



A Study of Emotional Intelligence of B.Ed. Trainees in Relation to their Academic Achievement

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Abstract

The latest national education policy also strongly emphasized inclusive, holistic, and comprehensive education. Since this includes subjects like ethics, physical education, art and craft, and life skills, students must have a holistic development that will prepare them for the challenges of the real world. Teachers that are emotionally stable are required for the efficient execution of these requirements of educational policies because they can more effectively manage the conduct of the students. The building blocks of every nation's growth are its students. As a result, they need to be shaped under the guidance of an emotionally intelligent teacher. Students will feel valued, considered, and cared for in a community where teachers can cater to students' emotional needs (Goleman, 1995). If they can keep their emotions under excellent control, the teacher-student interaction will be positive. While gloomy, intolerant, boastful, impolite, not caring, short and ill-tempered, and pessimistic teachers are generally dreaded and avoided by students, positive, understanding and sympathetic, inspiring, dependable, accessible, and trustworthy teachers get better reactions from their charges.

Although the teacher training institute does not have a separate syllabus for emotional intelligence, student teachers are learning about constructivist teaching and learning techniques as well as about its assessment and evaluation process, which allows them to learn about the characteristics of emotional intelligence in an integrated manner.

Therefore, the current study aims to evaluate the emotional intelligence of B.Ed students enrolled in teacher training programs. Additionally, the current study will reveal some important implications for teacher education.

Keywords: Emotional Intelligence, Academic Achievement, B.Ed. Trainees.

Introduction

Education is one of the most effective and crucial inputs for the transformation and construction of nations. It is inextricably related to several areas of human life and the environment. It is the

solution to all of life's problems and conundrums. It is the process through which society actively transmits its cultural inheritance, as well as its learned knowledge, values, and skills, from one generation to another. It is intended to make one's life more refined, civilized, and progressive in the truest sense possible. Education has been a factor in determining the course of history for cultures in every aspect of societal advancement. No human person has ever been successful in properly surviving without receiving an education. It is possible to make the most of one's potential by using these techniques to their fullest degree. As a result, it is seen as a potent tool capable of bringing about any kind of change. Education equips a person with all of the ability and skills necessary to make a notable difference in whatever profession they choose to work. It encourages people to bring out the best in their intellect and soul. It transforms a person into someone sensible, creative, constructive, clever, right-thinking, independent, and who can generate new values.

Education is a critical component that contributes to a wide range of transformations in human people and the larger society. It is the most important factor in the development of any contemporary society since the progression of the society would come to a halt if there is a shortage of educated individuals in it. In most people's minds, it serves as the bedrock of society and is credited with bringing monetary abundance, social advancement, and political equilibrium. "Education is the process of developing the capacities and potentialities of an individual to prepare the individual to be successful in a specific society or culture," as stated by Kumar (2013). According to this point of view, education's primary role is that of individual development. The essential elements in the educative process are a "creative mind, a well-integrated self, socially useful purposes and experience related to the interests of the individual, environment provided, needs and abilities of the individual as a member of a social group, etc." It is possible to see it as the purposeful and systematic influence of any individual via teaching and discipline. Therefore, academic education has to include the information and abilities are necessary for a person to engage in the society in which they live actively.

Education is something that most of the time happens with the help of other people, but it may also be something that someone figures out on their own. It could take place in a businesslike or more relaxed atmosphere. In India, both the public and private sectors are involved in the education sector, with sector and oversight coming from the national, state, and local levels of government. According to several sections in the Indian constitution, children between the ages of six and fourteen have a fundamental right to obtain free, compulsory education.

The society we live in is getting more competitive, making the quality of one's achievements the most personal determinant in determining one's level of progress. A person's level of academic achievement is often regarded as a significant factor in determining whether or not they have made significant strides toward their progress in our society. This is done by determining an individual's complete potential and talents. They are attaining a high level of success in one's studies and overall success in one's endeavors is an essential component. One of the most important goals of education is to foster the students' achievement by giving them the tools and opportunities they need to perform at the greatest levels possible in their academic pursuits. Academic achievement is widely recognized as the single most important factor in an individual's overall progress and occupies a position of preeminence within the context of

education. Academic achievement is a achievement of how well students have performed, how well their instructors have performed, and how significantly the curriculum and educational goals have been achieved. It is the ideal result of one's life spent in education. Hence academic achievement is a very nuanced and varied construct.

Academic achievement is the product of several different factors working and interacting with one another in many different ways. Students' academic achievement is thought to be significantly influenced by several factors, including their parents' parenting styles, levels of education and involvement, career maturity, achievement motivation, self-concept, socioeconomic status, intelligence, and aptitude, amongst others. Some of these factors include: The academic achievement of students is also influenced by many other organic and environmental factors, including gender, geography, kind of institution, type of environment at home, birth order, and so on. These cognitive and non-cognitive factors, although being essentially and always a result of personal choice, cannot be investigated in isolation for obvious reasons. It has been shown time and time again that one of the factors that contribute to a child's better academic achievements is parental participation (Hara and Burke, 1998; Hill and Craft, 2003; Marcon, 2005).

According to several pieces of research, students' academic achievement depends on a wide variety of factors, including learning environments, gender and age inequalities, and other aspects that might influence student achievements (Hansen, 2000). Karemera (2003) discovered that students' academic achievements are highly connected with how satisfied they were with the academic atmosphere as well as the resources of the institution, such as the library and the computer lab.

Academic Achievements

Academic achievement is given a very high priority in academic life. Achieving achievement in one's academic pursuits is often regarded as the most important factor in a person's overall progress. It occupies a position of preeminence within the realm of education. The famous Greek philosopher Plato is often credited with coining this word. According to him, "academic achievement is the attainment level at which a student functions in their academic task through a regular curriculum he named the academy." He meant this when he said the academy was a permanent location. According to Mohanty (1988), "achievement ordinarily means actual ability, whereas capacity means potential ability." Academic achievement measures how much information and expertise an individual has earned in various disciplines studied in B.Ed. According to information that can be found on oaji.net, "Achievement encompasses student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public B.Ed. and on into post- years and working life." Academic achievement was also described by The Free Encyclopedia (2011) as a predefined level of achieving competency in academic work as judged by the instructor, by standardized exams, or by a combination of both of these methods.

The term "achievement" refers to the level of success and competence obtained in a particular field of academic work. It is the ideal result of one's life spent in B.Ed. Administrators, educators, curriculum developers, students, and instructors all work to make the teaching-learning process possible to achieve academic achievement. Because it is widely held that the only job of all educational institutions is to foster healthy academic development in their student body, each and every activity that takes place during the B.Ed. is centered on the academic or educational achievement of its students. Academic achievement measures how well students have performed, how well their instructors have performed, and how much the curriculum and educational goals have been achieved. The students get a better achievement in the hierarchy based on their academic achievements as a result of this.

While we are discussing a group of students, it is a well-known fact that within that group of students, a small number of students are found to be high achievers. On the one hand, a small number of students are found to be underachievers on the other hand, and the majority of students typically appear to be moderate achievers. While this is true, most students typically appear to be moderate achievers. If a B.Ed. offers more or less the same instructional and environmental facilities to each and every student. The variances in the students' students of academic achievement beg the question: why do we see such a level? Are these disparities attributable to a particular set of psychological factors, or do they rely on intrinsic qualities? These sorts of concerns are prone to crop up in the thoughts of educators, educationists, and psychologists, which ultimately give rise to the need to assess the child's academic achievement. Two primary presumptions in psychology are at the root of the debate on whether or not it is necessary to measure academic achievement. Academic achievement of the same individual varies from time to time from one class to another and from one educational level to another. These changes are referred to as behavior oscillation. First, some changes occur within the individual from time to time. These changes are known as behavior oscillations. The second factor is individual differences, which refers to people of the same age and in the same grade who often have varying academic prowess and capabilities.

Factors Affecting Academic Achievement

The success or lack thereof the failure of students in B.Ed.s may be attributed to a number of different factors. The level of success that a student will achieve in his or her chosen academic subject can often be forecasted with reasonable accuracy using the factors described below as predictors. Numerous studies have been conducted to investigate the many factors that have been found as being responsible for a child's academic success or failure. The achievement of an individual is directly proportional to their intellectual talents, which include their intelligence, aptitude, and styles of learning, imagination, memory and forgetting, study habits, perceptual power, attention and interest, emotional tendencies, physical fitness; as well as environmental factors such as the home where he lives, the racial nature and religious background of his family, the environment at B.Ed., his peer group, his social environment, etc.

The educational achievement of a child's parents, in addition to their social and economic standing, the moral character of the people with whom the child associates, the environment of the child's home, the facilities that are made available to the child, the kinds of books and

magazines the child reads, the kinds of movies and television shows the child watches, the number of qualified and competent teachers, the curriculum, and the equipment, as well as the level of effective management and teaching learning strategies, etc., are the academic factors that determine the level. According to the findings of Megan (2002)'s study on the B.Ed. climate in high-risk urban contexts, a pleasant, supportive, and culturally attentive B.Ed. climate has the potential to greatly affect the amount of academic success experienced by urban students. In terms of the background factors, Karemera (2003) found that both high B.Ed. performance and B.Ed. achievement had a beneficial influence. In addition, he found that there was not a statistically significant link between the level of the family's income and the academic performance of the student. The students have a difficult time cultivating healthy study attitudes and routines due to the many challenges they experience.

Communication abilities have a direct impact on a student's overall performance; conversely, it is feasible to see communication as a variable that has the potential to be positively associated to a student's overall performance in open learning environments. Raychaudhuri et al. (2010) found that a large number of research have been conducted to discover the factors those external factors that are having an impact on the academic performance of students. We have reason to believe that a significant increase in the overall quality of the achievement is within reach if we work on enhancing the quality of each of these components.

The following list provides descriptions of the several factors that influence academic achievement:



Figure 1: Factors Affecting Academic Achievement

1. Studying Behaviors

The students' study behaviors are one of the most important factors that determines how well they do in B.Ed. These are the habits that a student develops throughout the course of their academic career, habits that are ingrained to the point that they have been ingrained as a consequence of repeated use or practice. Onoshakpokaiyee (2015) conducted research to investigate the relationship between students' study habits and their achievement in mathematics. They found that there was a strong relationship between students' study habits and achievement in mathematics. There was a discernible gap, both in terms of achievement in mathematics and in terms of study habits, between those with strong study habits and those with weak study habits.

2. Motivation for Achieving Goals

People who are highly motivated to attain their goals are more likely to work harder and have better results than their contemporaries. They are more focused on the work at hand. They would rather work on difficult projects on which their performance can be assessed in some manner since this is what they find most satisfying. According to Alam (2001), there is a good connection between achievement motivation and successful academic outcomes. Gupta, Devi, and Pasrija (2012) found that adolescents with a high achievement motivation in both rural and urban areas, as well as in private and government B.Ed.s, had higher levels of academic achievement than their equal parts.

3. Gender

According to the material presented on pu.edu.gov, cited in the article, "The relationship between gender and the academic achievement of students has been discussed for decades," this topic has been a topic of debate for a long time (Eitle, 2005). Jaeger and Eagan (2007) found that the gender of a student has a significant impact on the academic achievement of that student. It has been found that there is a difference in the levels of achievement attained by boys and girls, with girls exhibiting higher levels of performance than boys in some circumstances (Chambers and Schreiber, 2004)". Kessels, Heyder, Latsch, and Both Hannover (2014) and other researchers have found that male students join higher education institutions at a lesser rate than female students due to their lower grade point averages.

4. Class size

The number of students in a class affects the student's academic performance. It is commonly believed that children are more likely to succeed academically in B.Ed.s with smaller class sizes because teachers can devote more of their time to each academic student. According to Finn and Achilles (1990), there is a correlation between smaller class sizes and increased levels of student learning.

5. B.Ed. Environment

B.Ed. Environment refers to the extent to which B.Ed. institutes promote students' safety and students' health. This may include topics such as "the physical plant, the academic environment, available physical and mental health supports and services, and the fairness and adequacy of disciplinary procedures," which are supported by relevant research and an assessment of validity.

Kwesiga (2002) acknowledges that kids' academic performance is affected by their attendance at B.Ed. However, he contends that the quality of a B.Ed. is determined by its facilities, which affects the accomplishments and attainment levels of the students who attend that B.Ed. Karemera (2003) discovered that students' academic performance is highly connected with how satisfied they were with the academic environment as well as the resources of the institution, such as the library and the computer lab.

6. The environment of the home

The home environment plays an important role in the development of academic achievement. The kind of environment that is present in a child's home plays a significant part in defining the child's level of intellectual, emotional, and social development. Daulta (2008) researched the home environment's influence on children's academic achievement. She found that a high-quality home environment had a much stronger positive link with a 'high' level of academic achievement in boys than in girls. It was found that boys' academic achievement level falls to a comparatively lower level if there was deterioration in the quality of their home environments.

7. Emotional Intelligence

A kid's emotional intelligence affects the academic achievement that the child experiences. According to Oyinloye (2005), a low level of emotional intelligence among students was to blame for the poor academic achievement of Students in the B.Ed. system. He concluded that "students who lack emotional intelligence show some adaptative challenges or, in some ways, fail to handle the demands of B.Ed effectively. work." It is possible to say that these students have very little or no emotional intelligence, and it is possible that they are not capable of achieving their objectives, which include excellent academic achievement. In addition, Cherniss (2004) emphasized the significance of emotional intelligence by stating that it is essential for enhancing academic performance and ensuring a B.Ed.'s mental work.

8. Teachers

The amount of guidance made accessible to students is a significant factor in their level of achievement. Students should look to their teachers as their primary and most reliable source of guidance. The only way he will be able to lead the student effectively is if he has a complete understanding of the student in terms of the qualities of their personalities that they happen to be. As was just said, there are several different factors to consider, and it will not be feasible to control or study these aspects via research—work of this type, which is subject to constraints imposed by time and place. When faced with such constraints, the researcher is left with little choice but to delimit the scope of his study. The individual's production is referred to as their achievement. It refers to one's real performance on a certain examination at a particular time.

9. Socioeconomic Status

The socioeconomic status of a child has a substantial impact on the level of academic achievement that they attain. It has been observed that children who come from higher socioeconomic backgrounds tend to do better academically than children who come from lower socioeconomic backgrounds. It would seem that a student's socioeconomic background influences their views, values, motivation, etc., and, therefore, their academic achievement.

Considine and Zappala (2002) found that children who come from families with low income are more likely to exhibit the following patterns in terms of educational outcomes: they have lower levels of literacy, innumeracy, and comprehension; they have lower retention rates; they exhibit higher levels of problematic B.Ed. behavior; they are more likely to have difficulties with their studies and a negative attitude toward B.Ed.

10. Academic Achievements in the Past

Academic achievement in the past is the most accurate indicator of academic achievement in the future. According to the findings of many pieces of research, grades earned in high B.Ed. are the single most important predictor of academic achievement in college (Lavin, 1965). The achievement records of the past and those of the present are connected; nevertheless, it is essential to emphasize that the relationship is not perfect. Students who are doing well academically tend to keep doing well, whereas students who are doing badly academically tend to keep doing poorly. However, there are always going to be exceptions to this rule.

11. Intellectual Capabilities

It has been noted that great academic achievement is not attainable for a person who does not possess intellectual capabilities. At the same time, having greater intelligence alone does not guarantee better achievement. Many actual investigations that are based on scientific studies have demonstrated that even students with superior intelligence are underachievers. In contrast, other students with average intelligence accomplish more than what is expected of them. Researchers that have attempted to demonstrate a relationship between intellectual capacity and academic achievement have only found a weak association between the two variables. Therefore, it is impossible to deny the significance of non-intellectual factors.

12. Guidance in Education

Guidance is one of the factors via which a student may enhance a child's study habits along with increasing interest and is directly proportionate to their academic achievement. Students can achieve success in their academic endeavors if they have sound directly from their parents. The instructor's guidance is another factor that plays a vital role in the student's performance. Indirectly affecting the children's overall performance is the guidance they get from their parents and instructors (Hussain, 2006).

13. Physical Health

The student's physical health is essential to their overall well-being since it affects almost every life of their life. Poor health may make a person reliant on other people for even the most fundamental requirements of life, which can have a negative impact on a person's self-confidence, which research suggests is one of the most crucial factors determining a child's ability to succeed in B.Ed.

14. Attention and Interest

Having students do activities with no real value is not fascinating and does not capture their attention in the classroom. The child needs to pay attention and be interested in what they are learning if they want the process of acquiring new interest to go quickly. The education process

loses its luster, vitality, and significance when these two elements are absent. Several achievements for attracting people's attention and piquing their interest have been used to accomplish as much as possible.

15. The Educational Level of the Parents

The child's academic achievement correlates with the parent's educational level. Studies have shown a substantial connection between the level of education of the kid's parents and the level of academic success the child has. Bonga (2010) and Islam (2014) concluded that students whose parents have a higher level of education perform better than those whose parents have a lower level of education because the former can communicate with and assist their children in various activities, including academic ones.

Emotional Intelligence

Emotion can be defined as "a complex feeling state that has psychic, somatic, and behavioral components that are related to affect mood." (Kalpanand Sadock, 1998). E.L. Thorndike pioneered the concept of social intelligence in 1920, and it was from this concept that the term "emotional intelligence" evolved (in Dasin and Behera, 2004). The terms "emotional intelligence" and "emotional quotient" (EQ) are often used synonymously with one another. In their groundbreaking time from 1990, Salovey and Mayer established the term "emotional intelligence" as consisting of three distinct groups of adaptable talents. To begin, it is an evaluation and expression of oneself and others, both inside and externally. Components of the self include verbal and non-verbal communication, while components of the other include non-verbal perception and empathy. In a self, there is a management of emotion, both in oneself and in other people. Thirdly, it is the usage of emotion, which encompasses adaptable planning, innovative thinking, attention redirection, and motivation. Emotional intelligence is the ability to observe one's thoughts and emotions and those of others, recognize the differences between them, and use this understanding to inform one's decisions and actions (Mayer and Salovey, 1993). The ability to understand our feelings as well as those of others, the capacity to motivate oneself, and the ability to successfully regulate emotions in both ourselves and our relationships are all examples of what Goleman (1995) refers to as having "emotional intelligence" Cooper and Sawaf (1997) defined emotional intelligence as the ability to recognize, understand, and effectively use one's emotions as a source of human energy, knowledge connection, and influence. Since it has been shown that emotional intelligence can be learned, leadership training should incorporate it even if emotional intelligence growth is a natural process (Weisinger, 1998).

The most crucial components of emotional intelligence, according to Goleman (1995), are self-awareness, the ability to regulate one's mood, self-motivation, empathy, and the ability to manage one's relationships.

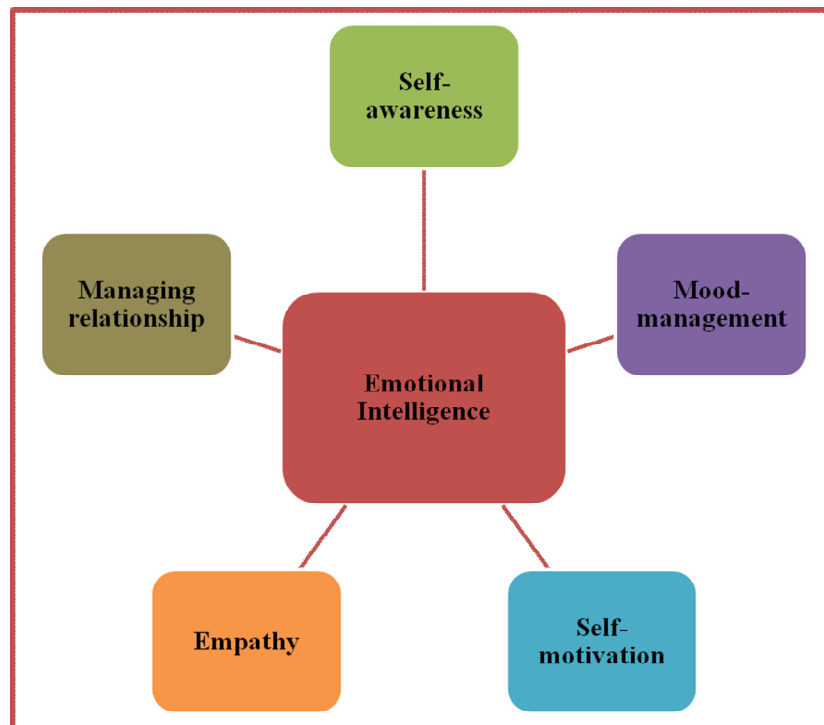


Figure 2: Components of Emotional Intelligence

They are explained in further detail as follows:

1. Self-awareness

Self-awareness is connected to understanding one's emotions, recognizing feelings as they happen, and differentiating between them. To get correct facts and knowledge about the environment around oneself, one must be conscious of one's feelings and emotions and those of others.

2. Mood management

Managing your mood means dealing with your feelings in such a way that they are pertinent to your circumstances and that you respond acceptably. Educators who are weak in this ability consistently struggle with feelings of unhappiness. At the same time, those who are strong in it have a much easier time recovering swiftly from the disappointments and failures that are inevitable in life.

3. Self-motivation

Despite having self-doubt, lethargy, or impulsiveness, one must be able to gather together their feelings and lead themselves towards a goal to demonstrate self-control. Those who possess this ability can often do any given activity in a manner that is both highly productive and effective.

4. Empathy

Empathy means understanding the thoughts and feelings of other people by recognizing both their verbal and verbal clues. Empathy, according to Goleman, may be thought of as social radar.'

He defines empathy as the capacity to sense another person's feelings even in the absence of verbal communication from that person.

Empathy gives a person the ability to form lasting relationships with others, communicate more precisely, and comprehend the perspectives of those around them.

5. Managing relationship

Managing relationships entails dealing with personal interactions, including the resolution of disagreements and relationship of negotiations. People skilled in these skills succeed in any endeavor that requires them to engage fluently with others.

Factors Affecting Emotional Intelligence

Students' emotional intelligence should be a priority throughout their academic life. The kids' cognitive talents are contributed to and enhanced by their level of emotional intelligence. Therefore, it is of the utmost importance for students to maintain their emotional intelligence if they contribute to producing a knowledgeable generation and prosperous students through the philosophy of education. According to research by Pradhan, Mathur, and Mishra (2001), emotional literacy has a beneficial influence on overall health and quality of life. People who score higher on the emotional literacy skills scale tend to have better health and a higher quality of life. In their 2008 relationship, Sahebihagh, Ebrahimi, and Rahmani explored the link between socioeconomic status and emotional intelligence. They found a significant relationship between students enrolled in higher levels of B.Ed. and their socioeconomic status and emotional intelligence. Suresh and Joshith (2008) found a significant inverse relationship between emotional intelligence and stress for both the total sample and sub-samples. They concluded that people with high emotional intelligence might experience lower stress levels, which will inevitably lead to the individual's and society's positive development.

In addition, recent studies conducted by Dhull, Mangal, Goad, and Justice (2005) have concluded that the level of emotional intelligence and teaching competence possessed by educators is a significant factor in determining the success of educational programs. According to the findings of Darsana (2007), students of B.Ed. have different levels of emotional intelligence. Additionally, Darsana found that boys of B.Ed. do better than girls in emotional intelligence. Bhatnagar and Gill (2015) found a substantial correlation between kids' emotional intelligence and emotional competence levels in B.Ed. Additionally, it was concluded that a substantial correlation exists between the emotional intelligence of both male and female individuals and their level of emotional maturity.

Emotional Intelligence and Academic Achievement

Emotional characteristics are the factors that, when combined, have the most predictive power for one's level of success in life. Emotional intelligence becomes increasingly significant as the level of difficulty of the task increases. Researchers Maraichelvi, Subramanyam, and Rao (2008) found a significant gender gap in the emotional intelligence of B.Ed. students between boys and girls. It was also found that there is no connection between the academic achievement of B.Ed.

students and their emotional intelligence. According to Johnson (2009), emotional intelligence allows students to cultivate healthy interpersonal relationships and social support, both of which benefit the student's academic relationships and contribute to their overall success. Oyewunmi, Osibanjo, and Adeniji (2016) showed a link between emotional intelligence and academic performance, confirming that emotional intelligence is a predictor of academic performance.

Conclusion

The term "academic achievement" refers to the ability to complete tasks in an effective manner as well as the acquisition of fundamentals and generalizations in a subject area. The assessment of academic performance has traditionally been focused on determining a student's level of information, knowledge, and understanding, as well as their ability to conduct particular manipulations of objects, symbols, and ideas. It is normal to use academic achievement as a criterion to gauge one's knowledge, comprehension, and ability to acquire new skills. Students' achievement should be elevated to the highest possible level as the primary focus of all national educational initiatives. However, our previous experiences have shown that not all students achieve the same level of success. It is abundantly possible that owing to various factors, not all students can achieve the same educational achievement level, even though all of them can be enhanced in some way. Therefore, there is a need to know the factors responsible for higher academic achievement, as well as the factors that operate as obstacles to attaining high academic achievement. In addition, there is a need to know the factors responsible for higher academic achievement. Because many students who are academically capable cannot do better in B.Ed., it is vital to identify these factors that impact the child's academic achievement. Because of this, the current work is directly concerned with factors associated with disparities in students' academic achievement. Because no one can succeed in life unless they put in the effort to study, developing good study habits is critical for students because it is the single most important factor in determining their academic success. Students with strong study habits are likelier to do well in their classes. The individual's self-concept is another essential map that they refer to understand who they are, particularly in situations where they are required to focus on one aspect of themselves while ignoring others. Emotional intelligence has been the subject of many studies, and these studies have found researchers to the success that it is one of the key factors in determining whether students would be successful in their academic endeavors.

Separate research studies have been carried out on several topics, including academic achievement, study habits, self-concept, and emotional intelligence. However, the researcher could not find any studies that studied the influence of study habits, self-concept, and emotional intelligence on B.Ed. trainees on their academic achievement by having all of these factors combined while she was researching the relevant literature.

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