124	703	437.346	
	English	150	254.83	20.448					
	Total	707	252.22	20.937	Total	309483.018	706		

Note: “@”: Indicates not significant at 0.05 level, “*”: Indicate significant at 0.05 level.

It is clear from the above Table –4.1.2.6. That there is no significant difference in the area of teaching profession of the attitude towards teaching profession among B.Ed. students with regard to area of specialization as the computed value of ‘F’ (1.393) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level.

We can see from the above Table –4.1.2.6. That there is no significant difference in the area of classroom teaching of the attitude towards teaching profession among B.Ed. students with regard to areas of specialization as the computed value of ‘F’ (1.358) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level.

There is no significant difference in the area of child centric practice of the attitude towards teaching profession among B.Ed. students with regard to areas of specialization as the computed value of ‘F’ (1.552) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level.

There is a significant difference in the area of educational process of the attitude towards teaching profession among B.Ed. students with regard to areas of specialization as the computed value of ‘F’ (4.687) is greater than the critical value of ‘F’ (2.61) for 3 and 703

df at 0.05 level. B.Ed. students from Pedagogy of English have more favorable attitude towards teaching profession than B.Ed. students taking Pedagogy of Science, Mathematics and Social Sciences. B.Ed. students from Pedagogy of Science have more favorable attitude towards teaching profession than B.Ed. students taking Pedagogy of Mathematics and Social Sciences. B.Ed. students from Pedagogy of Mathematics have more favorable attitude towards teaching profession than B.Ed. students taking Pedagogy of Social Sciences.

There is no significant difference in the area of pupils of the attitude towards teaching profession among B.Ed. students with regard to areas of specialization as the computed value of 'F' (0.280) is lesser than the critical value of 'F' (2.61) for 3 and 703 df at 0.05 level.

There is no significant difference in the area of teachers of the attitude towards teaching profession among B.Ed. students with regard to areas of specialization as the computed value of 'F' (0.433) is lesser than the critical value of 'F' (2.61) for 3 and 703 df at 0.05 level.

It is clear from the above Table –4.1.2.6 That there is no significant difference in the attitude towards teaching profession among B.Ed. students with regard to areas of specialization as the total computed value of 'F' (1.546) is lesser than the critical value of 'F' (2.61) for 3 and 703 df at 0.05 level.

Hence, the hypothesis that there will be no significant difference in attitude towards teaching profession of B.Ed. students in Nagaland with regard to area of specializations is accepted. Therefore, it can be accepted that attitude towards teaching profession of B.Ed. students opting different areas of specialization do not contrast.

Age

In the present study, on the basis of years of age, the B.Ed. students are divided into four groups. Below 24 years of age students formed group – I, 25-30 years of age students formed group-II, 31-35 years of age formed group-III and 36 years of age and above students formed group – IV. The attitude towards teaching profession of B.Ed. students with regard to 'age' is evaluated. The corresponding attitude towards teaching profession scores of four groups are analyzed accordingly. The following hypothesis is framed.

Hypothesis -14. There will be no significant difference in attitude towards teaching profession of B.Ed. students in Nagaland with regard to age.

The above hypothesis is tested by employing 'F' - test. The results are presented in Table – 4.1.2.7

Table – 4.1.2.7: Attitude towards Teaching Profession scores of B.Ed. students with regard to age.

Areas of Attitude towards Teaching Profession	Age	N	mean	SD	Sources of variation	Sum of square	df	Mean of square	‘F’ - value
Teaching profession	Below 24 years	92	43.03	4.743	Between groups	33.523	3	11.174	0.410@
	25-30 years	473	42.90	5.229					
	31-35 years	105	42.33	5.501	Within groups	19154.735	703	27.247	
	36 years and above	37	43.03	5.419					
	Total	707	42.84	5.213	Total	19188.257	706		
Classroom teaching	Below 24 years	92	38.90	4.877	Between groups	29.012	3	9.671	0.452@
	25-30 years	473	38.37	4.624					
	31-35 years	105	38.24	4.421	Within groups	15049.483	703	21.408	
	36 years	37	38.14	4.590					

	and above								
	Total	707	38.41	4.621	Total	15078.495	706		
Child centric practices	Below 24 years	92	43.96	5.131	Between groups	17.352	3	5.784	0.243@
	25-30 years	473	43.63	4.734					
	31-35 years	105	43.85	5.072	Within groups	16716.939	703	23.779	
	36 years and above	37	43.27	5.445					
	Total	707	43.69	4.869	Total	16734.291	706		
Educational process	Below 24 years	92	45.03	6.185	Between groups	29.847	3	9.949	0.301@
	25-30 years	473	45.30	5.702					
	31-35 years	105	45.78	5.703	Within groups	23273.944	703	33.107	
	36 years and above	37	45.41	5.444					
	Total	707	45.35	5.745	Total	23303.791	706		
Pupils	Below 24	92	39.91	5.330	Between	88.778	3	29.593	0.985@

	years				groups				
	25-30 years	473	40.15	4.777					
	31-35 years	105	40.04	8.101	Within groups	21123.318	703	30.047	
	36 years and above	37	41.65	5.111					
	Total	707	40.18	5.481					
Teachers	Below 24 years	92	41.21	4.771	Between groups	9.445	3	3.148	0.123@
	25-30 years	473	41.25	5.211					
	31-35 years	105	41.55	4.816	Within groups	18030.178	703	25.647	
	36 years and above	37	41.43	4.506					
	Total	707	41.30	5.055					
Total teachers attitude scores	Below 24 years	92	252.79	22.335	Between groups	198.154	3	66.051	0.150@
	25-30 years	473	251.85	20.400					
	31-35 years	105	253.12	23.190	Within groups	309284.864	703	439.950	

	36 years and above	37	252.92	17.897					
	Total	707	252.22	20.937	Total	309483.018	706		

Note: “@”: Indicates not significant at 0.05 level, “*”: Indicate significant at 0.05 level.

It is clear from the above Table –4.1.2.7. That there is no significant difference in the area of teaching profession of the attitude towards teaching profession among B.Ed. students with regard to age as the computed value of ‘F’ (0.410) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level.

From the above Table –4.1.2.7 we can see that there is no significant difference in the area of classroom teaching of the attitude towards teaching profession among B.Ed. students with regard to age as the computed value of ‘F’ (0.452) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level.

The above Table –4.1.2.7 shows that there is no significant difference in the area of child centric practices of the attitude towards teaching profession among B.Ed. students with regard to age as the computed value of ‘F’ (0.243) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level.

It is also found out that there is no significant difference in the area of educational process of the attitude towards teaching profession among B.Ed. students with regard to age as the computed value of ‘F’ (0.301) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level.

There is no significant difference in the area of pupils of the attitude towards teaching profession among B.Ed. students with regard to age as the computed value of ‘F’ (0.985) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level.

There is no significant difference in the area of teachers of the attitude towards teaching profession among B.Ed. students with regard to age as the computed value of ‘F’ (0.123) is lesser than the critical value of ‘F’ (2.61) for 3 and 703 df at 0.05 level.

It is clear from the above Table –4.1.2.7 That there is no significant difference in the attitude towards teaching profession among B.Ed. students with regard to age as the total

computed value of 'F' (0.150) is lesser than the critical value of 'F' (2.61) for 3 and 703 df at 0.05 level.

Hence, the framed hypothesis that there will be no significant difference in the attitude towards teaching profession among B.Ed. students with regard to age is accepted. Therefore, it can be said that B.Ed. students of different years of age do not differ in their attitude towards teaching profession.

4.1.3: EMOTIONAL INTELLIGENCE AND ATTITUDE TOWARDS TEACHING PROFESSION

The correlation between Emotional Intelligence and Attitude towards Teaching Profession of B.Ed. students are analyzed accordingly. The following hypothesis is framed.

Hypothesis 15: There will be no correlation between Emotional Intelligence and Attitude towards Teaching Profession of B.Ed. students in Nagaland.

For testing the above hypothesis, Product Moment Correlation was used by the Researcher and the data was analyzed by using SPSS. The output of SPSS is given in table-4.1.3.1.

Table-4.1.3.1: Correlations

		Attitude towards Teaching Profession	Emotional Intelligence
Attitude towards Teaching Profession	Pearson Correlation	1	.269 **
	Sig. (2-tailed)		.000
	N	707	707
Emotional Intelligence	Pearson Correlation	.269 **	1
	Sig. (2-tailed)	.000	
	N	707	707

Note: **. Correlation is significant at the 0.01 level (2-tailed)

The result of correlation is given below:

The objective was to find the correlation between the Emotional Intelligence and Attitude towards Teaching Profession of B.Ed. students in Nagaland. The data was analyzed with the help of Product Moment Correlation and results are given in table-4.1.3.2.

Table-4.1.3.2: Correlation coefficient between the Emotional Intelligence and Attitude towards Teaching Profession.

Variable	Emotional intelligence	Remark
Attitude towards Teaching Profession	0.269	$P < 0.01$

From the table-4.1.3.2 it is evident that the correlation coefficient is 0.269 which is positive and significant at 0.01 level with $df=705$. It reflects that Emotional Intelligence and Attitude towards Teaching Profession were positively and significantly correlated. However, there is low correlation (0.269) between Emotional Intelligence and Attitude towards Teaching Profession.

Thus, the null hypothesis that there will be no correlation between Emotional Intelligence and Attitude towards Teaching Profession of B.Ed. students in Nagaland is rejected. Therefore, it can be concluded that there is a correlation between Emotional Intelligence and Attitude towards Teaching Profession of B.Ed. students in Nagaland.

CHAPTER- V

FINDINGS, DISCUSSION, IMPLICATIONS AND SUGGESTIONS

5.1. INTRODUCTION

The present study has focused on studying the variables i.e., Emotional Intelligence and Attitude towards Teaching Profession of B.Ed. students in Nagaland. The aim of the study is to assess the level of Emotional Intelligence and Attitude towards Teaching Profession of B.Ed. students. The variables have also being studied with demographic variables viz. gender, age, area of specialization, type of trainees, type of college and marital status. Descriptive statistics and inferential statistics were used for data analysis and interpretation. On the basis of data analysis and interpretations, this chapter has given space for major findings which are presented as per the objectives of the study. After which, the investigator has presented the discussions of the findings, implications and suggestions for future research study.

5.2. MAJOR FINDINGS OF THE STUDY

The major findings of the study are given in the following:

Objective 1: Findings in relation to level of Emotional Intelligence of B.Ed. students in Nagaland

- a) The study revealed that the B.Ed. students in Nagaland have high level of Emotional Intelligence.

Objective 2: Findings in relation to Emotional Intelligence of B.Ed. students with regard to:

- a) **Gender:** It was found that there is no significant difference in emotional intelligence between male and female B.Ed. students in Nagaland.
- b) **Age:** It was found that there is no significant difference in the emotional intelligence scores among B.Ed. students with regard to age i.e. Below 24 years, 25- 30 years, 31- 35 years and 36 years and above.
- c) **Area of specialization:** It was found that there is a significant difference in the emotional intelligence among pedagogy of English, Mathematics, Sciences and Social Sciences B.Ed. students in Nagaland.

- d) **Type of trainees:** It was found that there is no significant difference in emotional intelligence among in-service and pre-service B.Ed. students in Nagaland.
- e) **Type of Management:** It was found that there is a significant difference in the emotional intelligence between the government colleges and private colleges B.Ed. students in Nagaland.
- f) **Marital status:** It was found out that there is no significant difference between married and unmarried B.Ed. students emotional intelligence in Nagaland.

Objective 3: Findings in relation to Attitude of B.Ed. Students towards Teaching Profession in Nagaland.

- a) The study revealed that 47.7% B.Ed. students have below average favorable attitude, 3% B.Ed. students have average favorable attitude and 49% B.Ed. students have above average favorable attitude. Hence, B.Ed. students in Nagaland do not have the same level of Attitude towards Teaching Profession.

Objective 4: Findings in relation to Attitude of B.Ed. Students towards Teaching Profession with regard to:

- a) **Gender:** It was found that there is no significant difference in the attitude of teachers towards teaching profession between male and female B.Ed. students in Nagaland.
- b) **Age:** It was found that there is no significant difference in the attitude towards teaching profession among B.Ed. students in Nagaland with regard to age i.e. Below 24 years, 25- 30 years, 31-35 years and 36 years and above.
- c) **Area of specialization:** It was found that there is no significant difference in the attitude towards teaching profession among B.Ed. students in Nagaland with regard to areas of specialization i.e. Pedagogy of English, Mathematics, Sciences and Social Sciences.
- d) **Type of trainees:** It was found out that there is no significant difference in the attitude of teachers towards teaching profession among in-service and pre-service B.Ed. students in Nagaland.
- e) **Type of Management:** It was found that there is no significant difference in the attitude of teachers towards teaching profession among government colleges and private colleges B.Ed. students in Nagaland.

- f) **Marital status:** It was found that there is no significant difference in the attitude of teachers towards teaching profession among married and unmarried B.Ed. students in Nagaland.

Objective 5: Findings in relation to the correlation between Emotional Intelligence and Attitude towards Teaching Profession of B.Ed. students in Nagaland.

- a) The study revealed that there is a correlation between emotional intelligence and attitude towards teaching profession of B.Ed. students in Nagaland.

5.3. DISCUSSIONS OF THE FINDINGS

The results of data analyses are presented in relation to other research findings which will be discussed in the following:

Hypotheses 1: B.Ed. students in Nagaland will not have the same level of Emotional Intelligence is rejected.

The present study revealed that B.Ed. students in Nagaland have high level of emotional intelligence level. This finding is similar with the findings of Fernandez.P. (2015), Thakur, Atul (2011), M. Maruthavanan (2020) and Vasudevan, A. (2020) who found out that overall the prospective teachers have high level of emotional intelligence. But it is in contrary with the findings of Mahmoudi, Armin, (2011), Manju N. D. (2014), Das, Alaka, (2012), H. Indu. (2007), Nazareth D. Bruno(2010), Begum, Farhatunnisa; Khan, Suhail Ahmed,(2015) and Öz, Hüseyin, Kiris ,Cepik ,Hazar, (2018) who found out that there are variations in the level of emotional intelligence of B.Ed. students and majority of them are in the moderate level. The reason of the present study finding may be that since, B.Ed. syllabus contains courses like peace education, child hood and growing up, pedagogy of school subjects, inclusive education and professionalism and teacher's ethics, the courses might have helped B.Ed. students in developing their emotional intelligence.

Hypotheses 2: There will be no significant difference in Emotional Intelligence of B.Ed. students in Nagaland with regard to gender is accepted.

The study found out that there is no significant difference in emotional intelligence of B.Ed. students in Nagaland between male and female and this finding is in sync with the findings of Ambrose, P. (2014), Fernandez. P. (2015), Selvin,s (2010), Thakur, Atul (2011), Dhatt, Kaur, Harjot (2013), Gupta, Monika (2010), Saliha, Khatoon (2012), Singh, Jagvinder (2013), Manju N. D. (2014), Akyol, Ali, Mehmet and Akdemir, Elif (2019), Nazareth D.

Bruno, (2010), Mangla, N.R. (2020), M. Maruthavanan (2020) and Roy, Partha (2021). But it is in contrary with the findings of Sharma, Anupriya (2015), Rajalaksmi, (2017), Kumar, P. Suresh, (2018), Sivakumar, R.(2016), Islam, Ahlam (2017), Devi, Arti (2010), Das, Alaka, (2012) and Vasudevan, A. (2020) who found out that there is a significant difference between male and female emotional intelligence of B.Ed. students. The researcher assumed that the result of the present finding may be because all B.Ed. students either male or female are all educated and they know how to monitor themselves and manage interrelationships. Therefore, both male and female Emotional Intelligence level is high and do not differ.

Hypotheses 3: There will be no significant difference in Emotional Intelligence of B.Ed. students in Nagaland with regard to age is accepted.

The present study found out that there is no significant difference in emotional intelligence of B.Ed. students in Nagaland with regard to age and this results is supported by the findings of Kumar, P. Suresh (2018), Nazareth D. Bruno,(2010) and Selvin,s (2010). But it is in contrast with Das, Alaka, (2012), Sivakumar, R.(2016), Akyol, Ali, Mehmet and Akdemir, Elif (2019) and M. Maruthavanan (2020) whose result brought out that there is difference in emotional intelligence of B.Ed. students with regard to age difference. The researcher assumed that the cause of the present finding may be because though B.Ed. students are from different age group, they are graduates and postgraduates and many of them have teaching experiences. They also may have experience quite a lot of things in life. So, their Emotional intelligence level does not differ from each other.

Hypotheses 4: There will be no significant difference in Emotional Intelligence of B.Ed. students in Nagaland with regard to area of specialization is rejected.

The present study shows there is a significant difference in emotional intelligence of B.Ed. students with regard to areas of subject specialization. This finding is in agreement with the findings of Khan, Ahmad, Mohammed (2017), Devi, Arti. (2010), M. Maruthavanan (2020) and Vasudevan, A. (2020).But it is In contrary with the findings of Lourdusamy, V. (2012), Islam, Ahlam (2017)Nazareth D. Bruno,(2010) and Gupta, Monika (2010) who found out that there is no significant difference in emotional intelligence of B.Ed. students with regard to area of specialization. The probable ground of the present result might be that since, different pedagogy of school subjects has its own unique teaching-learning styles, B.Ed. Students from different areas of specialization may have different perception in acquiring knowledge.

Hypotheses 5: There will be no significant difference in Emotional Intelligence of B.Ed. students in Nagaland with regard to types of trainees is accepted.

In the study the result brought out that there is no significant difference in emotional intelligence between in-service and pre-service B.Ed. students in Nagaland and this result is in consensus with the result of Dhatt, Kaur, Harjot (2013) .But it is in contrast with the result of Singh, Gaurav; Kumar, Girijesh, (2009) and Khan, Ahmad, Mohammed (2017) who shows that there is significant difference between in-service and pre-service teacher trainees. The investigator assumed that the present finding is because all B.Ed. students either in-service or pre-service follow the same course of study in B.Ed. programme.

Hypotheses 6: There will be no significant difference in Emotional Intelligence of B.Ed. students in Nagaland with regard to types of management is rejected.

The present study reveals that there is a significant difference in emotional intelligence of B.Ed. students between government and private B.Ed. colleges in Nagaland. This study is supported by the study of Fernandez.P. (2015), Rajalaksmi, (2017), Sivakumar, R.(2016) and Das, Alaka, (2012). But it is reverse with the study of Sharma, Anupriya (2015), Selvin, s (2010), Thakur, Atul (2011), Kore R. Vijayalaxmi (2016), Devi, Arti. (2010) and Nazareth D. Bruno,(2010) whose finding shows that there is no significant difference in emotional intelligence between government and private B.Ed. college students. The investigator assumed that the reason of the present finding may be because of small sample size drawn from government colleges and more sample size drawn from private colleges as in Nagaland there are only 2 government B.Ed. colleges and 7 private B.Ed. colleges. Another rationale may be because of the differences in Infrastructure.

Hypotheses 7: There will be no significant difference in Emotional Intelligence of B.Ed. students in Nagaland with regard to marital status is accepted.

The present study finds that there is no significant difference in emotional intelligence between married and unmarried B.Ed. students in Nagaland and this is in sync with the findings of Dhatt, Kaur, Harjot (2013). But it differs with the findings of Kulkarni, U.K.(2011) and Vasudevan, A. (2020) who found out that there is a significant difference in emotional intelligence between married and unmarried B.Ed. students. The possible cause of the present finding may be that all B.Ed. students either married or unmarried have experience different life condition in their families, schools and communities. Therefore, they

may have developed some attributes of emotional intelligence. Moreover, their emotional intelligence might have been improved on joining the B.Ed. course.

Hypotheses 8: B.Ed. students in Nagaland will not have the same level of Attitude towards Teaching Profession is accepted.

The present study reveals that B.Ed. students in Nagaland do not have the same level of attitude towards teaching profession. This findings is in sync with the findings of U.K. Kulkarni (2011), Parvathi S. Usha (2012), Aniruddha Chakraborty (2015), Aparna Pancholi (2015), Alex Arasi Nadar (2017), Bushra Alvera (2018), Riya Meka Lapasam (2018), Nuri Turkey Tok (2012), Godwin A. Ikitde and Issac B. Ado (2015) who shows there are different level of attitude towards teaching profession. The assumed reason of the present finding may be that some B.Ed. students might have joined teaching profession out of compulsion and not out of choice, so, they have less favorable attitude towards teaching. And Some B.Ed. students might have chosen teaching out of choice, and so, they have more favorable attitude towards teaching.

Hypotheses 9: There will be no significant difference in Attitude towards Teaching Profession of B.Ed. students in Nagaland with regard to gender is accepted.

The present study finds that there is no significant difference in attitude towards teaching profession between male and female B.Ed. students and this study is supported by the findings of Shaheen, Faiza, Mahvish, Fatima, Kashif, Husna, Daud and Mariam, Tariq.(2016), Mohammad ,Parvez and Mohd .,Shakir. (2013), Aparna Pancholi (2015), Thilakan, Sindhu (2012), Kulkarni, U.K.(2011), Gupta, Monika (2010), Mangla, N.R. (2020) and Roy, Partha (2021). But it is in contrary with the result of Hossain, Amir. (2018), Patil ,G. Shridevi, (2012), Meera A. Jadav (2018), Chakraborty, Aniruddha (2015) , Kiruba, Charles (1996), Nadar, Arasi, Alex (2017), Qureshi, Shabnum (2016) and Kinyota, Mjege and Kavenuke, Severine, Patrick (2019) who found out that there is significant difference in attitude towards teaching profession between male and female B.Ed. students. The probable cause of the present result may be because both male and female B.Ed. students who have decided to joined the teaching profession out of compulsion and out of choice has the same perspective towards teaching.

Hypotheses 10: There will be no significant difference in Attitude towards Teaching Profession of B.Ed. students in Nagaland with regard to age is accepted.

The present study indicated that there is no significant difference in attitude towards teaching profession of B.Ed. students in Nagaland with regard to age differences and this finding is supported by the findings of Kulkarni, U.K. (2011). But it is reversed with the findings of Srivastava, Anjana, (2010) whose result shows there is a significant difference in attitude towards teaching profession of B.Ed. students with regard to age difference. The reason of the present finding may be because all age group undergo the same training and learns the same philosophy of teaching.

Hypotheses 11: There will be no significant difference in Attitude towards Teaching Profession of B.Ed. students in Nagaland with regard to area of specialization is accepted.

The present study revealed that there is no significant difference in attitude towards teaching profession of B.Ed. students in Nagaland with regard to area of specialization and it is in agreement with the result of Maheshwari, Amita (2013), Mohammad, Parvez and Mohd .,Shakir (2013), Anupama, Bhargava and MK. Pathy (2014) and Gupta, Monika (2010). But it is in contrast with the result given by Hossain, Amir (2018), Gupta, Swati and Anita. (2013), Sarikaya, Ismail; Töman, Ufuk; Öztürk, Mesut, (2018), Kulkarni, U.K.(2011) and Kinyota, Mjege and Kavenuke, Severine, Patrick (2019) whose evidences shows there is significant difference in attitude towards teaching profession of B.Ed. students with regard to area of subject specialization. The present finding may be because of the reason that B.Ed. students from any areas of specialization who feels teaching has no bright future and opt for teaching profession only after they fail to get job in non- teaching sector may have low favorable attitude towards teaching. However, any B.Ed. students from any areas of specialization who desires to teach may have favorable attitude towards teaching profession.

Hypotheses 12: There will be no significant difference in Attitude towards Teaching Profession of B.Ed. students in Nagaland with regard to types of trainees is accepted.

The present study found out that there is no significant difference in the attitude of teachers towards teaching profession among in-service and pre-service B.Ed. students. However, as far as the researcher knowledge is concerned by reviewing the related literature, there was no reported study dealing with this variable. The probable cause of the finding may

be because B.Ed. students either in-service or pre-service learn various types of art and science of teaching and various philosophies of education from the same syllabus.

Hypotheses 13: There will be no significant difference in Attitude towards Teaching Profession of B.Ed. students in Nagaland with regard to types of management is accepted.

The present research reveals that there is no significant difference in attitude towards teaching profession of government colleges and private colleges B.Ed. students in Nagaland and this evidence is in agreement with the evidences of Lapasam, Meka, Riya (2018), Nisha, D.(2015), and Cüceoglu Önder, Gülten (2014). But it is quite opposite to the evidence shown by S. Usha, Parvathi (2012), Kiruba, Charles (1996), Patil ,G. Shridevi (2012),and Mohammad ,Parvez and Mohd .,Shakir (2013) that got the result that there is significant difference in attitude towards teaching profession of government colleges and private colleges B.Ed. students. The reason may be because all types of management follow the same syllabus.

Hypotheses 14: There will be no significant difference in attitude towards teaching profession of B.Ed. students in Nagaland with regard to marital status is accepted.

The study found out that there is no significant difference in attitude towards teaching profession of married and unmarried B.Ed. students in Nagaland but It is in contrast with the result of Kulkarni, U.K. (2011) who found that there is significant difference in attitude towards teaching profession of married and unmarried B.Ed. students. The reason for the present finding may be due to following the same pattern of syllabus. Besides, B.Ed. students who have joined the B.Ed. training out of compulsion may have less favorable attitude and those who have joined by choice may have more favorable attitude toward teaching.

Hypotheses15: There will be no correlation between Emotional Intelligence and Attitude towards Teaching Profession of B.Ed. students in Nagaland is rejected.

The present study reveals that there is a correlation between emotional intelligence and attitude towards teaching profession of B.Ed. students and this evidence is supported by the findings of Begum, Farhatunnisa; Khan, Suhail Ahmed,(2015), Patil ,G. Shridevi, (2012), Öz, Hüseyin, Kiris ,Cepik ,Hazal, (2018) and Mangla, N.R. (2020). But it contradict with the findings of Sahaya Mary and Manorama Samuel (2010), Titrek, Osman, (2014), Gupta, Monika (2010) and Roy, Partha (2021) who found that there is no correlation between emotional intelligence and attitude towards teaching profession of B.Ed. students. The

present finding may be because of the reason that those who have high level of emotional intelligence will possess the ability to think rationally and positively, so, it may cause one to have favorable attitude towards the profession they opted i.e. Teaching.

5.4. EDUCATIONAL IMPLICATIONS

All the National Commissions of Education, National Education Policies, Right to Education Act (RTE), UNESCO 1996 report of the international commission on education for the 21st century 'Learning ; the treasure within' and the latest National Education Policy 2020 have all recommended on the overall development of the child. They have also given importance on inclusive education where no child will be left behind for education. Therefore, the responsibility for the achievement of the national policies lies with the teachers of the nation. Hence, to face and tackle the challenges of educational policies, emotional intelligence and development of favorable attitude of teachers towards teaching profession is the need of the hour.

On the basis of the present research only, it will not be justifiable to suggest educational implications. However, based on the present findings of the study, some implications can be given in the following in order to improve emotional intelligence and attitude of teachers towards teaching profession of prospective teachers in teacher education programme.

1. It is good to know that the emotional intelligence and attitude towards teaching profession of B.Ed. students in Nagaland is high and favorable irrespective of gender, age differences, area of specialization, marital status, types of management and type of trainees though there are variations in their scores. These may be due to the reason that the syllabus of B.Ed. programme includes the topics which contain the attributes of emotional intelligence and development of positive attitude. Therefore, the present courses like Childhood and growing up; Pedagogy of school subjects; understanding different disciplines; understanding self; peace education; creating an inclusive school; Gender, school and society; Nai talim; Guidance and Counseling, etc. should continue, so as to boost their teaching-learning strategies in real life situation.
2. At present, no special attention is paid to emotional skills in the B.Ed. curriculum to improve the teaching learning process problems, so emotional intelligence must be included in the curriculum as a separate core subject. Teacher education institutions

must try to sensitize and emphasize the development of emotional intelligence in all the prospective teachers.

3. From the previous researches, we can find that emotional literacy is an important key to success in life in any profession and here, teachers hold privileged positions to create the environment where the students work, play and learn. If a teacher has emotional literacy and attends to students' emotional states and helps them, students will find greater chances of building their life. There is also a need to prepare teachers to manage their own emotional well-being and maintaining their emotional balance.
4. Teaching is a noble job and also the most honorable profession if one adopts it heartily with a positive attitude. It is very important that every teacher cultivate the right attitude towards teaching profession as (Thompson, 1993, p.4203) has given that the teacher's personal inclination has positive relation with students' inclination. So some topics like personality, inclusive education, educational policies, child psychology and teachers' ethic should be continued in the B.Ed. curriculum and its teaching strategy should be made more practical by adopting research method, its teaching-learning technique should be research based, so as to bring the theories of the above mentioned topics to life.
5. The present study gave the evidence that there is a correlation between emotional intelligence and attitude towards teaching profession. Therefore, to supplement the effectiveness of learning and training of teachers' emotional intelligence and development of favorable attitude towards teaching profession, positive psychology should be included in the B.Ed. curriculum.
6. After B.Ed. students complete their course, they will be in the schools dealing with adolescents. Therefore, to ignite the attributes of emotional intelligence and positivity in the prospective teachers, the assessment criteria of internship should also include the elements of emotional intelligence and positive attitude.
7. To achieve/apply the objectives of Blooms taxonomy into action in teacher education training, having a favorable attitude towards teaching and emotional literacy is very important. Therefore, All the three domains of learning should be given equal weightage of marks/grades in elevating the students from one class to another higher class to promote values of life, humanism and other life skills.

5.5. SUGGESTIONS FOR FURTHER STUDIES

The present study is limited to B.Ed. students who are currently undergoing training in B.Ed. colleges in Nagaland only. Therefore, basing on the present study, the researcher has suggested few areas in which further research can be carried out.

1. The same study can be conducted with the B.Ed. Students who have already completed the B.Ed. course.
2. The same study can be done on the student teachers who are employed in the teaching profession.
3. A study of emotional intelligence and attitude towards teaching profession can be conducted using more dimensions and variables.
4. A study of emotional intelligence can be conducted in relation to mental health of prospective teachers.
5. Other types of intelligence like spiritual intelligence, social intelligence and moral intelligence can also be conducted.
6. The same study can be carried out on teacher educators.

5.6. CONCLUSION

“Don’t limit a child to your own learning for he was born in another time”

Rabindranath Tagore

In the present information age of the 21st century, life had become very complex and competitive with technological advancement. Life had moved to another stage where the thinking of the new generation is quite different from before. Therefore, even in education there is a paradigm shift in the method of teaching –learning process. Teachers have to adjust with the changing situation and present day learners. With the policy of no child left behind for education, teachers have to face lots of challenges and so, emotional intelligence and right attitude towards teaching profession is the need of the hour. Therefore, the present study was conducted to study emotional intelligence and attitude towards teaching profession of B.Ed. students in Nagaland. The results showed that the emotional intelligence of the B.Ed. students were high and it was also found that there is no significant difference in emotional intelligence of B.Ed. students in Nagaland with regard to gender, age, type of trainees and marital status. However, it was found out that there is a significant difference in the

emotional intelligence of B.Ed. students with regard to area of specialization and types of management. The study also depict that there is variations in the level of the attitude towards teaching. The present research also finds that there is no significant difference in the attitude towards teaching profession of B.Ed. students in Nagaland with regard to gender, age, marital status, types of trainees, area of specialization, type of management and marital status. The study also revealed that there is a low correlation between emotional intelligence and attitude towards teaching profession of B.Ed. students in Nagaland.

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APPENDIX-I

PERSONAL DATA FORM

Dear Student Teachers,

I am a Ph.D Scholar, doing research under the Department of Education, Nagaland University, Kohima campus, Meriema, Nagaland, on the topic titled, “A Study on Emotional Intelligence and Attitude of B.Ed. students towards Teaching Profession in Nagaland”. For this purpose, I want to request you to kindly respond to the questionnaires attached. The honest responses given by you will contribute to future improvement in the system of Teacher education in Nagaland.

The present Emotional Intelligence scale has 34 statements and Teacher attitude inventory has 90 statements. There is no right or wrong answer, so read each statement and decide how you feel about it and put a tick mark (✓) on any one cell of the five alternatives (Strongly Agree, Agree, Uncertain/ Undecided, Disagree and Strongly Disagree).

The responses that you give in the said questionnaire will be kept confidential and will be utilized for research purpose only.

Anticipating and looking forward to your kind cooperation.

Thanking you.

Supervisor

Dr. Neizo-u Mero

Assistant Professor

Department of education, Nagaland university.

Co-supervisor

Dr. M. RAJENDRA NATH BABU

Assistant Professor, Department of Teacher Education, Nagaland University

Research Scholar

VeduluTetseo

Rollno. 17/07

Personal Data format

Please fill up the following informations :-

Date:

--	--	--	--	--	--	--	--

Name of the teacher trainee (optional) -----Age -----

Gender -----Marital status :- Married/ Single

Name of the college -----

Type of Management

- a) Govt.
- b) Private.

Type of Trainees

- a) In-Service
- b) Pre-Service

Area of specialization

- a) Social Sciences
- b) Science
- c) Mathematics
- d) English

APPENDIX-II

Teacher Attitude Inventory by Dr. S.P. Ahluwalia (2014)

S. No.	Statements	Strongly Agree	Agree	Uncertain/ Undecided	Disagree	Strongly Disagree
1.	If I had a son entering college, I would have encouraged him to become a teacher.					
2.	A classroom should not be as quiet as graveyard.					
3.	Students' behaviour should be taken into consideration by the teacher.					
4.	Students work hard if they are not given freedom to ask questions in the class.					
5.	Students are generally sincere.					
6.	A teacher respects everybody.					
7.	Individual differences among the students should not be paid much attention to.					
8.	Teaching develops personality and character.					
9.	Class-room teaching makes the students disciplined.					
10.	Freedom should not be given to the students to learn according to their own desire.					
11.	Pupils should be given freedom to express their views in the class.					
12.	Teachers are not free to express their views.					
13.	Those who fail in other fields of work usually become teachers.					
14.	Teaching work becomes easy in the classroom.					
15.	Students learn more by love than by punishment.					
16.	Pupils should not be let					

	down before the classroom.					
17.	Class-room teaching begets social atmosphere.					
18.	Students do not live together in harmony with one another.					
19.	When one sees a teacher he feels like laughing at him.					
20.	No occupation is better than the teacher profession.					
21.	Students learn best by doing.					
22.	Now-a-days students do not obey their teachers.					
23.	Everybody pays attention to what a teacher says.					
24.	Teachers are boastful					
25.	There should be no students' union in school					
26.	Teachers do not determine the moral standards of a nation.					
27.	Students' health is an important responsibility of the school.					
28.	Just one method of teaching is not suitable for all the students.					
29.	Students observe discipline only in the school.					
30.	Most of the teachers are greedy.					
31.	Students are generally dis-interested in national problems.					
32.	Group activities do not create a sense of co-operation among the students.					
33.	Teaching professions has a bright future.					
34.	Teaching profession appears to be interesting only in the beginning.					
35.	Bright and talented					

	students often suffer in class-room teaching.					
36.	The surrounding of the school have an impact on the learning process.					
37.	Students should not be given freedom to think.					
38.	Class-room teaching does not inculcate a feeling of self-confidence in the students.					
39.	Pupils remain unsatisfied if their doubts are not clarified.					
40.	People do not look down upon teachers.					
41.	I take pride in telling that I belong to the teaching profession.					
42.	Class-room teaching makes students respect each other.					
43.	The talents of students remain hidden if due attention is not paid to their special abilities.					
44.	Students should enter the class only after obtaining permission from the teacher.					
45.	Teachers do not have a sense of humour.					
46.	There are more disadvantages than advantages in the teaching profession.					
47.	Class-room teaching strengthens the desire to learn.					
48.	I want to take up the teaching profession only because my parents wish so.					
49.	Books are not all in all for students.					
50.	Students can become good citizens only when teachers are good teachers.					

51.	I get pleased when mischievous students get a beating.					
52.	One, who does according to what he says, has the qualities of a teacher.					
53.	Class-room teaching needs a change.					
54.	Different activities performed by the students should not have a place in their final evaluation.					
55.	Good relationship between the teacher and the taught is essential for learning.					
56.	Students should not be allowed to ask questions in the class.					
57.	Teachers cannot satisfy intellectually superior students.					
58.	Students can do anything in order to get through the examination.					
59.	There is a distance between Teacher and students in class-room teaching.					
60.	It is curse to remain in the teaching profession.					
61.	Back- benchers do not get proper attention in class-room teaching.					
62.	It is good that now-a-days aptitude of students is given importance.					
63.	Teaching methods of the past were better than those of today.					
64.	While assigning home-task pupil's ability should be taken into consideration.					
65.	The place of the student should not be supreme in classroom teaching.					
66.	Teaching is a very stimulating profession.					

67.	Week students gain a lot through the revision of the lesson by the teacher in the classroom.					
68.	One, who does not inflict corporal punishment on students, is a poor teacher.					
69.	One should not even dream of becoming a teacher in his life.					
70.	Students often talk non-sense in the class.					
71.	Good learning condition is created when the relations between the teacher and the pupil are warm and friendly.					
72.	Teaching profession makes people lazy.					
73.	Class-room teaching is book-centred rather than pupil-centred.					
74.	Keeping students informed of their progress has little effect on learning.					
75.	The teacher should not make the lesson interesting for children.					
76.	A good teacher has little need for charts, maps diagrams and the like.					
77.	Most students do not respect the teachers.					
78.	Teaching makes a teacher tired.					
79.	Teaching profession is not a good medium of serving humanity.					
80.	We should fit the curriculum to the student and not the student to the curriculum.					
81.	Students take pride in the neat and attractive environment of the school.					
82.	Students should have right to express disagreement with what the teacher					

	says.					
83.	One of the difficulties with modern school is that discipline is often sacrificed to the interest of students.					
84.	In class-room teaching the principle of “learning by doing” cannot be implemented.					
85.	I will not take up any other job except teaching.					
86.	If I do not get any other job, I will join the teaching profession.					
87.	Teacher should not be strict in their dealings with students.					
88.	Teachers are the leaders of the nation.					
89.	If a student does not understand an assignment, it is usually the fault of the teacher.					
90.	A teacher’s job is primarily one of the teaching and explaining the subject matter.					

APPENDIX-III

Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2011)

S.No .	Statements	Strongly Disagree	Agree	Uncertain/ Undecided	Disagree	Strongly Disagree
1.	I can encourage others to work even when things are not favourable.					
2.	People tell me that I am an inspiration for them.					
3.	I am able to encourage people to take initiative.					
4.	I am able to make intelligent decisions using a healthy balance of emotions and reason.					
5.	I do not depend on others encouragement to do my work well.					
6.	I can continue to do what I believe in, even under severe criticism.					
7.	I am able to assess the situation and then behave.					
8.	I can concentrate on the task at hand inspite of disturbances.					
9.	I pay attention to the worries and concerns of others.					
10.	I can listen to someone without the urge to say something.					
11.	I am perceived as friendly and outgoing.					
12.	I have my priorities clear.					
13.	I can handle conflicts around me.					
14.	I do not mix unnecessary emotions with issues at hand.					
15.	I try to see the other person's point of view.					
16.	I can stand up for my beliefs.					
17.	I can see the brighter side of my situation.					

18.	I believe in myself.					
19.	I am able to stay composed in both good and bad situations.					
20.	I am able to stay focused even under pressure.					
21.	I am able to maintain the standards of honesty and integrity.					
22.	I am able to confront unethical actions of others.					
23.	I am able to meet commitments and keep promises.					
24.	I am organized and careful in my work.					
25.	I am able to handle multiple demands.					
26.	I am comfortable and open to novel ideas and new information.					
27.	I pursue goals beyond what is required and expected of me.					
28.	I am persistent in pursuing goals despite obstacles and setbacks.					
29.	I have built rapport and made and maintained personal friendships with work associates.					
30.	I am able to identify and separate my emotions.					
31.	I think that feelings should be managed.					
32.	I am aware of my weaknesses.					
33.	I feel that I must develop myself even when my job does not demand it.					
34.	I believe that happiness is a positive attitude.					

Sl.no.	Gender	Age	Area of specialization	Types of trainees	Types of management	Marital status	A	T	T	P				E	I									
							1	2	3	4	5	6	total	A	B	C	D	E	F	G	H	I	J	Total
1	1	1	2	1	2	2	45	42	50	43	42	45	267	16	13	22	15	11	11	7	7	7	8	117
2	2	3	4	1	2	1	39	30	41	44	38	39	231	14	17	21	12	13	10	7	9	8	5	116
3	1	3	3	1	2	2	42	32	44	47	45	40	250	19	24	26	18	18	15	10	10	9	8	157
4	2	2	1	2	2	2	48	45	40	39	45	42	259	14	21	23	16	15	12	8	7	8	8	132
5	2	2	1	2	2	2	47	39	35	40	30	38	229	16	19	24	16	14	12	8	7	8	7	131
6	2	1	2	2	2	2	47	41	35	40	28	40	231	16	19	24	16	14	12	8	7	8	7	131
7	2	1	4	2	2	2	43	42	42	43	42	43	255	16	18	20	16	15	11	8	8	7	7	126
8	2	3	2	1	1	2	44	39	39	39	42	42	245	15	19	23	16	14	12	8	7	8	8	130
9	2	2	1	1	2	2	43	40	46	43	40	40	252	14	19	22	13	16	11	8	7	7	8	125
10	1	2	4	1	2	2	38	34	41	43	41	40	237	16	18	22	17	13	12	8	6	8	8	128
11	2	2	1	2	2	2	46	38	44	41	46	48	263	15	18	23	15	13	11	8	6	8	8	125
12	2	2	1	2	2	2	42	36	43	44	40	41	246	16	18	23	14	12	11	7	7	8	6	122
13	2	2	1	2	2	2	45	45	45	45	41	43	264	15	20	22	15	14	10	8	8	7	8	127
14	2	2	4	2	2	2	43	39	44	45	37	40	248	15	18	21	16	15	11	8	8	8	8	128
15	2	2	4	1	2	2	40	38	40	48	42	42	250	17	20	26	14	16	13	7	8	9	8	138
16	1	2	2	2	2	2	51	32	53	51	42	42	271	15	17	23	14	11	12	8	6	7	8	121
17	1	2	1	1	2	2	43	40	41	44	43	44	255	17	19	26	15	15	12	8	7	7	8	134
18	1	3	3	1	2	1	40	32	43	47	46	41	249	18	22	25	17	17	10	8	8	9	8	142
19	2	2	1	2	2	2	49	34	47	50	47	46	273	14	20	24	11	14	11	8	5	7	7	121
20	1	2	3	1	2	1	42	39	43	40	44	41	249	15	19	23	15	10	10	8	6	8	7	121

21	1	3	3	1	2	2	45	32	45	43	44	43	252	12	16	22	14	15	8	5	6	6	8	112
22	1	2	2	1	2	2	46	38	47	54	39	41	265	19	20	25	17	15	13	9	7	7	8	140
23	2	2	1	2	2	2	46	37	44	40	45	43	255	16	14	23	15	13	12	8	7	8	7	123
24	2	2	3	2	2	2	39	36	37	34	36	40	222	17	20	22	15	18	12	7	7	8	10	136
25	2	1	1	2	2	2	49	44	46	51	44	36	270	16	16	23	15	13	11	8	7	8	6	123
26	1	2	3	2	2	2	47	31	45	40	46	43	252	17	15	20	14	15	9	7	4	6	8	115
27	2	2	3	2	2	2	47	37	43	52	40	46	265	12	18	22	13	14	13	8	8	7	7	122
28	2	2	4	2	2	2	43	37	48	48	45	43	264	16	19	27	15	15	13	8	9	8	7	137
29	2	2	1	2	2	2	38	44	41	42	46	38	249	17	18	22	15	9	12	9	7	8	8	125
30	2	2	2	2	2	2	44	37	44	40	44	45	254	15	18	23	15	13	11	8	7	6	7	123
31	2	2	2	2	2	2	42	39	38	45	38	45	247	15	14	24	14	14	10	8	5	8	8	120
32	2	1	4	2	2	2	42	44	39	52	42	40	259	17	23	27	17	15	12	7	8	6	8	140
33	2	1	1	2	2	2	47	38	39	46	44	45	259	15	16	22	15	13	11	8	4	8	7	119
34	2	1	1	2	2	2	43	46	44	38	33	44	248	14	18	24	13	13	14	6	8	9	7	126
35	2	2	1	2	2	2	47	39	46	46	41	42	221	16	18	21	13	16	12	7	6	6	7	122
36	2	1	4	2	2	2	43	42	38	49	46	42	260	17	18	23	17	16	13	9	9	8	7	137
37	2	1	4	2	2	2	43	28	45	43	42	40	241	16	19	21	18	14	12	9	8	8	4	129
38	2	1	1	2	2	1	35	46	56	53	46	41	277	14	18	23	12	11	12	7	8	8	7	120
39	1	2	1	2	2	2	41	43	43	41	45	45	258	16	20	23	16	12	12	8	8	8	8	131
40	2	2	1	1	2	2	46	41	37	42	39	47	252	14	19	23	15	14	12	8	4	8	7	124
41	2	2	3	1	2	2	42	40	43	41	38	44	248	13	18	22	15	14	11	8	7	7	7	122
42	1	2	3	1	2	2	44	42	51	47	43	44	271	16	20	23	16	14	12	8	8	8	8	133
43	1	2	3	1	2	2	35	33	41	46	36	38	229	13	16	20	10	14	11	7	7	5	6	109
44	1	2	4	1	2	2	33	29	44	43	39	32	220	13	18	24	15	14	11	8	8	7	8	126
45	1	4	3	1	2	2	46	35	51	54	46	44	276	10	12	14	8	12	4	6	8	4	8	86
46	1	2	3	2	2	2	41	32	33	34	35	32	207	14	18	21	14	14	12	8	8	6	6	121
47	1	3	4	1	2	2	39	37	41	38	42	27	224	12	20	24	10	14	12	6	6	8	8	120
48	2	2	1	2	2	2	45	40	47	43	38	43	256	17	22	25	14	17	12	7	8	6	8	136
49	1	2	1	1	2	2	47	40	41	55	42	48	273	15	18	25	15	16	11	8	8	8	8	132

50	1	2	4	1	2	2	50	38	48	53	37	40	266	17	21	23	18	16	12	8	8	8	8	139
51	1	2	2	1	2	2	54	40	46	57	43	52	292	18	22	25	18	15	13	8	9	8	8	144
52	1	4	4	1	2	1	44	35	43	43	40	47	252	17	22	25	18	17	13	8	10	9	8	157
53	1	3	2	1	2	2	36	35	42	39	36	38	226	14	18	22	15	14	11	6	7	6	7	120
54	2	2	1	2	2	2	37	29	38	40	35	41	220	11	16	16	10	15	11	8	6	6	5	104
55	1	3	2	1	2	2	48	40	47	50	43	46	274	17	18	26	17	13	13	8	9	8	9	131
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58	2	1	4	2	2	2	42	36	40	43	36	34	231	16	19	23	15	13	12	7	9	9	8	131
59	2	2	4	1	2	2	47	40	38	41	38	31	235	16	19	21	15	12	12	7	8	8	7	125
60	2	1	4	2	2	2	42	38	47	44	43	44	258	15	14	21	14	10	12	6	5	6	6	109
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64	1	3	1	1	2	2	35	37	43	42	41	41	239	16	18	24	16	14	10	8	8	8	8	130
65	2	2	1	1	2	2	40	43	42	48	39	35	247	15	18	21	13	13	11	8	7	8	7	121
66	2	2	1	2	2	2	44	39	41	51	39	41	255	16	14	214	4	10	8	4	4	4	8	90
67	2	2	1	2	2	2	45	38	45	47	43	39	257	15	20	25	15	13	14	10	8	8	8	136
68	2	2	1	2	2	2	45	37	44	47	46	42	261	20	20	27	19	17	13	9	8	8	8	149
69	2	4	4	1	2	1	39	37	42	41	40	37	236	15	18	21	14	14	9	9	6	8	2	116
70	2	2	1	1	2	2	27	33	40	44	40	38	222	17	19	28	14	12	14	9	7	7	8	135
71	1	3	1	1	2	2	38	40	41	42	45	43	249	16	17	22	16	16	11	6	7	7	8	126
72	2	1	4	2	2	2	35	33	46	42	42	37	235	14	20	22	14	16	11	6	8	8	8	127
73	2	2	4	2	2	2	42	43	50	56	45	43	279	15	16	21	15	14	11	9	9	8	8	126
74	2	1	1	2	2	2	33	36	47	46	43	36	241	16	18	22	14	16	11	7	7	8	8	127
75	2	2	1	2	2	2	41	37	44	41	36	39	238	16	18	20	14	15	14	7	8	6	8	126
76	1	3	3	1	2	2	36	39	46	46	39	34	240	15	21	26	18	15	14	9	9	8	8	143
77	1	3	1	1	2	1	48	41	44	39	37	41	250	17	20	26	17	16	12	8	7	7	8	138
78	1	2	2	1	2	2	36	37	47	55	43	35	253	19	22	21	20	16	12	10	9	10	9	148

79	2	2	1	2	2	2	50	37	50	49	36	36	258	19	24	27	20	17	13	10	9	10	4	153
80	1	2	1	1	2	2	43	40	42	40	40	40	245	16	20	25	18	16	12	9	9	4	8	137
81	1	3	2	1	2	2	33	41	43	45	42	50	254	15	14	21	16	12	12	4	6	8	8	116
82	2	2	1	1	2	2	42	36	40	37	40	43	238	16	19	21	16	15	10	8	7	8	6	126
83	2	3	4	1	2	1	46	43	46	50	51	44	300	15	20	26	17	15	14	8	8	9	8	140
84	1	2	1	2	2	2	45	45	48	51	48	50	287	18	21	26	13	14	12	7	7	9	7	134
85	1	3	3	1	2	2	48	41	48	47	50	52	286	17	21	24	17	15	13	8	9	8	8	140
86	1	3	1	1	2	1	42	30	42	49	38	33	234	15	15	23	16	12	13	7	7	8	7	123
87	2	1	2	2	2	2	46	35	50	45	39	46	260	16	20	26	18	14	13	8	8	9	7	139
88	2	2	4	2	2	2	42	36	45	50	41	43	257	13	18	23	15	12	10	8	7	7	7	120
89	2	2	4	2	2	2	42	37	40	44	42	39	244	11	15	22	11	12	11	6	6	6	7	107
90	2	2	4	2	2	2	49	36	38	43	44	41	251	15	19	23	14	15	11	7	7	8	8	127
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Department of Education
School of Humanities & Education
Kohima Campus, Meriema, Kohima- 797004






Plagiarism Report



Document Information

Analyzed document	VEDULU TETSEO-EMOTIONAL INTELLIGENCE AND ATTITUDE OF B.ED STUDENTS TOWARDS TEACHING PROFESSION.pdf (D122337264)
Submitted	2021-12-14T09:00:00.0000000
Submitted by	MURATHOTI RAJENDRA NATH BABU
Submitter email	mrjendranathbabu@nagalanduniversity.ac.in
Similarity	9%
Analysis address	mrjendranathbabu.naga@analysis.urkund.com

Sources included in the report

W	URL: https://www.researchgate.net/publication/305815636_EMOTIONAL_INTELLIGENCE_HISTORY_MODELS_AND_MEASURES Fetched: 2019-10-01T19:50:29.2970000	 6
W	URL: https://ijires.org/administrator/components/com_jresearch/files/publications/IJIRES_504_Final.pdf Fetched: 2021-11-02T05:54:47.5170000	 5
W	URL: https://shodhganga.inflibnet.ac.in/handle/10603/72809 Fetched: 2021-12-14T09:01:34.8470000	 12
W	URL: https://www.worldwidejournals.com/indian-journal-of-applied-research-(IJAR)/recent_issues_pdf/2015/January/January_2015_1421737287__43.pdf Fetched: 2019-11-13T14:21:35.0900000	 36
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