1.1 Introduction:

The process of education focuses primarily on the transactions between teacher and learner in various kinds of formal and informal settings. Being a value in itself and viewed as an instrument of personal and societal development education constitutes one of the main concerns of contemporary societies. The fundamental principle of UNESCO, 1972 “Education should contribute to every person’s complete development - mind and body, intelligence, sensitivity, aesthetics, appreciation and spirituality”, which is reasserted by the International Commission on Education for Twenty-first Century (UNESCO, 1996) emphasizes the importance of all round development of an individual which is also the main aim of the education.

Most of the educators, especially from the 20th century onwards, emphasize on the social aspects of education in addition to the academic areas. They uphold that education is a life-long process by which an individual adapts himself/herself gradually and gracefully to the available physical, intellectual, emotional, social and spiritual environments.

Education, all the way through life, is based on the four key pillars: “learning to know, learning to do, learning to live together and learning to be”, which all together shape an individual as a whole (International Commission on Education for Twenty-first Century - UNESCO, 1996):

- Learning to know, i.e., mastering knowledge oneself, which is both a mean and an end in life. This means learning to learn, life-long learning.

- Learning to do, i.e., acquiring the skills to deal with changing demands of the society and work in a group. It means to provide social and work experiences both in the formal and informal settings.

- Learning to live together, i.e., developing a child into a social which means developing the skills of co-operation, tolerance and mutual respect to live harmoniously in the society.
• Learning to be, i.e., developing one’s whole personality and to make the individual able to act responsibly in the society with greater self-sufficiency and judgment. In relation to this all the aspects of an individual (Physical, intellectual and Emotional) should be considered in education.

Our formal educational system tends to lay more emphasis on “learning to know” and to a lesser extent on “learning to do” (Sharma, 2005). i.e., on the acquisition of knowledge and skills, to the detriment of other types of learning; but an ideal educational system should be vitally conceived in a more comprehensive manner. Both “learning to live together” and “learning to be” should be stressed for the all-round development of an individual. These types of learning are the chief issues to be dealt with, in today’s educational structure. Due to the negligence of these factors, incidents such as suicide, drug addiction, aggressiveness, running away from home etc., do occur in our society. Hence, emotional aspects of the individual should be stressed for the total development. Such a vision should enlighten and guide future educational reforms and policies in relation to both contents and methods.

In support of this view, the National Policy on Education 1986 introduced the concept of Continuous and Comprehensive Evaluation. As a follow up the National Curriculum for Elementary and Secondary Education: A Framework (1998) and National Curriculum Framework 2005 strongly emphasized the need of replacing traditional system of evaluation with scheme of new one i.e., continuous and comprehensive evaluation. The evaluation needs to be comprehensive in the sense that we have to assess or evaluate the teaching learning outcomes in terms of behavioural changes brought about in all the three domains -cognitive, conative and affective.

Effective implementation of Continuous Comprehensive Evaluation demands changes in educational practices including teaching-learning process, which again depends on qualified and efficient/ competent teacher. Teachers play an important role in bringing any change in the education system and in promoting all round development of the students. Hence, teachers should be endeavored with all potentialities required to be an influencing personality to achieve the goals of education. In other words, teacher should be equipped mentally, emotionally, socially,
morally etc., for which importance should given in pre-service teacher education programmes too.

1.2 Education and Emotional Intelligence (EI)

It is a general comment that our present system of education is giving importance only to the cognitive domain where it is neglecting other important domain i.e., affective domain. Nowadays we can observe that our parent community is exerting pressure on their children to achieve excellence without knowing their ability and giving importance to their interest, which is leading to the problems of suicide, drug addiction, indulging in non-ethical and illegal activities commonly observed in the daily newspaper. Moreover, the low-test scores and accountability standards have been the focus of our education reform and criticism directed to public education at all levels.

In the present days, the broader mission of education, the all-round development of the individual is clouded or solely dependent upon the basis of performance on standardized assessment tools. The achievement of students in the form of test scores reflect the narrow emphasis of schooling rather than the broader mission of education. A healthy school climate focusing on academic, career, leadership and personal development of an individual requires an emphasis on affective or emotional learning as much as on academic or cognitive learning. In addition to state and national academic performance indicators, several other issues are indicators for change, reform, and renewal of system of education. School violence, physical and emotional safety, abuse, dropout and retention rates are some of the current issues which have to be considered.

Hence, it had become a major challenge for education is to provide safe campuses, healthy learning climates, and rigorous academic curricula taught by qualified teachers for interested and motivated learners. Healthy and safe learning environments are necessary for both students and teachers to perform at their highest levels.

The demands of global economy i.e., changes in the nature of work and productivity necessitate additional restructuring and reform efforts. As schools and colleges are factory of producing efficient, responsible and productive citizens, there
is an increased emphasis was laid on the emotional aspects of the learning community. In short, learning and applying Emotional Intelligence skills contribute to academic and career success of the individuals. It is easy to discover that there are very serious issues and questions facing education, which need to be addressed and answered. One of these was posed in the classic book Excellence: Can We Be Equal and Excellent Too? (J. Gardner, 1961). This is an excellent question and one that deserves serious thought and attention, especially in a competitive and free society. The question of equality and excellence posed by Gardner remains relevant today, perhaps more so now than in 1961. Equalitarianism and excellence are based on human values and principles of fairness and competition; equality and individual difference; hard work and performance; and commitment and productivity.

The importance of Emotional Intelligence skills can be seen at all the levels of education primary, secondary and higher education.

1.2.1 Emotional Intelligence at the School Level.

Academic achievement and cognitive development is the primary and chief goal of schools, colleges, and universities. However, it may prove disastrous if the emotional and affective domain is neglected as an important and necessary role for schools and communities.

A blending of academic (cognitive), behavioral (action), and affective (emotional) dimensions are needed to address the complex issues facing education. To meet the issues and challenges of public education, there is a need to develop responsible and emotionally healthy students and teachers. Emotional skill development and personal responsibility need to be enhanced with academic and behavioral dimensions hand by hand.

Educators have tried to predict academic achievement of students since the early days of standardization of group achievement and scholastic ability tests. McQuary (1983) reviewed this issue and reported the findings of two early landmark studies by Segal in 1934 and Durflinger in 1943 at the high school to college level. These studies attempted to predict success in college based on achievement and scholastic ability tests. Correlations between .30 and .50 was reported. From these early studies, and when combining various scholastic measures of previous school
achievement (such as rank in class) with achievement test scores and scholastic ability tests, McQuary (1983) indicated that multiple coefficients may reach .70 to .75. Even with improved scholastic achievement models, much cannot be explained or accounted using only cognitive indicators.

A widely reported national study by the American College Test organization on the topic of dropouts in the first year of college revealed that academic ability (cognitive domain) was not the major factor for the dropout of students. The primary reasons for dropping out were not academic but personal factors (emotional domain) such as loneliness, lack of purpose, and feelings of inadequacy.

While academic achievement is the primary purpose of education, there is a wealth of information and experience that confirm the importance and impact of Emotional Intelligence skills and competencies. Extensive reviews of studies at schools and organizational levels indicate that Emotional Intelligence skills are essential to achievement, leadership, and personal health (Goleman, 1995, 1997).

Further, Goleman indicates that when high levels of leadership are required, Emotional Intelligence is a much greater predictor of success than traditional measures of Intelligence or leadership. In studying the world’s best educational practices, Dryden and Vos reported that personal and emotional development is at the very center of these programs. Their findings indicate that the Emotional Intelligence skills of self-esteem and personal confidence are essential to all learning. They declare that education that fails to address these factors (i.e. personal/emotional domain) will fail in its other tasks as well (Dryden and Vos, 1994). Leading educators have identified and emphasized the importance of a healthy school climate for student learning and achievement (Goodlad, 1983; McQuary, 1983).

A healthy school climate is much more than an environment conducive for teaching specific academic content. It is also a learning environment for teaching personal and social development, successful career strategies, and healthy emotional development. Hence, Emotional Intelligence skills and competencies are considered key factors in creating and maintaining a healthy and productive school climate.
1.2.2 Emotional Intelligence at Higher Education level:

It is appropriate and important that academic development is the first and foremost goal of colleges and universities. However, if the colleges limit their role only to the development of cognitive aspects of an individual neglecting emotional development, it is not considered as total college experience. To achieve the educational aspirations of the 21st century, there is an increasing need to develop healthy, responsible, and productive students, teachers, faculty, staff, and administrators in all academic disciplines and accountability should be embraced effectively in academic, behavior, and emotional development.

A number of leading researchers have concluded that Emotional Intelligence and related non-traditional measures of intelligence and human performance are as predictive (if not more so) of success as IQ tests and other standardized measures of scholastic ability and achievement (Nelson and Low, 1976-2003; H. Gardner, 1983, 1993, 1997; Sternberg, 1985, 1990; Salovey and Mayer, 1997; Goleman, 1995, 1997; Dryden and Vos, 1994; Astin and Associates, 1993; Townsend and Gephardt, 1997; Weisenger, 1985, 1998; and Cooper and Saway, 1997).

Interdisciplinary research clearly connects Emotional Intelligence and emotional skills to achievement, career success, personality, adjustment, personal health (mental and physical), self-efficacy, well-being, and leadership. This line of research carries a clear message for colleges and universities who strive to develop their students to the fullest. In developing the students to full extent, the higher education should consider the fundamental beliefs and core values like,

- recognition of the preeminence of the academic mission of the university
- respect for the integrity and well being of each student
- commitment to build a healthy and safe learning environment
- equality and fairness in serving all students
- a celebration of diversity.

These beliefs and values are consistent with the academic goals of higher education which should be included in the institutional commitment and accountability. Colleges and universities are expected to document how academic and
student development programs lead to and result in student achievement, retention, career enhancement, and leadership development. A balanced system of accountability and commitment is needed.

Student development programs, utilizing an education- and research-based model of Emotional Intelligence competencies and skills, are needed to demonstrate institutional commitment and accountability with the values of individual and community. The first major value of student development was individuation which means developing unique identity among the students. Gardner briefly captured the goal of healthy individuation: “What we must reach for is a conception of perpetual self-discovery, perpetual reshaping to realize one’s best self, to be the person one could be” (J. Gardner, 1961). In an early classic book College and Life, Bennett discussed the importance of emotional self-control in student success and called for a student development focus on “intelligent self-direction” (Bennett, 1933). These views emphasize that, the positive emotional learning and development are central to the value of individuation.

A second major value of student development is that of community. As the education is provided in the society and for the society, the college or university is viewed as a place where students grow through their involvement in meaningful relationships. These relationships make students to feel valued and self worth which creates a healthy productive learning community with a sense of personal belongingness. Healthy relationships are important to the academic, behavioral, and emotional growth and development of students. Emotional knowledge, skills, and competencies are essential to the student development values of individuation and community among the students.

The affective or emotional learning domain is considered to be central to student development. Systematic and accountable Experiential and self-directed learning activities are essential for the emotional learning of students. Colleges and universities need to be able to demonstrate and show faculty, students, and the entire academic community how courses, programs, services, and resources make a difference in professional and personal development. Student development programs are to be positioned to meet this type of institutional accountability.
1.2.3 Emotional Intelligence at Teacher Education Level

In the educational process, a good and effective teacher occupies a place of tremendous importance. (NPE, 1986). The quality of teacher determines the quality of education. The success of all efforts in education depends upon the educational qualifications and professional competencies of the teacher. The modern technological world demands well balanced, well equipped and resourceful teachers for effective schooling, for national prosperity and productivity. Only effective teachers can materialize policies and plans of education in the classrooms at grassroots level. In order to perform his role effectively, a teacher should be intelligent in emotion and satisfied with profession because a teacher is the hope for an individual and the nation. Since teacher's personality, behaviour, interest, communication skills, attitudes and emotions affect the children's behavioural pattern, a teacher should understand his own emotions and attributes of pupils in the teaching learning process. So teachers are to be emotionally mature enough to deal with the emotional needs of the students.

A teacher's attitude whether good or bad trickles down to the students (Vail, 2005). Teachers ability to deal with emotional problems is a powerful factor in molding the minds. Emotionally intelligent teachers can produce emotional intelligent citizens. a teacher who is able to carry out reasoning with regard to emotions and uses emotions to enhance reasoning will succeed in developing the Emotional Intelligence of pupils.

An emotionally competent teacher is the heart and soul of any educational programme. As the student teachers are at the threshold of entering the career of teaching it is highly desirable that they understand their levels of Emotional Intelligence, which will play a vital role in their survival and fitness in the profession. Hence During the pre-service programme itself, the student-teachers need to be exposed to emotional development programme. No educational reform can be successful unless the quality of the teacher is improved; but in turn the quality of the teacher depends to a large extent on the quality of pre-service teacher education programme. It requires some specialized education with specialized curriculum and methodology which can be boldly considered as ‘professional’.
Teaching is a profession; it requires conscious organization of learning activities and deliberate creation of a conducive and supporting learning environment. It is a creative and adventurous profession where passion cannot be an option. Teachers with a passion for teaching are those who are committed, enthusiastic, and intellectually, emotionally and spiritually energetic in their work with children, young people and adults alike. This passion is essential to achieve high-quality in teaching. As such, teachers are the torch bearers in creating social cohesion, national and global integration, and a learning society.

1.3 Emotional Intelligence and Teachers

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life.

Teachers are the torchbearers in creating social cohesion, national integration and a learning society. They not only disseminate knowledge but also create and generate new knowledge. They are responsible for acculturation role of education. No nation can even marginally slacken its efforts in giving necessary professional inputs to its teachers and along with that due status to their status and profession.

As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, —The teacher is the most important element in any educational program. The teacher is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure.

The modern technological world demands well balanced, well equipped and confident teachers to build and enlighten the nation in the world. In order to perform his/her role effectively a teacher should be intelligent in emotion and confident in his/her abilities. Since teacher is a role model to the students in all aspects of personality like behaviour, interest, attitude, skills and emotions, which affect the behaviour of the students, he/she should understand his/her own and students’
emotions and attributes of pupils in the teaching learning process i.e., have a high level of Emotional Intelligence (Singh, 2003)

Teaching community plays an important role in moulding the lives and character of the future citizens of the country. They themselves are model citizens, committed to the task of national and social reconstruction. They are responsible for the prosperity of the nation. Therefore the teachers should be vigilant in imparting knowledge to students.

Education is a tri-polar process where teacher, learner and curriculum are inseparably intertwined. The reputation of a school depends upon the reputation of its teachers. Success of students depends upon teacher’s guidance and teaching. The most significant factors leading to school disaffection, failure, and drop out are social – emotional. When teachers leave teaching, it is much more for reasons related to student behaviour, classroom and school climate, and matters of character than it is for anything having to do with technical aspects of teaching and pedagogy (Elias and Arnold 2006).

Teaching is about much more than just usually passing information. An effective teacher has a strong belief in his/her capability to exercise control over his/her emotions, behaviour and thinking i.e., in total he/she should be emotionally intelligent.

An Emotionally Intelligent teacher will be a better guide. The greatest asset of education system will then be its Emotionally Intelligent teachers. We need Emotionally Intelligent teachers to create a well-balanced healthy society i.e., future citizens for which we need to inculcate that quality in future teachers. The present generation faces new problems in their life. Teachers need to be equipped with skills to help them tackle these new and more complex problems.

Teacher in today’s world, just having a bundle of knowledge will be equal to a book that is inactive and senseless. He must have knowledge along with a set of skills that Emotional Intelligence provides, such as- emotional awareness, self-assessment, self-control, optimism, stress tolerance, self-regard, flexibility, social skills and so on. Since Emotional Intelligence is a set of abilities essential for the success of an individual, the purpose of imparting quality education is not possible without
inculcation of Emotional Intelligence and its attributes in the learners. It enables an individual to handle his own emotions and actions, thereby handling his relationship with others smoothly by controlling their emotions.

We aim at inculcation of different national as well as international values such as equality, fraternity, democracy, freedom, cooperation etc. among the young people through our educational system. There are also topics related to history, culture, religion etc. But these days, students do not prefer to read much, especially in art subjects from where they get awareness about our culture, tradition, value system, brotherhood, social living, adjustment, adaptations etc. The present generation believes in scientific theories and experiments, neglecting religion, religious practices, cultural traditions and values. How can we compensate for all these? Therefore, our school systems must launch programmes directly focused on Emotional Intelligence because it includes all the basic qualities required for the success of an individual in social life.

The recent ‘National Curriculum Framework’ (NCF,2000 as well as NCF, 2005 ) School Education by NCERT, apart from broad based general education to all learners, emphasizes very much not only on acquisition of basic life skills but also on development of high standards of Intelligence Quotient(IQ), Emotional Intelligence Quotient (EQ) and Spiritual Intelligence Quotient (SQ). The NCF (2000) also stresses the need for assessment of EQ and SQ in addition to IQ. Emotional Intelligence (EI) or Social-Emotional learning (SEL) can enhance academic achievement (Elias & Arnold 2006, Parker, Creque, Barnhart, Harris et al 2005, Parker 2004). SEL/EI restores and reaffirms the value of teachers as the models for students in setting social responsibilities.

Socio-emotional learning/Emotional Intelligence is a key tool for teachers to remove the hindrances both in the society and educational institutions such as shorter attention spans, aggressiveness, problems of single parent child, instant gratification, anger problems, difficulty relating to structure/problems, maintaining relationships with peers and adults, and pent-up negative emotions.

Increasing number of studies made in the area suggests that more and more training programmes be conducted for teachers and teacher educators too (Romould 2007, Joy.S.T, 2011). It is the teacher educators who are instrumental in shaping
future teachers who in turn are expected to be an integral part of nation building by producing tolerant and more responsible and compassionate future citizens. The student teachers, therefore, are to be trained through various experiences as they are expected to create academically and emotionally intelligent future generations. Kapani (2000) clearly states that there is a need for value oriented teacher education.

At present the Teachers are always under tensions and emotional pressures such as accountability, political pressures, pressure from the community, higher authority, implementation of new policies and plans, classroom management problems, the pressure to implement new theoretical models in classrooms which they do not fully comprehend, and other overwhelming tensions both real and imagined. A teacher can keep away from these tensions by raising her/his Emotional Intelligence (EI) and emotional competence powers. Therefore it is essential to provide, appropriate education to the student-teachers, not only in their academic aspects but also in their overall development facets i.e., with respect to their cognitive, psychomotor dimensions, and affective dimension so that they will be able to take care of development of emotional competencies of their students.

The students of the present day are the foundation blocks for the development of a nation. While constructing a building, if the foundation is not taken care of, the whole building is going to be ruined in the future. Similarly, if the students are not properly taken care of, the development of a nation may not take place systematically. Therefore, they have to be moulded in the hands of teachers who are effective and emotionally intelligent. The interaction between the teacher and students will be smooth if both could maintain good control over their emotions. Pupils respond better to those who are optimistic, empathic, trustworthy and inspirational. Moody, highly explosive, uncaring, short tempered and pessimistic teachers are often avoided or feared.

Teachers who recognize that emotional health and growth are essential to learning will deal carefully with children’s outburst or unacceptable behaviour. They will be aware that their modeling will influence the students’ reaction to others. Along with the academic enrichment, the students need some input or guidance for self-development and also for becoming a complete human being. Emotional developments are vital for the full-fledged development of a student; but these are not
considered with due emphasis in the present system of Education. Hence, enhancement of EI is very much needed in the present scenario. EI stresses the importance of being able to deal with both the inner world of self and external world of interactions with others and the environment.

If we critically study the present conditions of our society, it would not take long to find that the root cause of the numerous problems that exist in our families and society is because of lack this type of intelligences. Hence, emphasis should be given to develop Emotional Intelligence among students, the future citizens. In order to develop these qualities in their students’ teacher should be well equipped with this intelligence.

In these demanding times which are full of challenges, conflicts and contradictions, only ‘emotionally intelligent teachers’ are able to tune into their students’ world around them, read their situations and connect them with others. EI renders the much-needed affective capacity for social adjustment. As the primary education is the grass root level of education, which lays the foundation in building personality of the children, primary school teacher plays crucial role in the development of a Nation. Hence, it is very important to consider the matter of developing Emotional Intelligence among primary school teachers.

For the better understanding of the entire framework of the study, it is essential to clarify the concept of Emotional Intelligence.

1.4 Concept of Emotional Intelligence

1.4.1 Historical Development of the Concept of Emotional Intelligence:

Charles Darwin was the first to recognize the value of emotions. He noted that the emotional system energizes behavior needed to stay alive. Emotions cannot be stopped, they happen instinctually and immediately in response to situations and people. When psychologists began to write and think about intelligence, they focused on cognitive aspects, such as memory and problem-solving.

However, there were researchers who recognized early on that the non-cognitive aspects were also important. For instance, David Wechsler defined intelligence as the aggregate or global capacity of the individual to act purposefully,
to think rationally, and to deal effectively with his environment. (Wechsler, 1958, p.7).

As early as 1940 he referred to non-intellective as well as intellective elements (Wechsler, 1940), by which he meant affective, personal, and social factors. Furthermore, as early as 1943 Wechsler has proposed that the non-intellective abilities are essential for predicting one’s ability to succeed in life. Wechsler was not the only researcher who saw non-cognitive aspects of intelligence to be important for adaptation and success.

Robert Thorndike writing about social intelligence in the late thirties (Thorndike & Stein, 1937) defines social intelligence as the ability to understand people (as cited in Fatt & Howe, 2003). Unfortunately, the work of these early pioneers was largely forgotten or overlooked until 1983 when Howard Gardner began to write about multiple intelligence.

Gardner (1983) proposed that intrapersonal and interpersonal intelligences are as important as the type of intelligence typically measured by IQ and related tests.

Gardner (1983) presented seven types of intelligence, namely; verbal, musical, logical, spatial, kinesthetic, interpersonal and intra-personal. Afterwards, he added naturalist and existential dimensions. The interpersonal intelligences consist of the ability to understand others. Intrapersonal intelligence is the ability to develop an accurate model of the self and use it effectively to operate throughout life. Moreover, he described these skills as necessary for social interaction and the understanding of one's own emotions and behaviors.

Salovey and Mayer (1995) re-conceptualized inter-personal and intra-personal intelligences under a broader label of EQ and proposed a more comprehensive framework on EQ, in 1990.

Salovey and Mayer's (1990) ability model described EQ as the ability to monitor one's own and others' feelings and emotions, to process emotional information, to recognize the meanings of emotions and relationships, and to reason out and solve problems. EQ is a subset of social intelligence, a set of mental abilities separate from personality. According to them, the emotionally intelligent person is skilled in four abilities: (1) perception, appraisal, and expression of emotion, (2)
emotion’s facilitation of thinking, (3) understanding and analyzing emotions or employing emotional knowledge, and (4) reflective regulation of emotions to promote emotional and intellectual growth (Mayer & Cobb, 2000; Mayer & Salovey, 1995; Salovey & Mayer, 1990).

However, in 1995, EQ went through a phase of popularization by Goleman’s (1995) work which was loosely based on the ability model of Mayer and Salovey. They defined (Mayer and Salovey, 1987) “Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth.”

Bar-On (1997) defined EQ as “an array of non-cognitive… skills that influence one’s ability to succeed in coping with environmental demands and pressures” (p. 14), in 1997. Bar-On broke down EQ into five skills: intra-personal, inter-personal, adaptability, stress management, and general mood (as cited in Reiff, 2001). Bar-On expanded the EQ concept much further into the construct domain of personality traits, involving an array of personal, emotional, and social abilities.

Generally speaking, Bar-On and Goleman have broadened the EQ by incorporating various personality characteristics such as empathy, motivation, persistence, social skills, and warmth as mixed models, which seems to be derived from a review of personality characteristics.

According to Bar-On (1997), emotionally intelligent people are those “who are able to recognize and express their emotions, who possess positive self regard, and are able to actualize their potential capacities and lead fairly happy lives. They are able to understand the way others feel and are capable of making and maintaining mutually satisfying and responsible interpersonal relationships, without becoming dependent on others. These people are generally optimistic, flexible, realistic, and successful in solving problems coping with stress, without losing control.”

1.4.2 Concept of Emotional Intelligence

Before discussing the concept of Emotional Intelligence, it is necessary to understand the term involved in the concept that is emotion.
A. Emotion.

Emotion is a disturbed condition of the organism resulting in an aimless or aimed attack. The English word 'emotion' is derived from the French word émouvoir, but this is also based on the Latin word emovere, which (variant of ex-) means 'out' and movere means 'move'. Emotion is a feeling that is private and subjective.

Humans can report an extraordinary range of states, which they can feel or experience. Emotion is a state of psychological arousal, an expression or display of distinctive somatic and autonomic responses. This emphasis suggests that emotional states can be defined by particular constellations of bodily responses. An emotion has been defined as “a complex feeling state with psychic, somatic and behavioral components that are related to affect mood” (Kalpan & Sadock, 1998). Emotion influences everyday behaviour and they can have a distorted effect on learning (Johnson, 1996: 185). It is a complex psychological and physiological phenomenon involving an individual’s state of mind and its interaction between that individual and her/his environment.

Among human beings, an emotion fundamentally involves “physiological arousals, expressive behaviours, and conscious experience” (Myers, 2001). Emotion is associated with mood, temperament, personality and motivation. Ekman (1972) has identified “happiness, surprise, disgust, fear, anger & sadness” as six primary emotions.

Emotions can be experienced in three phases, cognitive, affective and conative. Cognitive refers to the knowing aspect, affective refers to the feeling aspect and conative refers to the striving aspect. We understand, we feel and we act. In an emotional state, the central aspect dominates and it is highly pronounced.

Emotions are responses to stimuli or situations that affect a person strongly. It can be beneficial or harmful depending upon its nature and intensity.

According to Webster-Stratton (1999), the emotional responses mainly occur at three levels: neurophysiologic & biochemical level, behavioral level and cognitive level. The neurophysiologic & biochemical emotional responses are characterized by variations in heart rate, blood flow, respiration, and hormonal secretions. In the second level of emotional response, emotions are expressed in a person’s action. The
cognitive level of emotional response is characterized by the use of language by a person to label her/his feelings as in, ‘I feel angry’.

Emotional regulation is the ability of a person to adequately control her/his emotional responses to arousing situations.

A child’s ability to regulate his emotions is determined by,

- The maturation of child’s neurological inhibitory system.
- The child’s temperament and developmental status.
- Parental socialization and environmental support.
- School and teachers’ emphasis on emotional education.

(Webster-Straton, 1999)

B. Emotional Intelligence

According to Goleman (1995), Emotional Intelligence is the ability 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 hope. Emotional Intelligence consists of a learned set of competencies that determine how we interact with people.

The emotional competencies are divided under two heads namely:

a) Personal competence and
b) Social competence

Personal competence determines how one manages himself/herself. It involves intra-personal skills like knowing and managing one’s internal states, impulses and resources, managing and harnessing one’s own emotions, knowing one’s strengths and limits, having a strong sense of one’s worth and capabilities, maintaining standards of honesty and integrity, taking responsibility for personal performance, being flexible and comfortable in handling novel ideas and new information, striving to meet a standard of excellence, developing readiness to act on opportunities and showing persistence in pursuing goals despite obstacles and setbacks, etc.

Personal competence is the foundation of all Emotional Intelligence competencies. Awareness of one’s emotions and his ability to control it is the key to
personal competence. In other words, personal competence in Emotional Intelligence enables an individual to recognize and accurately label his emotions, control the emotions appropriately, choose how to react, increase confidence in the ability to act appropriately in any situations.

Social competence determines how one handles relationships. It involves interpersonal skills such as sensing others’ feelings and perspectives and taking an active interest in their concerns, sensing others’ developmental needs and bolstering their abilities, listening openly and sending convincing messages, negotiating and resolving disagreements, initiating and nourishing instrumental relationships, working with others towards shared goals, anticipating and recognizing others’ needs and creating group synergy in pursuing collective goals. Effective listening is another relationship competence skill, according to McBride and Maitland (2002). Without listening to other people, one may irritate them and damage the relationships without understanding other person’s point of view. Conflict management is made very easy by accepting that one cannot guarantee to change the other person. Instead one can control his own responses, which can influence the relationship in a positive way.

Components of Emotional Intelligence:

A person’s potentials for learning or practicing skills are based on the five elements of Emotional Intelligence. Emotional competence determines how much of that potential have been translated into the real life situations. Along with cognitive elements, all the emotional competencies involve some degree of skill in the realm of feeling. Goleman (1995) has identified five characteristics of persons with high EI. They are: (i) Self-Awareness, (ii) Self-Regulation (iii) Motivation, (iv) Empathy and (v) Social Skills.

i. Self Awareness(SA):

The ability to “recognize a feeling as it happens and put it off if inconvenient” is the keystone to Emotional Intelligence. One has to be aware of his own and others’ feelings and emotions in order to have accurate data and information about the world around him. An individual’s ability to monitor feelings from moment to moment is crucial for his/her psychological insight and self-understanding. Being aware of other's emotions is essential for building a successful workplace environment and
quality interpersonal relationships. One can respond appropriately to a situation only if he can read his emotions in that situation. The skill comes into play in most jobs particularly those that involve dealing with people. People who are unable to know their feelings are at a tremendous disadvantage. In a sense, they are emotional illiterates. Teachers with greater certainty about their feelings are better pilots of their lives/teaching.

ii. Self Regulation(SR):

Self-regulation means managing or controlling emotions oneself. This domain of EI comprises of the ability to regulate moods and emotions in one and in other people. Emotionally intelligent people must be able to monitor, discriminate, and label their feelings accurately, believe that they can improve or otherwise modify these feelings, employ strategies that will alter their feelings, and assess the effectiveness of these strategies. i.e., emotionally intelligent people will be able to handle uncomfortable emotions once they have accepted that they are feeling them.

At times, one can stay open to his feelings, learn from them, and use them to take appropriate action. Other times, however, it may be better to disengage from an emotion and return to it later. This work is mainly about developing an inner mothering mode and learning to soothe ourselves when things seem difficult. Teachers who are poor in this ability are constantly battling with feelings of distress, while those who excel in it can bounce back far more quickly from life’s setbacks and upsets. The attitude one should have is ‘whatever it takes, to make me feel’ I care about my value and myself myself.

iii. Motivation (MO)

Motivation means motivating oneself to achieve something determined. Positive motivation – the marshalling of feelings of enthusiasm, zeal and confidence – is of paramount importance for achievement. To motivate oneself for any achievement requires clear goals and an optimistic ‘can-do’ attitude. Emotions motivate us but also can disempower us if they are too strong and if we allow them to overwhelm us. It requires delaying gratification or oppressive impulsiveness. People who have this skill tend to be more highly productive and effective in whatever task they undertake.
iv. **Empathy(EM)**

Empathy means recognizing emotions of others and feeling with them. The capacity to know how another person feels is important in any job and in the classroom transaction too. As one begins to recognize emotions in oneself and realizes her/his own emotional weather systems, he/she will be able to sense them in others more accurately. This means one can feel with someone rather than feeling about themselves.

People, who are empathetic, are more attune to the subtle social signals that others need or want. This would take them a long way especially in teaching. Understanding emotions includes knowledge of the emotional lexicon, including simple and complex emotion terms, and the ways in which emotions combine (anger and disgust form contempt), progress (annoyance to anger to rage), and transition to one another, the capacity to analyze emotions and their causes and the ability to predict how people will feel and react in different situations. This skill answers the reason for feeling anxious, the consequences of an action, etc.

Empathy skills are most important in managing relationships. When a person is empathetic, s/he has the ability to have strong bonds with other people, can communicate more clearly, can understand others’ viewpoint, have compassion and can forgive others for their transgression. Goleman has explained empathy as ‘social radar’. He explains empathy as being able to pick up other’s feeling without having a word uttered by them.

v. **Social Skills (SS)**

This is a skill in managing emotions in others and handling relationship with others. Understanding of other’s emotions gives us the ability to motivate them, to be effective leaders and to work in successful teams. People who excel in these skills do well at anything that relies in interacting smoothly with others. The old rigidities, born out of fear or anxiety, can dissolve into acceptance of others and ourselves. EI gives the ability to have ‘grace under fire’ and to act with integrity and courage.

Briefly, EI is a kind of social intelligence, which involves the capacity for recognizing and controlling one’s own feelings and those of others, for motivating herself/himself and for recognizing and managing emotions well in her/him and in
her/his relationships. EI includes awareness and management of one’s self as well as her/his societal relationships.

1.4.3 Intelligence Quotient, Emotional Quotient and Multiple Intelligences

Research has proven that general IQ alone is actually a poor predictor of how well a person would perform on the job (Gardner, 1983; Goleman, 1998; McClelland, 1973). In relation to IQ, the measurement of Emotional Intelligence is referred as “EQ”. The definition of intelligence continues to be a highly debated topic centered on the primacy of one general factor of intelligence, and the use of IQ tests as a major predictor of success in school, career, and life.

A paper published by Golemans’ doctoral advisor at Harvard, professor McClelland (1973), “Testing for Competence Rather than Intelligence,” revolutionized thinking about predictors of success on the job, and in life. In discussing the validity of IQ testing McClelland stated, “Neither IQ tests nor school grades seem to have much power to predict real competence in many life outcomes, aside from the advantages that credentials convey on the individuals concerned” (McClelland, 1973, p. 6). McClelland proposed that the most useful tests should assess competencies necessary for career and life success such as level of ego development and interpersonal skills.

A related study by Gardner (1983) explored the theory of multiple intelligence. Gardner’s’ early work on the capabilities of intrapersonal and interpersonal intelligence made an important contribution to the seminal work on the emerging theory and measurement of EQ (Gardner, 1983). Intrapersonal intelligence involves self-awareness of your own desires, strengths and weaknesses. Interpersonal intelligence denotes a person’s capacity to understand intentions, motivations, and desires of other people and consequently, to work effectively with others.

Instinctively, many individuals have suspected that factors, other than IQ contribute to the success of individuals in meeting personal and career goals. In fact, to be able to capitalize on a high level of IQ or cognitive intelligence, it is necessary to possess strengths in particular EQ competencies that are important for the desired task. If people are frustrated by an individuals’ abrasive or unsympathetic behavior, they may not choose to be around that individual long enough to recognize his/her
level of cognitive intelligence (Goleman, 1995). Another perspective of the relationship between IQ and EQ is that EQ taps into the extent to which people’s cognitive capabilities are informed by emotions, and the extent to which emotions are cognitively managed (George, 2000).

The concept of EQ supports the theory that cognitive skills alone do not hold the key to success in life. This theory has been supported by studies comparing the relationship between IQ and EQ on job performance. The majority of studies found no direct correlation between IQ and EQ, but did find significant correlations between specific EQ competencies and successful job performance (Goleman, 1998).

An individual’s IQ is viewed as a “threshold competency” that is a prerequisite for getting a job; however, it is EQ that has been shown to be more predictive of success. The interest in EQ has grown out of a desire to know more and understand what predicts success, “In reviewing EQ, it is evident that a major driver of interest has been the failure of IQ tests to account for sufficient variance in success criteria both in an educational and organizational context” (Dulewicz & Higgs, 2000, p. 346).

A review of tests of intelligence commissioned by the Office of Educational Research and Improvement, U.S. Department of Education concluded that “there is more to cognitive abilities required for various kinds of school and job success than is measured by IQ and related constructs” (Sternberg, 1996, p. 13).

1.5 Emotional Intelligence (E.I.) Models

Early theorists such as Thorndike and Gardner paved the way for the current experts in the field of Emotional Intelligence. Each theoretical paradigm conceptualizes Emotional Intelligence from one of two perspectives: ability or mixed model. Ability models regard Emotional Intelligence as a pure form of mental ability and thus as a pure intelligence. In contrast, mixed models of Emotional Intelligence combine mental ability with personality characteristics such as optimism and well-being (Mayer, 1999). Currently, the only ability model of Emotional Intelligence is that proposed by John Mayer and Peter Salovey. Two mixed models of Emotional Intelligence have been proposed, each within a somewhat different conception.
Reuven Bar-On has put forth a model based within the context of personality theory, emphasizing the co-dependence of the ability aspects of Emotional Intelligence with personality traits and their application to personal well-being.

In contrast, Daniel Goleman proposed a mixed model in terms of performance, integrating an individual's abilities and personality and applying their corresponding effects on performance in the workplace (Goleman, 2001).

1.5.1 Ability Model of Emotional Intelligence (Salovey and Mayer, 1990)

Peter Salovey and John Mayer first coined the term "Emotional Intelligence" in 1990 and have since continued to conduct research on the significance of the construct. Their pure theory of Emotional Intelligence integrates key ideas from the fields of intelligence and emotion.

From intelligence theory comes the idea that intelligence involves the capacity to carry out abstract reasoning. Research on emotion, gave the notion that emotions are signals that convey regular and discernable meanings about relationships and that at a number of basic emotions are universal (Mayer, Salovey, & Caruso, 2002). They proposed that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. They then posit that this ability is seen to manifest itself in certain adaptive behaviours (Mayer, Salovey, & Caruso, 2000).

Mayer and Salovey's conception of Emotional Intelligence is based on a model of intelligence, that is, it strives to define Emotional Intelligence within the confined standard criteria for a new intelligence (Mayer, Salovey, Caruso, & Sitarenios, 2003). It proposes that Emotional Intelligence is comprised of two areas: experiential (ability to perceive, respond, and manipulate emotional information without necessarily understanding it) and strategic (ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them). Each area is further divided into two branches that range from basic psychological processes to more complex processes integrating emotion and cognition.

The first is, *emotional perception*, is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. Emotional perception also includes the ability to distinguish between honest and dishonest
expressions of emotion. The second is, *emotional assimilation*, is the ability to distinguish among the different emotions one is feeling and to identify those that are influencing their thought processes. The third is, *emotional understanding*, is the ability to understand complex emotions (such as feeling two emotions at once) and the ability to recognize transitions from one to the other, and the fourth is, *emotion management*, is the ability to connect or disconnect from an emotion depending on its usefulness in a given situation (Mayer & Salovey, 1997). A depiction of this four-branch model is illustrated in Figure 1.1, which outlines the four branches and the corresponding stages in emotion processing associated with each branch.

**Figure 1.1: Mayer and Salovey’s (1997) Four-Branch Model of Emotional Intelligence**

The measure of Mayer and Salovey’s model of Emotional Intelligence, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is comprised of 141
items. The scale yields six scores: an overall Emotional Intelligence score (expressed as an Emotional Intelligence quotient, or EIQ), two area scores (Experiential Emotional Intelligence, or EEIQ and Strategic Emotional Intelligence, or SEIQ) and four branch scores corresponding to the four branches of Emotional Intelligence.

The Mayer-Salovey-Caruso Emotional Intelligence Test was normed on 5000 respondents from 50 research sites worldwide. The majority of the normative sample were white females under the age of 30 years of age (Mayer et al., 2002). Stability estimates of this Test in the form of test-retest reliability was found to be 0.86 (Brackett & Mayer, 2003). The internal consistency in the form of split half reliability was found to be ranging from 0.80 to 0.91 for the four branches and 0.91 for the entire test (Mayer et al., 2003).

The Mayer-Salovey-Caruso Emotional Intelligence Test is a complete test in that it can classify each respondent within the range of EIQ scores and can be used in a multitude of settings and situations, including corporate, educational, clinical, correctional, research, and preventative settings (Mayer, Salovey, & Caruso, 2002).

1.5.2 Bar-On Mixed Model of Emotional Intelligence (Bar-On)

The director of the Institute of Applied Intelligences in Denmark and consultant for a variety of institutions and organizations in Israel, Reuven Bar-On developed one of the first measures of Emotional Intelligence that used the term "Emotion Quotient". Bar-On's model of Emotional Intelligence relates to the potential for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented (Bar-On, 2002). It focuses on an array of emotional and social abilities, including the ability to be aware of, understand, and express oneself, the ability to be aware of, understand, and relate to others, the ability to deal with strong emotions, and the ability to adapt to change and solve problems of a social or personal nature (Bar-On, 1997).

In his model, Bar-On outlines five components of Emotional Intelligence: intrapersonal, interpersonal, adaptability, stress management, and general mood. Within these components are sub-components, all of which are outlined in Table 2. Bar-On posits that Emotional Intelligence develops over time and that it can be improved through training, programming, and therapy (Bar-On, 2002).
Bar-On hypothesizes that those individuals with higher than average E.Q.’s are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in Emotional Intelligence can mean a lack of success and the existence of emotional problems. Problems in coping with one’s environment is thought, by Bar-On, to be especially common among those individuals lacking in the subscales of Reality Testing, Problem Solving, Stress Tolerance, and Impulse Control.

In general, Bar-On considers Emotional Intelligence and cognitive intelligence to contribute equally to a person’s general intelligence, which then offers an indication of one’s potential to succeed in life (Bar-On, 2002).

**Table 1: Details of Model of Emotional Intelligence (Bar-On)**

<table>
<thead>
<tr>
<th>Components</th>
<th>Sub-Components</th>
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<tbody>
<tr>
<td>Intrapersonal</td>
<td>Self Regard</td>
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<tr>
<td></td>
<td>Emotional Self-Awareness</td>
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<tr>
<td></td>
<td>Assertiveness</td>
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<tr>
<td></td>
<td>Independence</td>
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<tr>
<td></td>
<td>Self-Actualization</td>
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<tr>
<td>Interpersonal</td>
<td>Empathy</td>
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<tr>
<td></td>
<td>Social Responsibility</td>
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<tr>
<td></td>
<td>Interpersonal Relationship</td>
</tr>
<tr>
<td>Adaptability</td>
<td>Reality Testing</td>
</tr>
<tr>
<td></td>
<td>Flexibility</td>
</tr>
<tr>
<td></td>
<td>Problem Solving</td>
</tr>
<tr>
<td>Stress Management</td>
<td>Stress Tolerance</td>
</tr>
<tr>
<td></td>
<td>Impulse Control</td>
</tr>
<tr>
<td>General Mood Components</td>
<td>Optimism</td>
</tr>
<tr>
<td></td>
<td>Happiness</td>
</tr>
</tbody>
</table>

The Emotional Intelligence as per Bar-On’s model is measured by, the Bar-On Emotion Quotient Inventory (EQ-i), which is a self-report measure of Emotional Intelligence consisted of 15 subscales. The Stability estimates of the inventory was
found to be 0.85. The Cronbach’s alpha ranges from .69 to .86 for the 15 subscales and an overall average internal consistency of .76 (Bar-On, 2002).

Measure of criterion validity found that Emotional Intelligence as measured with the Emotion Quotient Inventory could accurately differentiate between those who were successful.

1.5.3 Mixed Model of Emotional Intelligence (Goleman, 2001)

Mixed models is well-known model by Daniel Goleman (1998) includes over 25 characteristics of Emotional Intelligence, everything from emotional self-awareness to such diverse qualities as teamwork and collaboration, service orientation, initiative, and achievement motivation.

Traits such as teamwork and collaboration, service orientation, initiative, and achievement motivation certainly are important personality traits. Models that mix together Emotional Intelligence qualities with other personality traits unrelated to either emotion or intelligence are often referred to as mixed models of Emotional Intelligence. (Alternatively, they can be considered broad models of personality traits). The term "mixed model" stems from the fact that the models mix the core idea of Emotional Intelligence with a variety of other personality traits.

Daniel Goleman, a psychologist and science writer, discovered the work of Salovey and Mayer in the 1990's. Inspired by their findings, he began to conduct his own research in the area and eventually wrote Emotional Intelligence Why it can matter more than IQ (1995), the landmark book which familiarized both the public and private sectors with the idea of Emotional Intelligence.

Goleman's model outlines four main Emotional Intelligence componenets viz., (i) Self-Awareness, an ability to read one's emotions and recognize their impact while using gut feelings to guide decisions. (ii) Self-Regulation, which involves controlling one's emotions and impulses and adapting to changing circumstances. (iii) Social Awareness includes the ability to sense, understand, and react to other's emotions while comprehending social networks. (iv) Relationship Management an ability to inspire, influence, and develop others while managing conflict (Goleman, 1998).
Goleman includes a set of emotional competencies within each construct of Emotional Intelligence. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance.

Goleman posits that individuals are born with a general Emotional Intelligence that determines their potential for learning emotional competencies. Organization of the competencies under the various constructs is not random; they appear in synergistic clusters or groupings that support and facilitate each other (Boyatzis, Goleman, & Rhee, 1999). Table 2 illustrates Goleman's conceptual model of Emotional Intelligence and corresponding emotional competencies. The constructs and competencies fall under one of four categories: the recognition of emotions in oneself or others and the regulation of emotion in oneself or others.

Table 2: Details of Goleman's (2001) model of Emotional Intelligence

<table>
<thead>
<tr>
<th>SELF</th>
<th>OTHER</th>
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</thead>
<tbody>
<tr>
<td>Personal Competence</td>
<td>Social Competence</td>
</tr>
<tr>
<td>RECOGNITION</td>
<td>Self-Awareness</td>
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<tr>
<td></td>
<td>Emotional Self-Awareness</td>
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<tr>
<td></td>
<td>Accurate Self-Assessment</td>
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<td>Self-Confidence</td>
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<td>REGULATION</td>
<td>Self-Management</td>
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<td>Self-Control</td>
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<td>Trustworthiness</td>
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<td></td>
<td>Conscientiousness</td>
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<td>Adaptability</td>
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<td></td>
<td>Achievement Drive</td>
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<tr>
<td></td>
<td>Initiative</td>
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Measures of Goleman’s Model of Emotional Intelligence

Several measurement tools have been developed based on Goleman’s model of Emotional Intelligence and its corresponding competencies. Included among these are the Emotional Competency Inventory (ECI; Boyatzis, 1994), the Emotional Intelligence Appraisal (EIA; Bradberry, Greaves, Emmerling, et al., 2003), and the Work Profile Questionnaire - Emotional Intelligence Version (WPQei; Performance Assessment Network, 2000).

Daniel Goleman developed Emotional Competency Inventory as a measure of Emotional Intelligence based on his Emotional Intelligence competencies as well as an earlier measure of competencies for managers, executives, and leaders by Richard Boyatzis the Self-Assessment Questionnaire (1994). The inventory is a multi-rater (360 degree) instrument that provides self, manager, direct report, and peer ratings on a series of behavioural indicators of Emotional Intelligence.

The Emotional Intelligence Appraisal (EIA) is a measure developed by Travis Bradberry and Jean Greaves along with members of the TalentSmart Research Team in an effort to create a quick and effective measure of Emotional Intelligence for use in a variety of settings.

The Emotional Intelligence version of the Work Profile Questionnaire (WPQei) was designed as a self-report measure of seven competencies in the Goleman model of Emotional Intelligence.

Stability estimates have not been examined for the Emotional Competence Inventory. The technical manual reports internal consistency (in the form of Cronbach’s alpha) as ranging from .73 to .92 for the total others ratings and from .60 to .85 for the self ratings (Sala, 2002).

1.6 Significance of Emotional Intelligence in Schools.

Nowadays the schools are considered as organic wholes that grow and develop, and within which all the actors, their actions and their knowledge are interrelated and interact with the surrounding environment. This organic metaphor for institutions is taken up by those who seek to increase the efficiency of schools as places of learning.
Amongst other things, in drawing a parallel with the functioning of living organisms, they stress internal communication and in particular the impact of daily negotiations between the actors concerning ways and means of running the school. They argue that only a far greater collaboration between all the actors can lead to real improvement of school performances. They also see the school as a place where pupils can learn something of their future social behaviour from these exchanges. Yet they stop short of pointing to the need for a more systematic approach to certain skills related to understanding emotions in oneself and in one’s relationship with others. Should skills related to "Emotional Intelligence" find their way into school curricula? Given the current educational paradigm, can such skills be effectively developed in schools? Would the introduction of skills related to Emotional Intelligence radically modify schools or would schools traverse such skills?

The lessons of the current educational paradigm have little to do with the specific content of education, but rather are closely related to inculcating market logic skills and re-enforcing the concomitant drive to increased individualism. They include

- attributing quantitative values to qualitative phenomena i.e., putting a price on performance. Teachers recognize the all-pervasive marks system which rapidly becomes the dominant goal of pupils;
- encouraging individual competition rather than group collaboration and solidarity;
- developing believe that learning is a scarce commodity, that takes places only in given places, at specific times, with pre-defined subjects and with the help of experts.
- emphasizing rationality and logic while neglecting emotions and relationships.

Learning in school is a progressive, planned activity cast in the light of the firmly held belief that children are different from adults and that they need to be prepared for the adult world at the same time, as they need to be protected from it. This conception of learning and the very idea of childhood are recent inventions. There are reasons to believe that, with the advent of an electronically networked society, the clear distinction between childhood and adulthood is disappearing. One thing is certain, whether it is via the media or directly in their lives, children are
increasingly subjected to the whole range of emotions known to adults, not to mention a wide variety of relationships spreading from the best to the worst.

The of teaching Emotional Intelligence in the atmosphere of school challenges all the basic tenets of the current paradigm of school-based learning. Many teachers and parents alike might well insist that such learning is not a question for schools, but rather the responsibility of parents. But the family is no longer the ideal place for it. In the Western World, the majority of families have shrunk from an extended community to its strict minimum (one or two parents and one or two children) ... and much less time is spent in the family than in school. It is also true that, parents are not always in a position to cope with or dispense such emotional skills.

In such conditions the questions like, what would be the consequences of introducing Emotional Intelligence in schools? Are schools the right place for it? Is it even possible?, arises before us. Scientific research, in particular on how the brain works, indicates that the formation of emotional skills is much easier in the "formative" years from birth to the late teens. Looking at existing structures, school is the major activity in that age group. However, emotions rarely have a place in schools. Beyond infants school and early primary school, almost all efforts are concentrated on cognitive skills (reading, writing, mathematics,...). Moreover, it is found that there is little or nothing in the standard training of teachers that prepares them for such a task. Yet there is no subject where the quality and ability of the teachers would be more crucial.

Introducing emotions in schools would be a radical change. Yet schools do not change so readily. The people who have tried to introduce innovations in schools have faced considerable resistance from teachers, students and parents alike. Yet without their active participation, no such far-reaching change is possible. One possible solution, if such essential skills prove too difficult to develop in schools, would be to start by introducing them in the other activities of the school, activities like scouts, parent-teachers associations, artistic expression groups, clubs etc. such an effort of schooling the emotions should be local and community based activity with cooperation of school.
In the process of schooling the emotions considerable importance to be given to teaching of following skills.

- Being able to recognize feelings and put a name on them.
- Aware of the relationship between thoughts, feelings and actions. What thought sparked off that feeling? What feeling was behind that action?
- Analyzing Reasons behind feelings.
- Ability to find ways to deal with anger, fear, anxiety and sadness.
- Learning how to soothe oneself when upset.
- Understanding what happens when emotions get the upper hand and how to gain time to judge if what is about to be said or done in the heat of the moment is really the best thing to do.
- Being able to channel emotions to a positive end is a key aptitude.
- Getting the measure of a situation and being able to act appropriately
- Understanding the feelings of the others and being able to take their perspective.
- Able to listen to others without being carried away by personal emotions.
- Able to distinguish between what others do or say and personal reaction and judgments.
- Developing quality relationships and aware of what feelings are being communicated to others?
- Being able to express personal concerns without anger or passivity.
- Knowing how and when to take the lead and when to follow is essential for effective co-operation.
- Taking responsibility of leading the group/organization.
- Art of helping people work together on common goals.
- Recognizing the value of the contribution of others and encouraging their participation.
- Able to take responsibilities, recognise the consequences of decisions and acts, and follow through on commitments.
- Able to resolve conflicts.
1.7 Development of Emotional Intelligence.

Another factor contributing to the popularity of theories of Emotional Intelligence is the assumption that, unlike IQ, Emotional Intelligence can be developed. There has been a great degree of skepticism on this point. For example, McCrae (2000) recently commented, “…we know a great deal about the origins of personality traits. Traits from all five factors are strongly influenced by genes (Riemann, Angleitner, & Stelau, 1997) and are extraordinarily persistent in adulthood (Costa & McCrae, 1997). This is likely to be unwelcome news to proponents of Emotional Intelligence, who have sometimes contrasted a supposed malleability of Emotional Intelligence with the relative fixity of traditional IQ” (p. 266).

While we acknowledge that genetics likely play an important role in the development of Emotional Intelligence, we also note that geneticists themselves challenge as naïve the assumption that nurture does not impact nature: gene expression itself appears to be shaped by the social and emotional experiences of the individual (Meany, 2001).

Bar-On (2000) has found successively older cohorts tend to score higher on his scale of EI, suggesting that, to some extent, EI may be learned through life experience. However, apart from this general, if weak, improvement in EI with maturation, we argue that without sustained effort and attention, individuals are unlikely to improve greatly a given aspect of their Emotional Intelligence. If the impression has been given that significant improvement of social and emotional competencies is easily accomplished, this is unfortunate.

The development of social and emotional competencies takes commitment and sustained effort, over time, is a position that we, in addition to others, have held for some time (Cherniss & Adler, 2000; Cherniss & Goleman, 2001; Cherniss, Goleman, Emmerling, Cowan, and Adler, 1998; Goleman, 1998; Goleman, Boyatzis, & McKee, 2002).

However, a wide range of findings from the fields of psychotherapy (Barlow, 1985); training programs (Marrow, Jarrett, Rupinski, 1981) and executive education (Boyatzis, Cowen, & Kolb, 1995, Roumold, 2006, Rao,2001, Joy, 2011) all provide
evidence for people’s ability to improve their social and emotional competence with sustained effort and a systematic program.

In addition, new findings in the emerging field of affective neuroscience have begun to demonstrate that the brain circuitry of emotion exhibits a fair degree of plasticity, even in adulthood (Davidson, Jackson, & Kalin, 2000).

While the evidence that people can improve on Emotional Intelligence competencies comes from a wide range of sources, perhaps the most persuasive evidence comes from longitudinal studies conducted at the Weatherhead School of Management at Case Western Reserve University (Boyatzis, Cowan, & Kolb, 1995). The students in this study participated in a required course on competence building, which allowed students to assess their Emotional Intelligence competencies, in addition to cognitive ones, select the specific competencies they would target for development, and develop and implement an individualized learning plan to strengthen those competencies.

Objective assessment of students at the beginning of the program, upon graduation and again years later on-the-job allows a unique opportunity to help address the issue of whether Emotional Intelligence competencies can be developed. The results of this research have shown that Emotional Intelligence competencies can be significantly improved, and these improvements are sustainable over time. These effects are much larger than the effects observed in traditional MBA programs and typical corporate leadership development initiatives.

Research on traditional MBA programs found just a 2% increase in social and emotional competencies because of program completion (Boyatzis, Cowan, & Kolb, 1995). Although traditional corporate leadership initiatives tend to fare better, the effects are also relatively small and tend to fade significantly over time. That the effects observed in the Weatherhead MBA program were sustained for a period of several years provides evidence that, not only is it possible to develop Emotional Intelligence competencies, but that such changes can be sustained over an extended period.

In addition to research related to outcome studies and program evaluations, the findings from affective neuroscience also, provide evidence for the potential to
develop Emotional Intelligence competencies. The findings of LeDoux (1996) seem to indicate that although there are stable individual differences in activation patterns in the central circuitry of emotion, there is also pronounced plasticity.

Research on animals has established that the prefrontal cortex, amygdala, and hippocampus, all of which are involved in the perception, use and management of emotions, are all sites where plasticity is known to occur (Davidson, Jackson, & Kalin, 2000). However, it has only recently been demonstrated that such plastic changes can occur in the adult human hippocampus as well (Eriksson et al., 1998 as cited in Davidson, Jackson, & Kalin, 2000).

Recent research on “mindfulness” training—an emotional self-regulation strategy—has also shown that training can actually alter the brain centers that regulate negative and positive emotions. Mindfulness training focuses on helping people to better stay focused on the present, thus keeping distressful and distracting thoughts (e.g. worries) at bay, and to pause before acting on emotional impulse.

Research & Development scientists from a biotech firm who received mindfulness training reported less stress after eight weeks, and they felt more creative and enthusiastic about their work (Davidson & Kabat-Zinn, et al., 2003). While such results serve to support the notion of development of Emotional Intelligence competencies.

1.7.1 Emotional Intelligence and other variables:

Emotional Intelligence as new topic of research is a highly desirable competence of the individual that has to be understood and balanced for a healthy and harmonious society. However, as an important competence of an individual the Emotional Intelligence operates under influence of many factors such as gender, medial, locale, socio-economic status, age, personality, social traditions and conditions and education also. In this section, some of the points related to influence of age, gender, locale, personality and socio economic status on Emotional Intelligence was discussed.

The older the individual possess greater emotional competence among their younger ones. Emotional Intelligence increases with age and it can be learned
(Goleman, 1995). Boyatzis (2000) found that people could change their emotional competencies over two to five years.

Gender as a variable found to influence the level of Emotional Intelligence (Gowdhaman and Murugan, 2009) and it is found that the females have higher level of Emotional Intelligence than the males (Charbonneau & Nicol, 2002, Alam, 2010). Some studies also shown, that the gender does not influence the Emotional Intelligence (Kaurv& Neetu 2010, Tygi 2004, Singaravelu 2009).

Some researchers have thrown light on the level of emotional competencies among male and female individuals. It was found that female possess high level of self-concept (Habib, 2010) proficient in managing and handling emotions (Pandey & Tripathi 2004). Contradictory to this it is found that adolescent boys are better on interpersonal, intrapersonal, adaptability, stress management and their general mood than adolescent girls (Mishra & Ranjan, 2008).

Tatwadi (2009) found that females are emotionally strong possessing higher level of empathy, social responsibility and interpersonal relationships.

The residence also found to influence the Emotional Intelligence that is the students staying at home have high Emotional Intelligence than in hostel (Waddar & Aminabhavi, 2010).

The culture, subculture and the community is significantly related to Emotional Intelligence, which determines the same. Mayer and Salovey (1997) suggested that individuals from different culture express emotions differently. The developmental facilities available in the community and surroundings of the individuals determine the level of Emotional Intelligence (Duhan, Chhikara, 2007).

As an important factor of determining the status of individual in the society, the socio economic status influences the level of Emotional Intelligence. Mohanty & Devi, L (2010) in their study revealed that the education and occupation of parents is positively and significantly affect the interpersonal relationship competency of Emotional Intelligence of the adolescents.

From the research studies, it is confirmed that the subject the individual studies also influences the Emotional Intelligence. The students from the field of arts
found to possess higher level of Emotional Intelligence when compared to science students.

Thus, it is clear that the Emotional Intelligence as a competency has been linked with a number of factors in general and academically also. There is need to uncover the diversity in the Emotional Intelligence and reforming education system so has to encompass needs of the society through developing Emotional Intelligence of its members.

1.8 Need for the Study:

Almost in all important Global, National Educational documents, Curriculum Framework including the recent ones for School Education, Teacher Education, as well as for Higher Education a very special emphasis has been laid on Affective Domain – emotional aspects, in addition to Cognitive and Psychomotor Domains.

Research findings (Ornstein, 1997; Epstein, 1998; and Nelson and Low, 2003) also indicated that the focus of current education is on rational and cognitive processes and that little emphasis has been placed on the important contributions of the emotional mind. Many current problems facing educators such as underachievement, lack of motivation, violence, alcohol and drug addiction are indications of the need to include an emphasis on the education of the 'right mind', the emotional or experiential mind. Two minds are better than one, and positive behaviors that we value such as positive self esteem, meaningful goal achievement, dependability, effective communication, constructive thinking, emotional self control, problem solving skills, and healthy stress management skills involve higher psychological processes and the integration of cognitive and emotional minds.

If we accept the premise that effective education involves the development of personal responsibility skills, we need to broaden our education experience to include specific learning experiences to help students develop the Emotional Intelligence skills essential to academic achievement, personal well-being, and career/life effectiveness.

The focus of education on developing cognitive and emotional mind is key in enhancing Emotional Intelligence. Emotionally intelligent behavior is reflected in the ability to think constructively and behave wisely. Intentional and self-directed
behavior requires reflective thoughts. Wise and effective behavior requires the ability to regulate and express emotions in healthy ways. Emotional Intelligence skills harmonize the cognitive and emotional minds and are essential to effective behavior.

New information from the area of affective neuroscience supports the research on the relationship of Emotional Intelligence to academic achievement and personal well-being. The development of the brain during the period from early adolescence to young adulthood is dynamic and significant. The learning experiences provided during this critical developmental period can positively impact the development of skills essential to academic, career, and life effectiveness.

We know that the NCFSE, (NCERT, 2000) stresses that the assessment should be based on emotional aspect also not only on IQ. If the teachers have to be assessing these, first of all they have to be thoroughly familiar with these concepts and fully develop their own EQ. It is very well assumed that those who come for Pre-Service elementary school Teacher Education Programme do possess normal IQ to deal with their school children effectively as far as the cognitive domain is concerned. moreover some of them come with pressure from their family and also some of them only for the sake of job security which makes them to neglect their teaching and disinterest towards students.

From several research studies, now it is very well established that one’s IQ cannot be further improved after s/he reaches the age of 20/21, but the EQ can be improved. The Research studies clearly shows that EQ can be learned (Eva Justina Romould 2007, Maria da Glória Franco 2007, Karahan T.F., Yalçın B.M. 2009, Reilly 2005, Duhan, Chhikara and Sangwan 2009, Joy, 2012). EQ training not only improves performance, but such gains are retained over many years.

Unlike in the case of IQ, improvements in Emotional Intelligence are definitely possible throughout one’s life, as these are strongly presumed as lifelong processes.

Education caters to the holistic development of a child. In the pursuit of this goal, teachers play a significant role. They have to take care of the affective dimension of the students besides the stress on academic excellence. This call upon the teacher to be first with his/her own Emotional Intelligence to be able to draw out
the Emotional Intelligence of the students. For example increase in students’ unrest, rate of teen suicides, drug addiction, broken families are pointers of the fact that, sufficient effort was not made in our educational system to develop Emotional Intelligence.

Apart from this culturally also we are not encouraged to express our emotions, but rather are urged to suppress them as a mark of maturity. This is an added reason to get emotionally literate and know one’s own personality to be able to handle one’s emotions as well as to understand and respond to the emotions of others.

Moreover, professionalism demands teachers to be innovative in their attitudes, flexible in their approach always updating themselves with the day-to-day developments in their subject area, which makes them effective teachers. At the same time, they should be capable of recognizing the value of human potentials, understand the diverse needs of learners and provide enriched environment for their growth. In essence the dream of a learning society becomes real only when the teachers are well equipped with emotional skills in addition to professional, intellectual, practical and communicational skills.

Ginott (1972) notes that, the teacher’s main function is to create the emotional climate for learning. Goleman (1995) argues that an intellectual balance between reasons and emotions are necessary for learning essential lessons of life. It was also found that to be successful in teaching profession one needs to have a high level Singh (2003). For better or worse, teachers determine the quality of education (Day 2004). In this view can state that the quality of education depends upon the quality of teachers.

The phrase quality of a teacher includes all the personality dimensions of a teacher i.e., span of knowledge, teaching skills and teacher behaviour (Dhule 2005). Quality conscious teachers are those who are committed, enthusiastic and intellectually and emotionally energetic in their work are aware of the challenge of the broader social contexts in which they teach. They are aware of the role played by emotions in classroom and teaching. For them teaching is a creative and adventurous profession. Emotional Intelligence is essential to high quality teaching (Day 2004).
Number of studies have identified Emotional Intelligence as critical behavioural factor of teacher to be effective in school environment or classroom (Adryemo 2005). An emotionally intelligent teacher learns and applies Emotional Intelligence skills to improve, stress management self-esteem and confidence, decision-making, leadership and commitment, which would raise the quality of teacher intern the quality of educational (Nelson 2005). Teachers having high Emotional Intelligence score higher on teaching effectiveness as compared to teachers having low Emotional Intelligence (Chhabada and Ajawani, 2008, Dimitra 2009).

A teacher who is aware of the relationship between emotionality and learning will be in a position to maintain a conducive environment for learning. Teachers interact not only with the outward realms of human beings, but also with mind and spirit of students. So the student teachers must have to develop high EI as they are the future teachers.

A teacher who has efficiency in teaching must also have traits of Emotional Intelligence in his/her personality in order to help their students to build these potentials. When we think of the all round development of the personality of a child, among other things we also expect them to pick up matters related to EI .As the would-be teachers are to be very well aware of this, enhancement of their own EI is expected to be an integral part of the professional requirement in Teacher Education Programme. Hence, the need for the present study dealing with D.Ed student teachers has become imperative.

The studies also given an idea that Emotional Intelligence is related with all the aspects of the system of education i.e., both curricular and co-curricular aspects. It covers the teachers, students and teaching learning process. Pandit Bansibihari (2004) found that nearly all the teachers fall under low category of Emotional Intelligence. The studies of Usha & Rekha 2009, Umadevi,2010,Chawla, Pannu & Bhullar 2011, Mahmood Alam 2010, Shrthi & Vijyalaksmi 2010 have shown that the Emotional Intelligence influences the academic achievement of the students.

Emotional Intelligence is also significantly related with teacher effectiveness and personality influences the Emotional Intelligence (Padhi, 2011, Amirtha & Kadhiravan (2006). It is also found that there was positive correlation between teachers work behaviors and Emotional Intelligence (Panda. S.K and Singhal.N
The findings imply that there is need to improve our educational system for developing the emotional component of the affective domain of learners (Susmita Neogi, 2009). It is also found that it influences teaching and job satisfaction of teachers.

Teachers do influence the personality of students. The present system of education is modernized and emphasizes more on the achievement academically neglecting the affective domain. Hence, the teachers have to play important role in the development of personality of future citizens. This is possible when the teachers are able to understand and control their own and their students’ emotions. In other words, teachers should be emotionally intelligent.

The above discussed points confirm that Emotional Intelligence plays an important role in the field of education that to especially with teachers, students and their academic achievement, psychological factors which necessitates to include the emotional competencies among the students.

As the teachers at the primary level are agents and role models in transferring these skills at first they should be emotionally intelligent. Hence it is essential to train them at their initial stage i.e., at pre service education about the Emotional Intelligence competencies which in turn leads them to inculcate and develop these competencies among their children ultimately in building up a healthy and prosperous Nation.

Moreover as one could see from the literature review carried out by the researcher, in general there are only a very few studies available, in India related to the area of enhancement of Emotional Intelligence in the field of education which are conducted with the industrial, business, healthcare field. The studies are very rare in the field of teacher education.

As a teacher the researcher hoped that the present study would bring some meaningful professional satisfaction with some humble contributions to the field of ‘research and development in Teacher Education’. With this background the study aiming at enhancement of Emotional Intelligence among pre-service Teacher Trainees at Elementary level was taken up and it is entitled “Enhancement of Emotional
Intelligence of D.Ed Teacher Trainees through Emotional Intelligence Package (EIP)”.

Further, in this study, it is attempted to answer the following research questions relating to Emotional Intelligence.

1. What is the status of Emotional Intelligence among the sampled D.Ed. Teacher Trainees?
2. Does the existing D.Ed programme attempt to develop Emotional Intelligence among its Teacher Trainees?
3. Will the developed package is effective in enhancing Emotional Intelligence among D.Ed Teacher Trainees?
4. Will there be any difference in the effectiveness of the package among different categories of D.Ed Teacher Trainees- rural, urban, Arts and Science, different levels of General Intelligence (above average, average, below average) and different levels of Socio-Economic status (high, moderate, low)?