SUMMARY

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1. INTRODUCTION

It was a general notion that intelligence is responsible for academic achievement and achievement in other areas of life. Several researches have been conducted related to achievement and intelligence and found that intelligence predict academic success. But results of these researches indicate that intelligence contributes less than 40% on academic achievement. Rest of the variance has to be accounted by other factors, not covered by intellectual abilities. These determinative factors term as non-intellectual intelligence. After this, non-intellectual intelligence was known as social intelligence. Recently, wide areas of non-intellectual intelligence were spread like emotional intelligence, spiritual intelligence, moral intelligence, etc. In these factors emotional intelligence used for research in all over world in relation to academic achievement and other factors. Emotional intelligence has emerged as a relevant indicator of academic achievement and achievement in life after publication of Daniel Goleman’s Emotional Intelligence: *Why It Can Matter More Than IQ* (1995). Neely-Martinez (1997) confirmed that IQ accounts for approximately 20 per cent of the variance in life success, but emotional intelligence accounts for the remaining 80 per cent of the variance.

In reviews of literature it was found that there is a growing area of research into emotional intelligence and its relationship to job performance, specifically through the research presented in Emotional Intelligence. There is a paucity of research, however, linking emotional intelligence of student-teachers with various cognitive and non-cognitive variables. There is also little information on the degree to which student-teachers understand the importance of emotional intelligence or receive any training in emotional intelligence.

Teachers can play a significant role in development of emotional intelligence of students. Hence, it is essential to develop the emotional intelligence of student teachers during training. The purpose of this study is to examine the effect of emotional intelligence on some cognitive and non-cognitive factors. The formal statement of title of present research is given bellow.
2. STATEMENT OF THE TITLE OF THE PRESENT RESEARCH

Formal topic of present study is

A study of certain cognitive and non-cognitive variables in relation to emotional intelligence of student-teachers.

3. OBJECTIVES OF THE STUDY

The objectives of the present investigation are laid down as under:

1. To identify male and female student-teachers possessing high and low emotional intelligence.

2.1 To find out difference between student-teachers of high and low emotional intelligence on intelligence.

2.2 To find out difference between student-teachers of science and arts streams on intelligence.

2.3 To find out difference between male and female student-teachers on intelligence.

2.4 To find out interaction effect of emotional intelligence and stream on intelligence of student-teachers.

2.5 To find out interaction effect of emotional intelligence and sex on intelligence of student-teachers.

2.6 To find out interaction effect of stream and sex on intelligence of student-teachers.

2.7 To find out interaction effect of emotional intelligence, stream and sex on intelligence of student-teachers.

3.1 To find out difference between student-teachers of high and low emotional intelligence on academic achievement.

3.2 To find out difference between student-teachers of science and arts streams on academic achievement.

3.3 To find out difference between male and female student-teachers on academic achievement.

3.4 To find out interaction effect of emotional intelligence and stream on academic achievement of student-teachers.

3.5 To find out interaction effect of emotional intelligence and sex on academic achievement of student-teachers.
3.6 To find out interaction effect of stream and sex on academic achievement of student-teachers

3.7 To find out interaction effect of emotional intelligence, stream and sex on academic achievement of student-teachers.

4.1 To find out difference between student-teachers of high and low emotional intelligence on personality factors.

4.2 To find out difference between student-teachers of science and arts streams on personality factors.

4.3 To find out difference between male and female student-teachers on personality factors.

4.4 To find out interaction effect of emotional intelligence and stream on personality factors of student-teachers.

4.5 To find out interaction effect of emotional intelligence and sex on personality factors of student-teachers.

4.6 To find out interaction effect of stream and sex on personality factors of student-teachers.

4.7 To find out interaction effect of emotional intelligence, stream and sex on personality factors of student-teachers.

5.1 To find out difference between student-teachers of high and low emotional intelligence on adjustment.

5.2 To find out difference between student-teachers of science and arts streams on adjustment.

5.3 To find out difference between male and female student-teachers on adjustment.

5.4 To find out interaction effect of emotional intelligence and stream on adjustment of student-teachers.

5.5 To find out interaction effect of emotional intelligence and sex on adjustment of student-teachers.

5.6 To find out interaction effect of stream and sex on adjustment of student-teachers.

5.7 To find out interaction effect of emotional intelligence, stream and sex on adjustment of student-teachers.
6.1 To find out difference between student-teachers of high and low emotional intelligence on stress factors.

6.2 To find out difference between student-teachers of science and arts streams on stress factors.

6.3 To find out difference between male and female student-teachers on stress factors.

6.4 To find out interaction effect of emotional intelligence and stream on stress factors of student-teachers.

6.5 To find out interaction effect of emotional intelligence and sex on stress factors of student-teachers.

6.6 To find out interaction effect of stream and sex on stress factors of student-teachers.

6.7 To find out interaction effect of emotional intelligence, stream and sex on stress factors of student-teachers.

7.1 To find out difference between student-teachers of high and low emotional intelligence on risk-taking behaviour.

7.2 To find out difference between student-teachers of science and arts streams on risk-taking behaviour.

7.3 To find out difference between male and female student-teachers on risk-taking behaviour.

7.4 To find out interaction effect of emotional intelligence and stream on risk-taking behaviour of student-teachers.

7.5 To find out interaction effect of emotional intelligence and sex on risk-taking behaviour of student-teachers.

7.6 To find out interaction effect of stream and sex on risk-taking behaviour of student-teachers.

7.7 To find out interaction effect of emotional intelligence, stream and sex on risk-taking behaviour of student-teachers.

4. HYPOTHESES

Except objective-1, objective wise null hypotheses were framed in following manner:

2.1 There is no significant difference between student-teachers of high and low emotional intelligence on intelligence.
2.2 There is no significant difference between student-teachers of science and arts streams on intelligence.

2.3 There is no significant difference between male and female student-teachers on intelligence.

2.4 There is no significant interaction effect of emotional intelligence and stream on intelligence of student-teachers.

2.5 There is no significant interaction effect of emotional intelligence and sex on Intelligence of student-teachers.

2.6 There is no significant interaction effect of stream and sex on intelligence of student-teachers.

2.7 There is no significant interaction effect of emotional intelligence, stream and sex on intelligence of student-teachers.

3.1 There is no significant difference between student-teachers of high and low emotional intelligence on academic achievement.

3.2 There is no significant difference between student-teachers of science and arts streams on academic achievement.

3.3 There is no significant difference between male and female student-teachers on academic achievement.

3.4 There is no significant interaction effect of emotional intelligence and stream on academic achievement of student-teachers.

3.5 There is no significant interaction effect of emotional intelligence and sex on academic achievement of student-teachers.

3.6 There is no significant interaction effect of stream and sex on academic achievement of student-teachers.

3.7 There is no significant interaction effect of emotional intelligence, stream and sex on academic achievement of student-teachers.

4.1 There is no significant difference between student-teachers of high and low emotional intelligence on personality factors.

4.2 There is no significant difference between student-teachers of science and arts streams on personality factors.

4.3 There is no significant difference between male and female student-teachers on personality factors.
4.4 There is no significant interaction effect of emotional intelligence and stream on personality factors of student-teachers.
4.5 There is no significant interaction effect of emotional intelligence and sex on personality factors of student-teachers.
4.6 There is no significant interaction effect of stream and sex on personality factors of student-teachers.
4.7 There is no significant interaction effect of emotional intelligence, stream and sex on personality factors of student-teachers.
5.1 There is no significant difference between student-teachers of high and low emotional intelligence on adjustment.
5.2 There is no significant difference between student-teachers of science and arts streams on adjustment.
5.3 There is no significant difference between male and female student-teachers on adjustment.
5.4 There is no significant interaction effect of emotional intelligence and stream on adjustment of student-teachers.
5.5 There is no significant interaction effect of emotional intelligence and sex on adjustment of student-teachers.
5.6 There is no significant interaction effect of stream and sex on adjustment of student-teachers.
5.7 There is no significant interaction effect of emotional intelligence, stream and sex on adjustment of student-teachers.
6.1 There is no significant difference between student-teachers of high and low emotional intelligence on stress factors.
6.2 There is no significant difference between student-teachers of science and arts streams on stress factors.
6.3 There is no significant difference between male and female student-teachers on stress factors.
6.4 There is no significant interaction effect of emotional intelligence and stream on stress factors of student-teachers.
6.5 There is no significant interaction effect of emotional intelligence and sex on stress factors of student-teachers.
6.6 There is no significant interaction effect of stream and sex on stress factors of student-teachers.
6.7 There is no significant interaction effect of emotional intelligence, stream and sex on stress factors of student-teachers.
7.1 There is no significant difference between student-teachers of high and low emotional intelligence on risk-taking behaviour.
7.2 There is no significant difference between student-teachers of science and arts streams on risk-taking behaviour.
7.3 There is no significant difference between male and female student-teachers on risk-taking behaviour.
7.4 There is no significant interaction effect of emotional intelligence and stream on risk-taking behaviour of student-teachers.
7.5 There is no significant interaction effect of emotional intelligence and sex on risk-taking behaviour of student-teachers.
7.6 There is no significant interaction effect of stream and sex on risk-taking behaviour of student-teachers.
7.7 There is no significant interaction effect of emotional intelligence, stream and sex on risk-taking behaviour of student-teachers.

5. RATIONALE

Due to fast change in science and technology, the pattern of education and the system of society is growing more and more complex. It is a matter of great concern for an educator to understand dynamics and potentialities of the present day students. Today teachers are facing a wide range of individual differences among the students regard to their interest, taste, attitude, capacity, personality, intelligence, emotional intelligence etc. It is also seen that individuals getting same type of educational facilities are unequally influenced i.e. some become high achievers, some become average achievers and some remain low achievers; some get right adjustment in their group, family, class and society where as others become misfit.

We educate students with one main objective in mind: their success in examination. The affective aspect which deals with emotions, feelings and sentiments of the child stands totally neglected. But development of individual in other fields of life is also essential for all round development of individual. Success depends not only on traditional intelligence but others factors like emotional intelligence, social
intelligence, spiritual intelligence, etc also contribute equally. In every activity that we perform, we have an emotional experience which is reflected in our mood. Emotions which are said to be the springs of life time actions occupy a special field of study for a student of education and psychology and bear special significance for a teacher. Emotions and feelings are the prime movers of human activity. Emotions create a class-room atmosphere that can help/hinder the learning process. So it becomes quite imperative to conduct studies relating emotional intelligence of student–teachers who aspire to be emotionally competent teachers. For this emotional training of the teacher is an important task of teacher educators and researchers and thereby students in school system.

Since adolescence period is full of problems, that is why this period has been described as ‘a period of great stress and strain, storm and strife’. It is a very crucial period of one’s life, as the growth achieved, the experiences gained and the relationships developed at this stage determine the complete future of an individual. If such individuals are not taken care of properly, they may lose equilibrium of the self with their environment. Teacher plays a significant role in development of emotional aspects of students. Therefore, development of knowledge and understanding of emotional aspects in student-teachers is essential.

Emotionally incompetent teachers generally tend to have emotionally incompetent pupils, because the teachers’ emotional incompetence may be reflected in their behaviour, which may affect the pupils’ adjustment. Emotional competence of the teacher should be as important a qualification as academic competence. There is no denial over the fact that teacher’s personal emotional stability is very crucial for the proper emotional development of the child.

Till now very few studies have been conducted in this area of emotional intelligence from the Indian perspective. The systematic and empirical studies on relationship of emotional intelligence with various important variables are still lacking. Hence researcher decided to conduct a study of emotional intelligence of student-teachers in relation to academic achievement, intelligence, personality, adjustment, stress and risk-taking behaviour.
6. CONCEPTS OF TERMS USED

6.1 Emotions

Emotion is an affective physiological and psychological state, a feeling and thoughts like anger, sadness, fear, enjoyment, love, surprise, disgust, shame, etc. Emotions play a key role in providing a particular direction to our behaviour and thus shaping our personality according to their development. The management of emotions has given rise to the concept of the term “Emotional Intelligence.”

6.2 Emotional Intelligence

Emotional Intelligence (EI) is about intelligent use of our emotions. It is the ability of individual to know, understand, access and effectively apply their self-emotion and others-emotion to promote emotional and intellectual growth. Emotional intelligence skills in the present study are measured through 10 factors – self-awareness, empathy, self-motivation, emotional stability, managing relation, integrity, self-development, value orientation, commitment and altruistic behaviour on Emotional Intelligence Scale by Hyde, Pethe and Dhar.

6.3 Cognitive Variables

Cognitive variables in the present study are pertaining to the mental processes that are usually identified with intelligence and the ability to solve abstract problems and academic achievement.

1.6.3.1 Academic Achievement

An academic achievement is something you do or achieve at school, college or university - in class, in a laboratory, library or fieldwork. Academic achievement in the present study is being considered as what the student-teachers have achieved academically in their final B.Ed. theory examinations.

1.6.3.2 Intelligence

Intelligence is the mental ability to learn, understanding and applies to handle novel situations through adjusting and thinking in logical way about things. In present study intelligence is considered as combination of nine dimensions, namely, number series, mathematical instructions, following instructions, vocabulary similars, vocabulary opposites, classifications, best answers, analogy and reasoning as measured by the response of the individual on Group Test of Intelligence by R.K. Tandon.
1.6.4 Non-cognitive Variables

The term non-cognitive simply indicates that the issues at hand concern other attributes than intellectual capabilities. In the present study, personality, adjustment, stress and risk-taking were treated as non-cognitive variables.

1.6.4.1 Adjustment

Adjustment is continuous and two-way process of the interaction between a person and his environment. Hence, adjustment is the establishment of a satisfactory relationship to physical environment as well as to social demands. Adjustment in the present investigation is an aggregate score of five separate measures of adjustment (home, health, social, emotional and school/college adjustment) as measured by Saxena Adjustment Inventory by M.S.L. Saxena.

1.6.4.2 Personality

Personality is defined as the totality of character attributes and behavioral traits of a person. It is the totality of one’s behaviour towards oneself and another and others as well. In the present investigation personality is confined to the 16 personality traits viz., A (reserved vs. outgoing), B(less intelligent vs. more intelligent), C(affected by feelings vs. emotionally stable), E (humble vs. assertive), F(sober vs. happy-go-lucky), G(expedient vs. conscientious), H(shy vs. venturesome), I(tough minded vs. tender minded), L (trusting vs. suspicious), M(practical vs. imaginative), N (forthright vs. shrewd), O( placid vs. apprehensive), Q1 (Conservative vs. experimenting), Q2 (group dependent vs. self-sufficient), Q3 (undisciplined vs. controlled) and Q4(relaxed vs. tense), which have been identified by R.B Cattel. The 16 basic or source trait dimensions were named as factors. Cattel regarded these factors as the building blocks of personality, i.e. the characteristics in terms of which one’s personality can be described and measured

1.6.4.3 Risk-Taking Behaviour

Risk is associated with chance of loss. Thus both probabilities and magnitudes of loss enter into the determination of the amount of risk involved in any situation. Risk-taking behavior is associated with empowerment/achievement/development and threatening. Operationally “Risk-taking Behaviour” is defined as a variable measured by the response of the individual on ‘A verbal measure of Risk-taking’ Questionnaire, constructed and standardized by Chaubey.
1.6.4.4 Stress

Stress, originated from physics, refers to a force exerted on a system that deforms, destroys or alters the structure of that system. The resulting change is termed ‘strain’. In biological and human sciences it refers to a state in which the vital functioning of the organism is threatened. When our capacity to deal with a problematic situation is inadequate we feel tense and experience stress. In present study only three types of stress- achievement stress, academic stress and financial stress have been selected as stress factor. Stress is conceptualized as having frustration, conflict, pressure and anxiety components as measured through Scale of Achievement Stress (SAchS), Scale of Academic Stress(SAS) and Financial Stress Scale(FSS) developed by Abha Rani Bist.

7. DELIMITATIONS OF THE PROBLEM

The study is conducted under following restrictions:
1. The present study is confined to 600 student-teachers (300 boys and 300 girls) only.
2. The study is restricted to the student-teachers of various colleges of education affiliated to University of Jammu, Jammu only.

8. METHODOLOGY

Methodology involves selecting the most appropriate method of research, population, sampling technique and sample, reliable and valid tools, procedure of data collection and use of appropriate statistical techniques.

8.1 Method of Research Adopted

Keeping in view the nature of present problem, an analytical research method was undertaken. Analytical research is a continuation of descriptive research. Analytical research aims to understand phenomena by discovering and measuring causal relations among them. In analytical research, on the other hand, the researcher has to use facts or information already available, and analyze these to make a critical evaluation of the material. Analytical research is usually pre-planned and tests one or more pre-stated hypothesis.

8.2 Population

Any group of people or observations, which includes all possible members to that category, is called population. The population for this study consisted of all B.Ed. trainees of various colleges of education affiliated to University of Jammu.
8.3 Sampling

A sample is a small proportion of the population selected for study. The essential requirement of any sample is that it should be as representative of the population from which it has been drawn. The sample of the present study was confined to 600 male and female student-teachers of science and arts stream from the 12 colleges of education affiliated to the University of Jammu, Jammu. Finally 80 students were selected randomly for present study according to plan.

8.4 Tools Used

Following tools were used for the collection of data:

1. Emotional Intelligence Scale (EIS) by Anukool Hyde, Sanjyot Pethe and Upinder Dhar,
2. Group test of Intelligence by R.K. Tandon,
3. 16 P.F. Questionnaire by R. B. Cattel (adopted version by S. D. Kapoor.),
4. Bist Battery of Stress Scales (B.B.S.S.) by Abha Rani Bist, (Only three types of stress- achievement, academic and financial stress are taken)
5. A Verbal Measure of Risk-taking behaviour (Questionnaire) by N. P. Chaubey and
6. Saxena Adjustment Inventory. By M.S.L. Saxena

For academic achievement, the examination marks of student-teachers in final theory examination were taken as the academic achievement scores.

8.5 Procedure of Data Collection

The data for present study was collected in two phases. In Phase-I Emotional Intelligence Scale (EIS) was administered on large sample for identification of the student-teachers having high emotional intelligence and low emotional intelligence. In phase-II the Group Test of Intelligence, 16 P.F. Questionnaire, Bist Battery of Stress Scales (only three types stress- achievement, academic and financial stress are taken for present study), A Verbal Measure of Risk-taking behaviour (Questionnaire), and Adjustment Inventory were administered to the selected student-teachers. For academic achievement, marks of final theory examination were taken as academic achievement.
8.6 **Scoring and Tabulation**

After collection of data, responses of all respondent on different instrument were scored according to their manual instructions. After completion of scoring datasheets were prepared according to objectives of the study and given computer expert for analysis.

8.7 **Statistical Analysis Used**

In the present investigation, including descriptive statistics Percentiles ($P_{60}$ and $P_{40}$), t-test and three-way Analysis of Variance (ANOVA) were applied.

9. **RESULTS**

Objective wise results of present study are given below:

9.1 **Results Related to Main and Interaction effect of Emotional Intelligence, Stream and Sex on Intelligence**

1. Significant difference was found between low and high emotional intelligent student-teachers on intelligence. Mean of high emotional intelligent student-teachers was found higher on intelligence than mean of low emotional intelligent student-teachers.

2. No significant difference was found between arts and science student-teachers on intelligence.

3. No significant difference was found between male and female student-teachers on intelligence.

4. No significant interaction effect was found between emotional intelligence and stream on intelligence.

5. No significant interaction effect was found between emotional intelligence and sex on intelligence.

6. No significant interaction effect was found between stream and sex on intelligence.

7. No significant interaction effect was found among emotional intelligence, stream and sex on intelligence.

9.2 **Results Related to Main and Interaction effect of Emotional Intelligence, Stream and Sex on Academic Achievement**

1. Significant difference was found between low and high emotional intelligent student-teachers on academic achievement. Mean of high emotional intelligent
student-teachers was found higher on academic achievement than low emotional intelligent student-teachers.

2. No significant difference was found between arts and science student-teachers on academic achievement.

3. No significant difference was found between male and female student-teachers on academic achievement.

4. No significant interaction effect was found between emotional intelligence and stream on academic achievement.

5. No significant interaction effect was found between emotional intelligence and sex on academic achievement.

6. No significant interaction effect was found between stream and sex on academic achievement.

7. No significant interaction effect was found among emotional intelligence, stream and sex on academic achievement.

9.3 Results Related to Main and Interaction effect of Emotional Intelligence, Stream and Sex on Personality Factors

1. Significant difference was found between low and high emotional intelligent student-teachers on personality factors B, C, F, G, H, I, M, O, Q2, Q3, and Q4. Mean of high emotional intelligent student-teachers was found higher on personality factors B, C, E, F, G, H, I, M and Q3 than low emotional intelligent student-teachers. While low emotional intelligent student-teachers mean was found higher on personality factors O, Q2, and Q4 than high emotional intelligent student-teachers.

2. Significant difference was found between arts and science student-teachers on personality factors L and O only. Means of science students was found higher on both personality factors than means of arts student-teachers.

3. Significant difference was found between male and female student-teachers on personality factor I only. Mean of female was found higher than male on personality factor I.

4. Significant interaction effect was found between emotional intelligence and stream on personality factor Q1 only.

5. Significant interaction effect was found between emotional intelligence and sex on personality factor Q1 only.
6. No significant interaction effect was found between stream and sex on personality factors.

7. Significant interaction effect was found among emotional intelligence, stream and sex on personality factor B only.

9.4 **Results Related to Main and Interaction effect of Emotional Intelligence, Stream and Sex on Adjustment**

1. Significant difference was found between low and high emotional intelligent student-teachers on adjustment. Mean of high emotional intelligent student-teachers was found higher on adjustment than low emotional intelligent student-teachers.

2. No significant difference was found between arts and science student-teachers on adjustment.

3. No significant difference was found between male and female student-teachers on adjustment.

4. No significant interaction effect was found between emotional intelligence and stream on adjustment.

5. No significant interaction effect was found between emotional intelligence and sex on adjustment.

6. No significant interaction effect was found between stream and sex on adjustment.

7. No significant interaction effect was found among emotional intelligence, stream and sex on adjustment.

9.5 **Results Related to Main and Interaction effect of Emotional Intelligence, Stream and Sex on Stress Factors**

1. Significant difference was found between low and high emotional intelligent student-teachers on achievement stress, academic stress and financial stress. Means of high emotional intelligent student-teachers was found higher on all three stress factors than means of low emotional intelligent student-teachers.

2. Significant difference was found between arts and science student-teachers on academic stress and financial stress. Means of science student-teachers was found higher on academic and financial stress factors than means of arts student-teachers.
3. No significant difference was found between male and female student-teachers on achievement, academic and financial stress factors.

4. Significant interaction effect was found between emotional intelligence and stream on achievement stress only.

5. No significant interaction effect was found between emotional intelligence and sex on achievement, academic and financial stress factors.

6. No significant interaction effect was found between stream and sex on all dependent variables.

7. Significant interaction effect was found among emotional intelligence, stream and sex on achievement, academic and financial stress.

9.6 Results Related to Main and Interaction effect of Emotional Intelligence, Stream and Sex on Risk-Taking Behaviour

1. Significant difference was found between low and high emotional intelligent student-teachers on risk-taking behaviour. Mean of high emotional intelligent student-teachers was found higher on risk-taking behaviour than mean of low emotional intelligent student-teachers. The low scores imply high risk whereas high scores represent low risk.

2. No difference was found between arts and science student-teachers on risk-taking behaviour.

3. No significant difference was found between male and female student-teachers on risk-taking behaviour.

4. No significant interaction effect was found between emotional intelligence and stream on risk-taking behaviour.

5. No significant interaction effect was found between emotional intelligence and sex on risk-taking behaviour.

6. Significant interaction effect was found between stream and sex on risk-taking behaviour.

7. No significant interaction effect was found among emotional intelligence, stream and sex on risk-taking behaviour.

10. CONCLUSIONS

On the basis of findings following conclusions were drawn:

1. Significant difference exists between low and high emotional intelligent student-teachers on intelligence, academic achievement, personality factors
(B, C, F, G, H, I, M, O, Q₂, Q₃, and Q₄), adjustment, stress factors and risk-taking behaviour.

2. Mean of high emotional intelligent student-teachers was found higher on intelligence.

3. Means of high emotional intelligent student-teachers were found higher on personality factors B, C, E, F, G, H, I, M and Q₃.

4. Means of low emotional intelligent student-teachers were found higher on personality factors O, Q₂, and Q₄ than high emotional intelligent student-teachers.

5. Mean of high emotional intelligent student-teachers was found higher on adjustment.

6. Means of high emotional intelligent student-teachers were found higher on stress factors (achievement, academic and financial). Without some motivating tension one has no reason to act. In this way, average stress can be thought of as a good thing.

7. Mean of high emotional intelligent student-teachers was found higher on risk-taking behaviour than low emotional intelligent student-teachers. The low scores imply high risk whereas high scores represent low risk. This means that low emotional intelligent student-teachers are more risk seeking than high emotional intelligent student-teachers.

8. Student-teachers of science and arts streams differ significantly only on personality factors L and O, academic stress and financial stress. Means of science student-teachers was found higher on all these factors.

9. Male and female student-teachers differ significantly only on one personality factor I. Mean of female student-teachers was found higher than male student-teachers.

11. EDUCATIONAL IMPLICATIONS

The results obtained in present study allow investigator to generate several educational implications. Some suggestions for improvement of student-teachers quality on the basis of obtained results were given below:

1. High emotional intelligent student-teachers were found higher than low emotional intelligent student-teachers on intelligence, academic achievement, several personality factors, adjustment, stress factors and risk-taking behaviour.
Therefore, this is responsibility of teacher educators of teacher education institutions and educational administrators that they organize following activities in teachers training colleges for pre-service and in-service teachers:

(i) Teacher educators can plan their lesson and activities to develop emotional intelligence of student-teachers properly and thereby their intellectual abilities, achievement, personality, adjustment, stress and risk-taking behaviour.

(ii) Several programme should be organized by educational administrators for development of emotional intelligence in student-teachers and in-service primary and secondary school teachers.

(iii) Senior teacher educators can organize training programmes for young teacher educators and student-teachers to develop their emotional intelligence.

(iv) Several seminars should be organized by training institutions and other agencies in teachers training colleges related to development of emotional intelligence of student-teachers and teacher-educators.

(v) Teacher educators can develop positive personality factors in student-teachers through training and activities.

(vi) Activities that incorporate certain soft skills workshops to enhance emotional intelligence, stress management, anger management and communicational ability should be emphasized. These activities will foster the emotional development of student-teachers in order to enable them to understand their own emotion and personality. Although some of these activities have been utilized by the university authorities either through faculties, student’s affairs department, clubs or student bodies; it should be done in such a way that it consciously tell the students the importance of emotional intelligence.

(vii) Exposure to other competencies such as administration, motivation and leadership training should be emphasized. Balance between general intelligence (IQ) and emotional intelligence (EQ) in student learning process is the key element to success in life. Shifting from academic excellence to overall excellence need a total paradigm shift in teacher training institutions. This will guarantee student-teachers success both
emotionally and professionally. Institutions should look at its social responsibility in producing overall quality teachers

2. As means of high emotional intelligent student-teachers were found higher on stress factors (achievement, academic and financial). So when motivating people, find ways to increase their arousal level but only to the point where performance is maximized. Different people have different overload points so do be careful about this.

3. Science student-teachers were significantly higher on personality factors L and O, academic stress and financial stress than arts student-teachers. Therefore, this is responsibility of teacher educators, administrator in the field of education, psychologists and other persons working in the field of education that they overcome personality gap between science and arts student-teachers and promote their average stress for achievement.

4. Female student-teachers were found significantly higher than male student-teachers on personality factor I. Therefore, this gap between male and female should be overcome through lowering female on this particular dimension.

5. Efforts can be made by teachers and parents to develop emotional intelligence skills in the less emotionally intelligent group so that they can have better control over their emotions and their lives. This can be done by starting emotional literacy classes in schools or by reforming the curriculum in such a way that the requisite emotional skills can be taught to them while teaching other subjects like Maths, English.

6. Teacher educators may help the student-teachers to develop self-awareness, empathy, art of resolving conflict and cooperation.

7. Teacher educators should freely and frankly talk about feelings with students. For that, Emotional literacy programmes must be included in the training programmes of teacher-students. This would strengthen the relationship between parents, teachers and taught.

12 SUGGESTIONS FOR FURTHER RESEARCH

After a research is completed researcher feels certain gaps and lapses that are noticed during the process of investigation which are unavoidable or not be removed or improved due to some reasons. A few suggestions are outlined in this direction:-
1. This study may be repeated on large sample and at different levels of education.
2. This study may be conducted on the students of other streams like engineering, medical, management and physical education etc.
3. A study of emotional intelligence should be conducted using more dimensions of psychological stress.
4. A study of emotional intelligence should be conducted in the light of demographic variables and other cognitive and affective variables.
5. A study of emotional intelligence should be conducted in relation of other forms of intelligence like spiritual intelligence, social intelligence and moral intelligence.
6. A cross-sectional study of emotional intelligence of different socio-religious groups may be conducted.
7. A study of emotional intelligence should be conducted on normal and special group of adolescents.
8. A study of emotional intelligence in relation to achievement, achievement motivation, scientific attitude and science process skills should be conducted through controlling sex, stream, locality and socio-economic status.