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**EMOTIONAL INTELLIGENCE OF PRE-SERVICE STUDENT-TEACHERS OF MANIPUR: A COMPARATIVE STUDY AMONG D.EL.ED AND B.ED STUDENT TEACHERS**

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**Keywords**

*Emotional Intelligence;  
Preservice Teachers;  
Teacher Education;  
Comparative Study*

**Abstract**

The current paper is a research study done to examine Emotional Intelligence (EI) of student-teachers in pre-service in Manipur with a comparative study in D.El.Ed and B.Ed courses. The study used stratified random sampling to sample 300 pre-service student-teachers (150 D.El.Ed and 150 B.Ed) across teacher education institutions in Imphal East and Imphal West with the help of descriptive survey approach. The Emotional Intelligence Scale by Hyde, Pethe, and Dhar (2002) that comprises ten dimensions of EI was used to collect the data. Data analysis was done using descriptive statistics and independent sample t-tests. The results showed that general level of Emotional Intelligence in pre-service student-teachers was mediocre. Factor-wise analysis also showed that the levels were normal in all ten dimensions of EI. Also, there was no difference between the D.El.Ed and B.Ed student-teachers in terms of their Emotional Intelligence. The research highlights the importance of incorporating the organized training in Emotional Intelligence in teacher education programmes to facilitate the emotional competence and professional readiness of the future teachers.



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## 1. INTRODUCTION

Emotional well-being has emerged as a central concern in this 21st century as our world is shaped by technological advancements, fast-paced lifestyles, and intense academic competition. The rise in stress, anxiety, and depression among students across the country has sounded a national alarm. The adolescents are more sensitive, emotionally unstable. They lack reasoning and self-control. For all these reasons an emotionally competent teachers are required.

The teachers play a vital role in enhancing the quality of Education. They are the ones who inspires the students, make them curious and bring life to the curriculum. Unfortunately, our pre-service teacher education programs in India remain rooted in traditional, content-heavy paradigms, neglecting the emotional and psychological competencies essential for 21st-century teaching (Pathak, 2008; Emmanuel, 2008). As Berlak and Berlak (1981) noted, teachers face daily dilemmas—balancing discipline with compassion, quantity with quality, and structure with flexibility—that require deep emotional insight. A reflective, emotionally mature teacher is therefore not optional but essential for actualizing the child-centered goals of NEP 2020 and NCF 2023. An Emotionally mature Teacher is not only an expert in the subject but also understand the feelings and needs of the students and provide the knowledge and skills as per their needs. It means that Teachers need to be emotionally intelligent to become an effective teacher. Also, an emotionally intelligent teacher learns and applies emotional intelligence to improve teaching, assertion, commitment, positive personal change, leadership and decision making which would raise the quality of teacher (Kauts, A. & Saroj, R. 2010).

Emotional Intelligence is crucial for the personal and professional development of Teachers as “Successful teaching requires not just subject knowledge and appropriate teaching methods, but also affective skills” (Jacques and Hyland, 2000). Also, the nature of this job requires not only dealing with their own emotions but that of students, parents, colleagues, and administrators. (Bracket & Katulak, 2006). The profession of teaching requires a high level of emotional Intelligence as they continuously interact with the students, parents, administrators, colleagues, etc. (Yate, 1997). Moreover, the increasing stress levels among students, behavioral challenges in schools, and the need for emotionally competent teachers in handling diverse classrooms highlight the practical importance of studying EI among teacher trainees. Research has consistently demonstrated that high Emotional Intelligence in teachers correlates positively with their ability to manage classrooms, engage students, maintain professional relationships, and cope with the emotional demands of the teaching profession (Dutta, 2009; Lenka & Kant, 2012; Paite, 2014; Kar, 2017).

In a state like Manipur, with its unique socio-political landscape, cultural diversity, community sensitive and educational challenges, it is essential to investigate the Emotional Intelligence of teacher trainees, as they will play a pivotal role in shaping future generations also by identifying the emotional competencies of teacher trainees, it can help in tailoring EI-focused interventions and training modules in teacher education programs.



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Given the emotionally demanding nature of teaching, understanding and comparing the Emotional Intelligence of pre-service student teachers enrolled in different programs (D.El.Ed and B.Ed.) becomes imperative.

## **2. OBJECTIVES OF THE STUDY**

1. To find out the overall level of Emotional Intelligence of student-teachers of Imphal.
2. To determine the mean scores of student-teachers for all ten factors of Emotional Intelligence.
3. To find out the level of Emotional Intelligence of D.El.Ed student -teacher of Imphal East and West.
4. To find out the level of Emotional Intelligence of B.Ed. student- teacher of Imphal East and West.
5. To compare the Emotional Intelligence level of D.El.Ed student-teachers and B.Ed. student-teachers of Imphal.

## **3. REVIEW OF RELATED LITERATURE**

A study conducted by Vesely, A. et al (2013) demonstrated that high levels of EI help teachers effectively manage stress, build resilience, and improve job satisfaction and overall well-being. Further study by Vesely et al. (2014) confirms that there is a positive impact of EI training programs on teacher efficacy and emotional stability. Deane, C. (2018) reveals that emotional intelligence helps reduce teacher burnout and improve well-being also it recommends incorporating EI competency training in pre-service teacher education to enhance teachers' emotional perception and regulation skills.

Mahmoudi, A. (2011) found that the Emotional Intelligence of the B.Ed. teacher trainees is normal and that there is a significant relationship between the variables, gender, and type of institution, age, religion and social service on EI among the B.Ed. Teacher trainees. Rawat, A. & Surana, A. (2014) also examines the levels of EI of B.Ed. teacher trainees and assessed the Emotional Intelligence with respect to their personal factors, which shows that the majority of B.Ed. teacher trainees have above average emotional Intelligence and gender has a significant effect on Emotional Intelligence of B.Ed. teacher trainees. Kore, V. (2016) also found that the B.Ed. student-teachers had an average level of Emotional Intelligence. Madhur, B. and Sarwat, A. (2018) conducted a study on pre-service teachers and affirms that emotional intelligence of pre-service teachers of total sample is spread on a normal probability curve.

On the other hand, Kar, S. (2017) tries to analyze the concept of emotional intelligence with respect to teacher education and recommended integrating EI into teacher education curricula to enhance professionalism and instructional quality among pre-service teachers. Saini, S. (2018) also conducted a study and found that teaching competency is directly related with high level of emotional intelligence and advocated for EI training programmes in preparing pre-service teacher education.



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Another study conducted by Huidrom, D. (2018) on Teacher Educators revealed that perceptions of EI among teacher educators differ based on gender and type of institution. Lourembam, T. (2024) analyzed the overall level of Emotional Intelligence of student-teachers based on Gender, subject stream, place of residence and reported that student-teachers in Manipur generally exhibit high EI but noted considerable differences between tribal and non-tribal trainees. This suggests that socio-cultural background plays a role in shaping emotional intelligence.

Despite extensive research on Emotional Intelligence (EI) in teacher education, there is a notable lack of studies focusing on pre-service student-teachers in Manipur. Most of the existing literature examines EI in relation to demographic variables such as gender and institutional type, but no study has comparatively analyzed the EI levels of D.El.Ed and B.Ed. student-teachers in Manipur. Since these teacher trainees are preparing for different levels of school education, understanding differences in their emotional competencies is crucial for curriculum design and pedagogical preparation.

Moreover, the emotionally demanding nature of the teaching profession, particularly in a state like Manipur marked by cultural diversity and socio-political challenges, calls for region-specific research on EI. The absence of such studies limits the ability of teacher education institutions to design effective EI training modules. In line with NEP 2020, which emphasizes socio-emotional development in teacher preparation, the present study seeks to fill this gap by providing comparative insights into the emotional intelligence of pre-service teachers in Imphal, contributing to both academic discourse and policy planning.

#### 4. METHODOLOGY

A descriptive survey method was adopted for the present study. Through Stratified Random sampling, a sample size of 300 pre-service student-teachers studying D.El.Ed and B.Ed. programme in Teacher Education Institutions in Imphal East and Imphal West were taken. To make the sample size appropriate, 60% of the pre-service D.El.Ed student-teachers from the population i.e. 150 and 20% of the Pre-service B.Ed. student-teachers from the population i.e. 150, together 300 is taken as a sample. This sampling method is employed so that the researcher can divide the population into different strata which are to be related to the phenomenon under investigation. The sample data has been collected from the first year and second year student-teachers enrolled in the academic session 2024-2025.

**Table 1.1:** The table represents the sample drawn for the present study.

Programme	Name of the Institution	District	No. of Students
D.El.Ed	1. DIET Imphal East	Imphal East	75
	2. DIET Imphal West	Imphal West	25
	3. Ibotombi Institute of Education (IIE)	Imphal West	50



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	Total D.El.Ed Students		150
B. Ed	1. DM College of Teacher Education	Imphal West	25
	2. Department of Teacher Education (Manipur University)	Imphal West	25
	3. Ibotombi Institute of Education (IIE)	Imphal West	25
	4. R.K. Sanatombi Devi College of Teacher Education	Imphal East	20
	5. The Ideal Teachers Training Academy	Imphal East	15
	6. Kanan Devi Memorial College of Education	Imphal East	20
	7. Trinity Teachers Training College	Imphal East	20
	Total B. Ed Students		150
Grand Total			300

A standardized questionnaire, the “Emotional Intelligence scale” developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002) was used to collect the primary data of the Emotional Intelligence of pre-service student-teachers. The questionnaire comprised of 34 items and ten factors of Emotional Intelligence (Self-awareness, Empathy, Self-motivation, Emotional stability, Managing-relations, Integrity, Self-development, Value orientation, Commitment, Altruistic behaviour) were identified from the 34 items.

In order to save time and to get a spontaneous answer, the questionnaire was distributed digitally through a Google Form link shared via email or messaging platforms and physically in person during scheduled sessions to all the pre-service D.El.Ed student-teachers and pre-service B.Ed. student-teachers of Imphal East and Imphal West. Responses submitted online were automatically collected via Google Forms, while physical questionnaires were manually gathered.

The norms of the scale for a sample of 300 subjects are given below. These norms are regarded as reference points for interpreting the Emotional Intelligence score.

**Table 1.2** Norms for Interpretation of Raw Scores

Number of observation (N)	300
Mean (M)	135
Standard Deviation (SD)	11.5
High	148 and above
Normal	124- 147
Low	123 and below



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**Table 1.3** Norms for Factor-Wise Interpretation of Raw Scores (N=300)

Factors	Means (M)	Standard Deviation (SD)	High	Normal	Low
Self-Awareness	16.63	2.75	21 and above	13-20	12 and below
Empathy	19.05	3.986	25 and above	14-24	13 and below
Self-Motivation	24.06	4.47	30 and above	19-29	18 and below
Emotional Stability	15.746	2.967	20 and above	11-19	10 and below
Managing relations	15.75	3.267	20 and above	11-19	10 and below
Integrity	12.226	2.15	16 and above	10-15	9 and below
Self-development	8.06	1.39	11 and above	6-10	5 and below
Value-orientation	7.906	1.399	10 and above	6-9	5 and below
Commitment	8.34	1.42	11 and above	6-10	5 and below
Altruistic Behaviour	7.98	1.375	10 and above	6-9	5 and below

Descriptive Statistics, Mean, Standard Deviation (SD) and percentage were calculated for each group. Inferential Statistics, Independent t-test was used to examine differences between the groups. Graphical Representation, Bar graphs were used to visually compare the mean EI scores across the groups.

## 5. MAIN FINDINGS

The study was carried out with the aim to explore the level of Emotional Intelligence in the pre-service student-teachers of Manipur. After data collection, the responses to the questionnaire were entered and computed for data analysis using Microsoft Excel-2021 Software.

**Table 1.4:** Overall level of Emotional Intelligence of student-teachers.

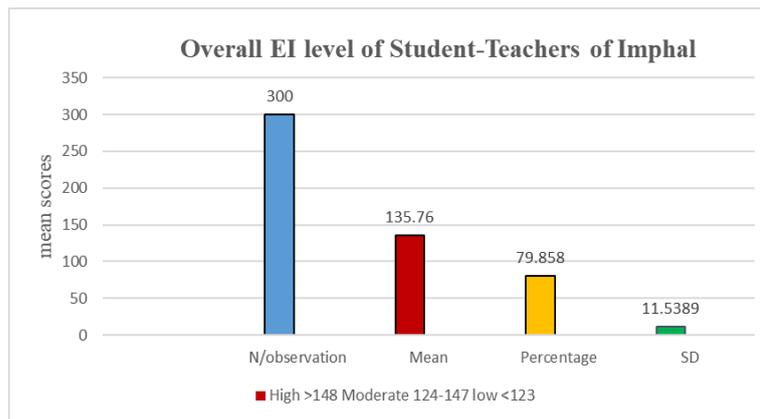
No. of student-teachers (N)	Total score	Total score obtained	Mean obtained (M)	Standard error of mean (SEM)	Standard deviation (SD)	Percentage
300	51000	40728	135.76	0.666	11.5389	79.858 = ~ 80

### Interpretation

The data in table 1.4 shows that the overall mean obtained score of Emotional Intelligence for 300 student-teachers is 135.76. It lies between 124-147 of the Norm table for interpretation. It means that they have moderate or normal level of Emotional Intelligence.



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**Fig 1.1** Overall level of Emotional Intelligence of student-teachers

The above graph shows the overall Emotional Intelligence of student-teachers which is 135.76 (moderate).

**Table no. 1.5:** The level of Emotional Intelligence of 300 student-teachers in ten factors.

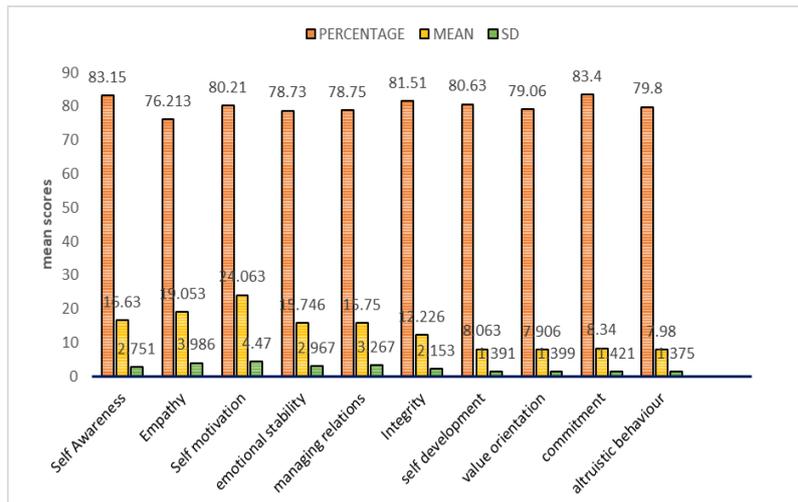
Factors	Mean (M)	Standard Error of Mean (SEM)	Standard Deviation (SD)	Percentage
Self-Awareness	16.63	0.159	2.75	83.15
Empathy	19.05	0.23	3.986	76.213
Self-Motivation	24.06	0.258	4.47	80.21
Emotional Stability	15.746	0.171	2.967	78.73
Managing relations	15.75	0.189	3.267	78.75
Integrity	12.226	0.124	2.15	81.51
Self-development	8.06	0.08	1.39	80.63
Value-orientation	7.906	0.081	1.399	79.06
Commitment	8.34	0.082	1.42	83.4
Altruistic Behaviour	7.98	0.079	1.375	79.8

**Interpretation:**

In the above table 1.5, the means and Standard deviation of the ten factors of Emotional Intelligence are presented. Based on the norm table, student-teachers demonstrate Normal levels of Empathy, Self-Motivation, Managing Relations, Self-Development, Commitment, Self-Awareness, Emotional Stability, Integrity, Value-Orientation, and Altruistic Behaviour.



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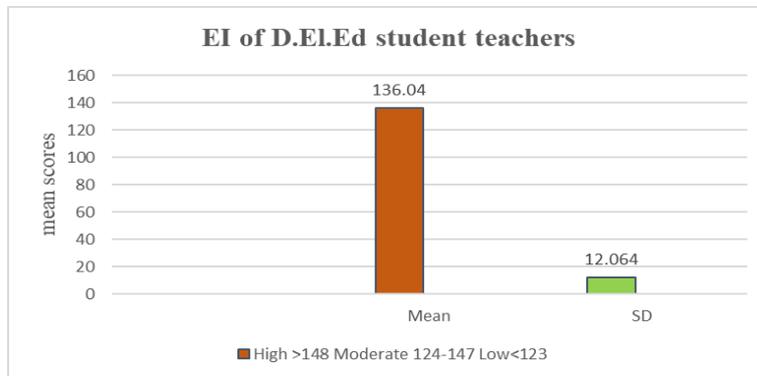
**Fig 1.2** The level of Emotional Intelligence of 300 student-teachers in ten factors. The above graph shows the ten factors of Emotional Intelligence of student-teachers which is at the moderate level.

**Table no. 1.6:** The level of Emotional Intelligence of D.El.Ed student-teachers.

No. of student-teachers (N)	Total score	Total score obtained	Mean obtained (M)	Standard error of mean (SEM)	Standard deviation (SD)
150	25500	20406	136.04	0.985	12.064

**Interpretation**

The data in table 1.6 shows that the mean obtained score of Emotional Intelligence for 150 D.El.Ed. Student-teachers is 136.04, which lies between 124-147 of the Norm table for interpretation. It means that they have moderate or normal level of Emotional Intelligence.



**Fig 1.3** The level of Emotional Intelligence of D.El.Ed. Student-teachers. The above graph shows the level of Emotional Intelligence of D.El.Ed student-teachers which is 136.04 (moderate).



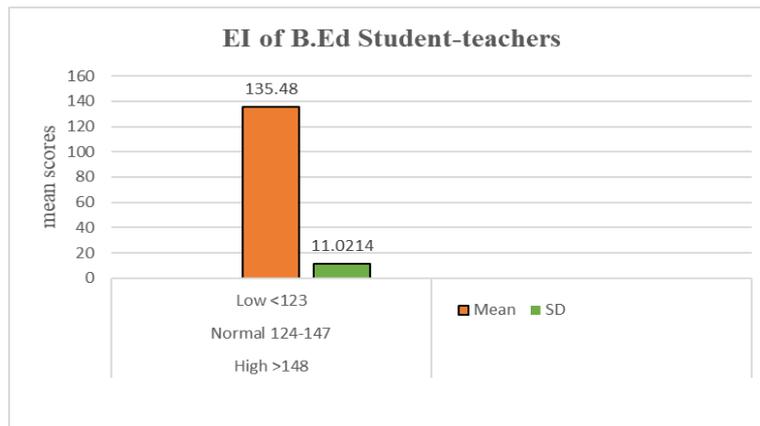
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**Table no. 1.7:** The level of Emotional Intelligence of B.Ed. student-teachers.

No. of student-teachers (N)	Total score	Total score obtained	Mean obtained (M)	Standard error of mean (SEM)	Standard deviation (SD)
150	25500	20322	135.48	0.899	11.0214

**Interpretation**

The data in table 1.7 shows that the mean obtained score of Emotional Intelligence for 150 B.Ed. student-teachers is 135.48, which lies between 124-147 of the Norm table for interpretation. It means that B.Ed. student-teachers have moderate or normal level of Emotional Intelligence.



**Fig 1.4** the level of Emotional Intelligence of B.Ed. student-teachers.

The above graph shows the level of Emotional Intelligence of B.Ed. student-teachers which is 135.48 (moderate/normal).

**Table no. 1.8:** Comparison of Emotional Intelligence of D.El.Ed and B.Ed. student-teachers of Imphal.

Type of Program or Course	N	Mean (M)	SD	SEM	SED	df	t-ratios	P values	Sig. level at 0.05.
D.El.Ed	150	136.04	12.064	0.985	1.334	298	0.420	0.674	NS
B.Ed.	150	135.48	11.021	0.899					

**Interpretation**

As observed from the table no.1.8 the mean scores of the Emotional Intelligence of D.El.Ed and B.Ed. student-Teachers of Imphal were found to be 136.04 and 135.48 respectively. The standard deviation of D.El.Ed. Student-teachers of Imphal was 12.064 and the standard deviation of B.Ed. student-teachers of Imphal was 11.021. From the table no.1.5, It is observed that the calculated ‘t’



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value is 0.420 which is less than the table value for degree of freedom (df) 298 at 0.05 level of significance, 1.968. Also, the p-value 0.674 is far greater than 0.05. Therefore, the type of teaching program (D.El.Ed or B.Ed) is not associated with a difference in Emotional Intelligence levels of student-teachers from Imphal.

The mean scores and standard deviations of Emotional Intelligence of D.El.Ed and B.Ed. student-teachers of Imphal are also presented in the following figure.

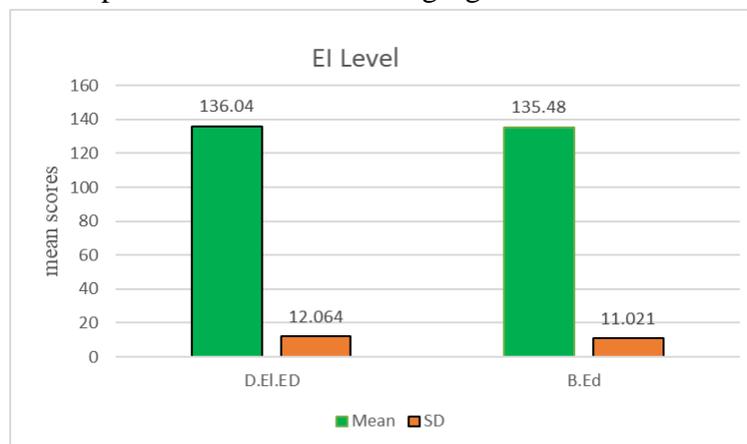


Fig 1.5 Comparison of mean and Standard deviation of Emotional Intelligence of student-teachers based on type of program (D.El.Ed and B.Ed).

## 6. DISCUSSION

The major findings of the present study are discussed as follows.

The finding that the overall level of Emotional Intelligence of Pre-service student-teachers of Imphal is moderate is different from the previous findings of Lourembam, T. (2024) and Rawat, A. & Surana, A. (2014), where the level of EI of student-teachers are high or have above average EI. This difference in finding may be due to the difference in regional or cultural context in case of Rawat, A. & Surana, A. (2014). But there are two potential reasons for the variance in Lourembam's data: firstly, the use of dissimilar scales for gathering responses and secondly, the narrow focus of her study exclusively on government teacher education Institutions of Imphal. Also, this finding of "moderate" level of EI is not optimal for a profession demanding high levels of interpersonal interaction, empathy, and classroom management. This implies that the current teacher education curriculum in these institutions may not be sufficiently developing EI.

The finding that the mean scores for all ten factors of Emotional Intelligence - Self-awareness, Empathy, Self-motivation, Emotional stability, Managing-relations, Integrity, Self-development, Value orientation, Commitment and Altruistic behaviour, of student-teachers of Imphal are at a normal level suggest that they have a moderate foundation in all aspects of Emotional Intelligence. This outcome shows that they possess the necessary emotional skills to begin their teaching careers, but also highlight potential areas for further development in Emotional Intelligence factors like Empathy, Emotional stability and Managing-relations in teacher training programs.



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Irrespective of whether a pre-service student-teacher takes Diploma in Elementary Education programme or Bachelor in Education programme, the development of Emotional Intelligence is the same. This points to the universal nature of developing Emotional intelligence across different programme or course.

Educational Implications:

The fact that the overall EI, the level of ten factors of EI, as well as the EI for both student-teachers of D.El.Ed and B.Ed. programs, is in the "moderate" range is a critical finding. Teaching as a profession demands high levels of interpersonal interaction, empathy, and classroom management. This implies that the current teacher education curriculum may not be sufficiently developing EI. There is a pressing need to integrate explicit Emotional Intelligence training as a core component, not just an incidental outcome. The Teacher Education curriculum should be revised to include structured modules especially on Empathy, Emotional stability, Managing relations, value orientation and Altruistic behaviour. This could involve dedicated courses, workshops, and embedded activities within existing methodology and pedagogy papers. Theoretical knowledge of EI is not enough. Training must be experiential, involving role-playing, case studies of classroom scenarios, reflective journaling, and peer feedback to help student-teachers apply EI skills in real-time situations.

The type of program D.El.Ed or B.Ed. does not create a significant difference in EI levels are highly informative. This lack of difference between D.El.Ed (elementary) and B.Ed. (secondary) student-teachers implies that the need for EI is universal across teaching levels. Therefore, EI development should be a foundational goal for all pre-service teachers, regardless of the age group they are training to teach. The curriculum for both programs D.EL.Ed or B.Ed. can share a common, robust EI component.

These findings help us to recognize that producing teachers with high Emotional Intelligence is not a luxury but a necessity for improving the overall educational climate, reducing teacher stress, and enhancing student learning outcomes in Manipur's schools. By acting on these implications, the teacher education system in Manipur can proactively develop a generation of teachers who are not only academically sound but also emotionally competent, resilient, and effective in managing the complex human dynamics of the 21st-century classroom.

## 7. CONCLUSION AND SUGGESTIONS

The study investigated the Emotional Intelligence levels of Pre-service student-teachers of Manipur and found that it paints a picture of a homogenous group of student-teachers in terms of their moderate Emotional Intelligence, unaffected by teacher-training program (D.El.Ed and B.Ed). This shows that the current teacher education curriculum needs to integrate explicit Emotional Intelligence training as a core component. The Teacher Education curriculum should be revised to include structured modules on self- motivation, managing relations, self-development, value orientation, emotional stability, and empathy and Altruistic behaviour. These skills are crucial for their roles as future Teachers.



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Consequently, all these findings offer a critical evidence base for developing specialized Emotional Intelligence interventions and incorporating tailored training into teacher Education Programs which will empower aspiring educators with the emotional competencies required to thrive in this complex landscape of 21st Century Education.

Some suggestions for further research that can extend and deepen the understanding of Emotional Intelligence (EI) among student-teachers in Manipur and beyond are:

1. A longitudinal study can be conducted that tracks the same cohort of student-teachers from their entry into the D.El.Ed or B.Ed. program, through their training, and into their first few years of teaching. This would reveal how EI evolves over time and through professional experience.
2. A similar study can be replicated with a larger sample size that includes pre-service teachers from all districts of Manipur (e.g., hill districts like Ukhrul, Senapati, Churachandpur, etc.) and from universities other than Manipur University. This would enhance the generalizability of the findings across the entire state and identify any regional or cultural variations within Manipur.
3. A study that include in-service teachers with varying years of experience (beginner, mid-career, veteran) can be conducted. This would allow for a comparison between pre-service and in-service teachers.
4. A comparative study can be made between student-teachers based on their age, gender and educational qualifications.

## **8. AUTHOR(S) CONTRIBUTION**

The writers affirm that they have no connections to, or engagement with, any group or body that provides financial or non-financial assistance for the topics or resources covered in this manuscript.

## **9. CONFLICTS OF INTEREST**

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

## **10. PLAGIARISM POLICY**

All authors declare that any kind of violation of plagiarism, copyright and ethical matters will take care by all authors. Journal and editors are not liable for aforesaid matters.

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