

A Study On Emotional Intelligence Of B.Ed. Students With Respect To Gender And Marital Status

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Abstract

Teachers have to deal with different types of minds of the students appropriately in a school. So we need teachers who are emotionally healthy to deal carefully with children's actions. The students are the foundation blocks of a nation so if the students are not properly shaped then the progress of a nation may not take place systematically; therefore they have to be shaped under the care of the teachers who are emotionally intelligent. To face the challenges of teaching in a modern democratic society, teachers have to be trained and equipped with the ingredients of emotional intelligence. Thus, the present study zeroed in to find out the emotional intelligence of B.Ed students with respect to gender and marital status in the two districts of Nagaland, i.e., Kohima and Dimapur. To carry out the present study, the Emotional Intelligence Scale Developed by Anukool Hyde, Sanjyot Pæthe and Upinder Dhar (2005) was adopted and used to collect the required data, after which the data were analysed using mean, S.D and t-test and the findings revealed that B.Ed teacher trainees have high emotional intelligence level and there is no significant difference in emotional intelligence of B.Ed students with regard to gender and marital status.

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Introduction

'No one cares how much you know, until they know how much you care'.

-Theodore Rossevelt.

In the present information age of the 21st century, life has become very complex and competitive with technological advancement and with varieties of occupations; everyone is struggling very hard to catch up with one another. Most of the parents are working to keep up the standards of living which have led to decreased in contact between parents and children. Homes fail to provide conducive and congenial environment to the children. In fact, in this complex world of today, both home and community are not in a position to give necessary social education to the child. So the responsibility lies with the school to undertake it. The Education Commission (1964-66) in the opening sentence of its report correctly says, "The destiny of India is being shaped in the class-rooms". Classrooms are the places where the future citizens of the country are trained, educated, acquire new skills, form their attitude and values, develop character and enable them to meet the new challenges and changing situations in their life with the help of the teacher. So a teacher occupies a key position in the total programme of educational reconstruction.

Teachers have to deal with drug addicts children, abandoned children, neglected children, abused children, children with special needs, person with disability, children from different economic backgrounds, gifted and genius students and all different types of minds of the students appropriately in a school. Therefore, the teachers need the skills required in managing a classroom. Teachers have to be emotionally intelligent to promote holistic development of the learner. Gibson and Dembo (1984), have proved that teachers who has high emotional intelligence are better in keeping their learners engaged in learning and they are also better able to spend more time guiding and facilitating the students work, Whereas, teachers with low emotional intelligence are short of perseverance and pass negative feedback to learners. Woolfolk and Hoy (1990), found that pre-service teachers with high emotional intelligence are more comfortable and humanistic in their approach than teachers with low emotional intelligence. Emmer and Hickman (1991), reveals that emotionally intelligent teachers are better in classroom management.

For the better understanding of the entire framework of the study, it is important to first discuss the concept of emotional intelligence.

Concept of emotional intelligence

The very term of emotional intelligence was first introduced in the 1990's by two American University professors Dr. Peter Salovey and Dr. John Mayer in their attempt to develop a scientific measure for knowing the differences in people's ability in the areas of emotions. Initially they have defined emotional intelligence as the ability to track and manage one's own and others feeling and emotions, to differentiate our emotion, and to apply these information to monitor one's thinking and action'. But this definition was revised because they feel it includes only perceiving and regulating emotion, and exclude thinking about feelings. They redefined emotional intelligence as the ability to perceive precisely, evaluate and to communicate emotions through the produced feelings when they facilitate thought, to be aware of emotion and emotional knowledge and to regulate emotions.

The Four Branches of Emotional Intelligence

Salovey and Mayer identified four different factors of emotional intelligence which are as follows:

1. Perceiving Emotions: Possessing the ability to perceive emotions accurately and understanding non-verbal signals and expressions.
2. Reasoning with Emotions: Having the ability to monitor and use emotions through critical thinking and reasoning which will help in making judgment.
3. Understanding Emotions: The ability to categorize emotions according to the condition of the phenomena and situation and recognize relationships associated with change of emotions.
4. Managing Emotions: Possessing the ability to regulate emotions effectively and elevate emotional and intellectual growth and respond appropriately to the emotions of oneself and others.

Bar-on (1997) defined emotional intelligence as a series of non-cognitive abilities, competencies, and skills that help one to adapt to and adjust according to the changing situations to be more successful in handling environmental demands and challenges.

The concept of emotional intelligence was not very popular until 1995, but Daniel Goleman popularized his construct of the concept of emotional intelligence in his book, 'Emotional Intelligence: Why it can matter more than IQ', after which Emotional intelligence captured the curiosity of the people. Goleman (1995) has made remarkable contribution about the importance of emotional intelligence in our life and he emphasized that Emotional Intelligence is very powerful like intelligent quotient and sometimes it is more powerful than Intelligent Quotient in the prediction of the success in life.

The main components of Emotional Intelligence given by Goleman are as follows;

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

Emotional Intelligence means the state of being able to motivate oneself and to persevere if hindered by difficulties, to keep impulses in control and procrastinate gratification, to regulate one's moods and avoid distracting one's thinking to empathize and to desire for good future.

Emotional intelligence is a new concept and the researchers have also revealed that skills of emotional competencies can be learned and improved on a person if the teacher and the learner takes interest.

Review of Related Literature

A number of studies have been conducted to assess the emotional intelligence. A few of which is presented in the following paragraphs.

Thakur, Atul (2011) studied the factors influencing Emotional intelligence among B.Ed students of Himachal Pradesh and the findings reveal that most of the B.Ed students have higher than average emotional intelligence but the negative levels of emotional component of self-concept possibly indicate that though the sample is having higher emotional intelligence, the students are not confident in their abilities to manage emotions and emotionally conflicting situations. It also shows that there is no significant difference in emotional intelligence in relation to sex.

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

Manju N. D. (2014) conducted a study on emotional intelligence of B.Ed students and the findings of the study reveals that majority of the B. Ed student teachers that is 59.5% of them possess average level of Emotional Intelligence and 16.5% were found to possess low level of Emotional Intelligence. Only 24% of the B Ed student teachers possess high level of Emotional Intelligence and there is no significant difference between male and female B Ed Student Teachers with respect to their Emotional Intelligence.

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

Shweta Srivastava and Suhas Pathak (2017) conducted a study on academic achievement in relation to emotional intelligence and spiritual intelligence of B.Sc students and found out that there is significant difference in emotional intelligence among boys and girls B.Sc students where girls have higher EI level than boys

V.S. Mundase Gaur (2019) conducted an investigation into emotional intelligence of primary school teachers from seven districts of Maharashtra state and found out that the primary teachers have high level of EI and there is insignificant difference in EI with regard to gender.

Significance of the study

In education, UNESCO 1996 report of the international commission on education for the 21st century 'Learning ; the treasure within' have emphasis on the Four Pillars of Education; Learning to know, Learning to do, Learning to live together and Learning to be. If we analyze these four pillars of education, all the aspect of an individual (physical, social, intellectual and emotional) should be considered in education. The National policy of education (1986) and Right to Education Act,(2009) introduce the concept of continuous and comprehensive evaluation (CCE), to evaluate every aspect of the child in the school, such as work experience, skills, dexterity, creativity, steadiness, teamwork, public oration, behavior, academics, student talent in other fields such as arts, humanities, sports, music, athletics etc. This is done to evaluate both scholastic and co-scholastic areas. Thus, under continuous and comprehensive evaluation importance are given equally in cognitive, affective and psychomotor aspects, so here teachers who are emotionally strong or emotionally intelligent will be able to do justice to the students and evaluate the students' performance without any prejudices and biasness. As per the recommendation of RTE Act,(2009), there is prohibition of physical punishment and mental harassment to child, so to discipline the students, teachers cannot give any physical punishment to mischievous or disobedience child, teacher also cannot say anything verbally that will harass the mentality of the students, so what the teacher can do is to go down to the level of the students and try to know and understand the students' needs, interest, aptitude and potentiality of the students and according to the needs and suitability of the learner, teachers have to be patient, tolerant and emotionally strong to motivate the students to be self-discipline and encourage them to be an active –learner. National policy of Education (2015) also emphasized on inclusive, holistic and comprehensive education- Ethics, physical education, art and crafts, life skills, etc., so students need to have a holistic development which will help them in facing life's challenges. For effective implementation of these demands of educational policies, there is a need of teachers who are emotionally healthy to deal carefully with children's behavior. The students are

the foundation blocks in the progress of any nation. Therefore, they have to be moulded under the care of the teacher who is emotionally intelligent. Teachers who can attend to students emotions can bring a caring community, where students will feel respected, considered and cared (Goleman, 1995). The relationship between the teacher and the student will be good if they could maintain good control over their emotions. Students react better to those who are positive, understanding and empathetic, inspirational, reliable, approachable and trustworthy, however, Gloomy, intolerant, boastful and rude, not caring, short and bad tempered and pessimistic teachers are often feared and avoided by students.

Though there is no separate syllabus on emotional intelligence in teacher training institute, the student-teachers are learning about constructivist approach of teaching-learning techniques and about its assessment and evaluation process where they can learn about the attributes of emotional intelligence through an integrated approach.

Hence, the present study is an attempt to assess the status of Emotional Intelligence of B.Ed students undergoing teacher training programme. Besides, the present study would also bring out some meaningful purpose in the profession of teacher education.

Statement of the problem

Based on the significance of the study the problem is entitled as “A Study on Emotional Intelligence of B.Ed students with respect to Gender and Marital Status”.

Objectives of the study

The following are the objectives of the study;

- To assess the level of emotional intelligence of B.Ed students.
- To know the emotional intelligence of B.Ed students with respect to Gender and Marital Status.

Hypotheses of the study

The following are the hypotheses of the study;

- There is no significant difference in emotional intelligence of B.Ed students with respect to Gender.
- There is no significant difference in emotional intelligence of B.Ed students with respect to Marital Status.

Methodology

Method: For the purpose of the present study, the researcher had employed the Descriptive Survey Method.

Sample: For the present study a sample of 200 B.Ed students were selected from Kohima and Dimapur districts of Nagaland by using simple random sampling technique.

Tool: The Emotional Intelligence Scale Developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2005) was adopted and used to collect the data. The scale contains 34 statements which is drawn from the areas of emotional intelligence.

Statistics Used: The obtained data was analyzed using

1. Descriptive statistics: Mean & Standard Deviation
2. Inferential statistics: 't' test

Analysis and Interpretation of the data

Analysis and interpretation of the data were done based on the objectives of the study. The descriptions of calculation and results obtained have been systematically presented in the following.

Table-1: Frequency Distribution Table for Emotional intelligence Scores

S.No	Class Interval	Frequency	Cumulative Frequency
1	81-90	04	04
2	91-100	00	04
3	101-110	08	12
4	111-120	39	51
5	121-130	70	121
6	131-140	58	179
7	141-150	12	191
8	151-160	06	197
9	161-170	03	200

N	200	
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Table -2 : Norms for the interpretation of raw scores

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

It is clear from the table – 1, that Below Mean = 99, Mean=127.62, Mean and Above Mean=101, Std. Deviation =12.836. when compare with table 1: Frequency Distribution Table of Emotional intelligence Scores of the present study to table 2 : Norms of the tool for the interpretation of raw scores of emotional intelligence scale , the calculated mean = 127.62 is greater than the normal emotional intelligence scores i.e 52-84 from the norms. Hence, it indicates that all B.Ed students have high emotional intelligence level.

Gender

In the present investigation, On the basis of gender, the B.Ed. students are divided into two groups. Male students formed Group – I and female students formed Group – II. The influence of ‘gender’ on emotional intelligence among B.Ed. Students is investigated. The

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

Hypothesis - 1: There is no significant difference in emotional intelligence of B.Ed students with respect to Gender.

The above hypothesis is tested by employing t-test. The result are presented in table -3

Table – 3: Influence of ‘gender’ on emotional intelligence of B.Ed. students.

S.No	Areas	Gender	N	Mean	Std. deviation	t'-values
1.	Self- Awareness	Male (group-I)	65	15.89	2.151	2.049*
		Female (group-II)	135	15.26	1.808	
2.	Empathy	Male (group -I)	65	18.75	2.894	1.156@
		Female (group - II)	135	18.29	2.105	
3.	Self- Motivation	Male (group- I)	65	23.37	2.382	0.472@
		Female (group -II)	135	24.06	16.632	
4.	Emotional Stability	Male (group-I)	65	15.37	2.649	1.782@
		Female (group-II)	135	14.69	2.261	
5.	Managing Relations	Male (group-I)	65	14.32	2.070	1.000 @
		Female (group-II)	135	14.01	1.985	
6.	Integrity	Male (group-I)	65	11.66	1.923	0.446@
		Female (group-II)	135	11.54	1.495	
7.	Self-Development	Male (group-I)	65	7.75	1.392	0.272@
		Female (group-II)	135	7.81	1.096	
8.	Value Orientation	Male (group-I)	65	7.63	1.442	1.216@
		Female (group-II)	135	7.38	1.232	
9.	Commitment	Male (group-I)	65	7.57	1.571	0.231@
		Female (group-II)	135	7.62	1.102	
10.	Altruistic Behaviour	Male (group-I)	65	7.82	.864	4.043*
		Female (group-II)	135	7.23	1.133	
11.	Total Emotional Intelligence Scores	Male (group-I)	65	130.06	15.389	1.693@
		Female (group-II)	135	126.44	11.281	

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

Table-3 shows the areas/ dimensions of emotional intelligence, Sample, the differences in the mean scores, Std. Deviation and t-test values among B.Ed. Students with respect to Gender and its various areas/dimensions.

It is found from the table-3, that there is a significant difference in the area of Self-Awareness in emotional intelligence among male and female B.Ed. Students as the calculated t-values (2.049) is greater than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of Empathy in emotional intelligence among male and female B.Ed. students as the calculated t-values (1.156) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of self-motivation in emotional intelligence among male and female B.Ed. Students as the calculated t-values (0.472) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of emotional stability in emotional intelligence among male and female B.Ed. Students as the calculated t-values (1.782) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of managing relations in emotional intelligence among male and female B.Ed. Students as the calculated t-values (1.000) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of integrity in emotional intelligence among male and female B.Ed. Students as the calculated t-values (0.446) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of self-development in emotional intelligence among male and female B.Ed. Students as the calculated t-values (0.272) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of value orientation in emotional intelligence among male and female B.Ed. Students as the calculated t-values (1.216) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of commitment in emotional intelligence among male and female B.Ed. Students as the calculated t-values (0.231) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is significant difference in the area of altruistic behaviour in emotional intelligence among male and female B.Ed. Students as the calculated t-values (4.043) is greater than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the emotional intelligence scores among male and female B.Ed. students as the calculated t-values (1.693) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

Hence, hypothesis¹, there is no significant difference in emotional intelligence of B.Ed students with respect to Gender is accepted.

Marital status

In the present investigation, On the basis of marital status, the B.Ed. students are divided into two groups. Married students formed Group – I and unmarried students formed Group – II. The influence of ‘marital status’ on emotional intelligence among B.Ed. Students is investigated. The corresponding emotional intelligence scores of two groups are analyzed accordingly. The following hypothesis is framed.

Hypothesis – 2 : There is no significant difference in emotional intelligence of B.Ed students with respect to marital status.

The above hypothesis is tested by employing t-test. The results are presented in table – 4.

Table - 4: Influence of ‘marital status’ on emotional intelligence of B.Ed students

S.No	Areas	Marital status	N	Mean	Std. Deviation	‘t’- values
1.	Self-Awareness	Married (group-I)	25	15.40	1.708	0.199@
		Unmarried (group-II)	175	15.47	1.979	
2.	Empathy	Married (group-I)	25	18.56	2.755	0.237@
		Unmarried (group-II)	175	18.42	2.345	
3.	Self-Motivation	Married (group-I)	25	23.24	2.223	0.570@
		Unmarried (group-II)	175	23.92	14.645	
4.	Emotional Stability	Married (group-I)	25	15.36	2.099	1.121@
		Unmarried (group-II)	175	14.85	2.445	
5.	Managing Relations	Married (group-I)	25	14.04	2.423	0.169@
		Unmarried (group-II)	175	14.13	1.955	
6.	Integrity	Married (group-I)	25	11.52	1.531	0.207@
		Unmarried (group-II)	175	11.59	1.662	
7.	Self-Development	Married (group-I)	25	7.88	1.333	0.366@
		Unmarried (group-II)	175	7.78	1.180	
8.	Value Orientation	Married (group-I)	25	7.52	1.661	0.198@
		Unmarried (group-II)	175	7.45	1.253	
9.	Commitment	Married (group-I)	25	7.88	1.424	1.056@
		Unmarried (group-II)	175	7.56	1.247	
10.	Altruistic Behaviour	Married (group-I)	25	7.12	1.536	1.083@
		Unmarried (group-II)	175	7.46	1.004	
11.	Total Emotional Intelligence Scores	Married (group-I)	25	128.92	15.716	0.455@
		Unmarried (group-II)	175	127.43	12.413	

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

Table-4 shows areas of emotional intelligence, Sample, the differences in the mean scores, Std. Deviation and t-test values among B.Ed. students with respect to marital status and its various areas/dimensions.

It is found from the table-4, that there is no significant difference in the area of self-awareness in emotional intelligence among married and unmarried B.Ed. students as the calculated t-values (0.199) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of empathy in emotional intelligence among married and unmarried B.Ed. students as the calculated t-values (0.237) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of self -motivation in emotional intelligence among married and unmarried B.Ed. students as the calculated t-values (0.570) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of emotional stability in emotional intelligence among married and unmarried B.Ed. students as the calculated t-values (1.121) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of managing relations in emotional intelligence among married and unmarried B.Ed. students as the calculated t-values (0.169) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of integrity in emotional intelligence among married and unmarried B.Ed. students as the calculated t-values (0.207) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of self-development in emotional intelligence among married and unmarried B.Ed. students as the calculated t-values (0.366) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of value orientation in emotional intelligence among married and unmarried B.Ed. students as the calculated t-values (0.198) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of commitment in emotional intelligence among married and unmarried B.Ed. students as the calculated t-values (1.056) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the area of altruistic behavior in emotional intelligence among married and unmarried B.Ed. students as the calculated t-values (1.083) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

There is no significant difference in the emotional intelligence scores among married and unmarried B.Ed. students as the calculated t-values (0.455) is lesser than the table t-value (1.96) for 198 df at 0.05 level.

Hence, hypothesis 2, there is no significant difference in emotional intelligence of B.Ed students with respect to marital status is accepted.

Findings of the study

The followings findings were revealed after carefully analyzing and interpreting the data.

It was found that B.Ed students have high emotional intelligence. This finding is in agreement with the findings of Gaur (2019) who reported that the primary teachers have high level of emotional intelligence.

The study also found out that there is a significant difference in the two areas of emotional intelligence such as self-awareness and altruistic behavior with respect to gender, where males have higher emotional intelligence than females in these two areas. However, it is also found out that there is no significant difference in emotional intelligence in the areas such as empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation and commitment. Hence, the findings reveals that there is no significant difference in the emotional intelligence of B.Ed students with respect to gender. This finding is supported by the report of Khatoon (2012), Gaur(2019), Thakur (2012) and Manju N.D. (2014), they reported that there is insignificant difference in emotional intelligence between male and female.

The findings also reveals that there is no significant difference in the emotional intelligence of B.Ed students with respect to marital status and its various areas such as self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour.

Conclusion

Nowadays, to achieve success in any field, emotional intelligence is considered more important than intelligent quotient. So it is heartening to learn from the present study that all

B.Ed students in Nagaland have high emotional intelligence level irrespective of gender and marital status. If a teacher enters the school well equipped with the ingredients of emotional intelligence after undergoing teacher training, they may not only be effective but may also manage well with daily struggles of life.

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