



ISSN: XXXX – XXXX (Online)

Interdisciplinary Perspectives of Education

Contents available at: <https://www.swamivivekanandauniversity.ac.in/ipe/>

EMOTIONAL INTELLIGENCE OF B.ED. STUDENTS IN THE PANDEMIC SITUATIONS

Monojit Pal^{1*} & Dr. Abu Nayeem²

¹Assistant Professor, School of Education, Adamas University, Kolkata, India

Email: monojit11k@gmail.com

²Assistant Professor, Department of English, Southeast University, Dhaka, Bangladesh

Abstract

*In this covid-19 pandemic, the teaching-learning process has suffered much. However, many academics believe that academic intelligence alone is insufficient to prepare students for life's numerous obstacles. Therefore, students, instructors, and administrators need to adopt emotional intelligence to deal with these circumstances. **Purpose:** this study aims to assess the level of emotional intelligence among trainee teachers with respect to demographic variables like- gender and age of the students. **Method:** The researcher collected 235 students as a sample from different training college of few districts of West Bengal, India. Independent sample 't' test and ANOVA was used in this study to test the hypothesis. **Findings:** The study's findings indicate no significant difference between emotional intelligence and demographic variables*

Keywords: Emotional Intelligence, Trainee Teachers, Dimension of Emotional Intelligence, Gender, Age.

1, INTRODUCTION:

In the present scenario, emotional intelligence is one of the essential predictors of success in all fields. It has been established that general intelligence alone cannot predict success in all walks of life. Nowadays, emotional intelligence is a well-established phenomenon that researchers and psychologists are studying (Kant, 2019). Many educators and philosophers feel that teachers and students are the backbones of any nation because they may create a prosperous and beautiful future. The role of teachers is to provide quality education and promote the national and social development of any country. Previous researchers argued that teachers and students could adopt all situations to their intellectual abilities. In this pandemic, however, the teaching-learning process has suffered significant changes, such as weakening

teacher-student relationships and widening the communication gap. However, many academics believe that academic intelligence alone is insufficient to prepare students for life's numerous obstacles. Students, instructors, and administrators need to adopt emotional intelligence to deal with these circumstances. Therefore, in recent times emotional intelligence kept the strongest agenda for the researcher and other educational stakeholders.

The Origin and Meaning of Emotional Intelligence:

The concept of emotional intelligence started to exercise in the mid-1900s. Edward Thorndike described social intelligence in the 1930s. According to him, social intelligence is the capacity to get along with others through understanding one's own and others' interior feelings, motivations, and behaviours (Dhani & Sharma, 2016). After that, Guilford (1967) postulated a behavioural category of intelligence inside the content aspect of his structure of intellect model, which complements the concept of processing emotional information (Roberts et al., 2010). Eysenck (1985) developed a helpful model that distinguished three forms of intelligence - biological, psychometric, and social - and their characteristics (Furnham, 2012). Later, the concept of multiple intelligence arises to describe emotional intelligence. Sternberg (1997) and Gardner (1983, 1999) are the two most influential individuals in multiple intelligence (Furnham, 2012). In 1983, Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences* covered both interpersonal intelligence (the capacity to comprehend others), and intrapersonal intelligence (the capacity to understand oneself (Tripathy, 2018). Finally, in 1990, the term emotional intelligence was coined by Mayer and Salovey (Freshman & Rubino, 2002), and Daniel Goleman popularized it in 1995.

According to Gardner, traditional notions of intelligence cannot adequately explain performance results. Thus, EI is essential for quality performance (Tripathy, 2018). Dr Reuven Bar-On highlighted in 1996 that emotional intelligence represents our capacity to successfully interact with others and our emotions. Thus, it means the capacity to identify one's own and other people's emotions, to differentiate between different feelings and to correctly label them, to use emotional information to guide one's thinking and behaviour, and to manage and adjust one's emotions to adapt to the environment or to achieve one's own goals (Sfetcu, 2020). In 1998 Goleman defined emotional intelligence as "the capacity for recognizing our feelings and those of others, for motivating ourselves and in our relationship".

Goleman introduced five elements of EI in this theory. The five elements are—

- 1 Self-Awareness.
2. Self-Regulation.
3. Social Skills.
4. Empathy and
5. Internal Motivation

According to him, this performance-based methodology allows for the assessment of emotional intelligence among teachers and other professions (Sharma et al., 2016).

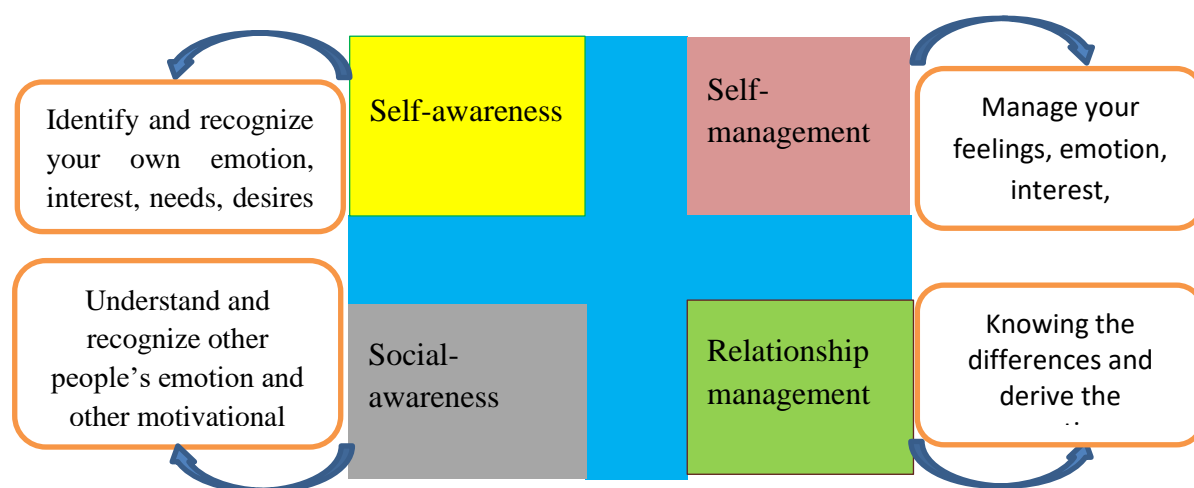


Figure 1: Four dimension of Goleman's five components

IMPORTANCE OF EMOTIONAL INTELLIGENCE AMONG TRAINEE TEACHERS

Emotional Intelligence can be increased through practice and various activities like yoga, mindfulness, the training of life skills etc. In the teaching-learning process, B. Ed students must comprehend socio-emotional skills such as self-awareness, social awareness, empathy, inspiring others, relationship management, and effective communication for quality improvement. EI can help trainee teachers in various ways.

Students enrolled in a B.Ed programme learn various teaching abilities, methodologies, and techniques. In addition to being competent in the cognitive realm, future teachers must also have a healthy emotional balance. Multiple research investigations have demonstrated that persons who can effectively manage and control their emotions are highly successful in life.

The study findings of Swanepoel & Britz, (2017) revealed a correlation between academic achievement and emotional intelligence (Swanepoel & Britz, 2017). Another study showed that EI could be an essential predictor of effective leadership (Kerr et al., 2006). Another study reveals a favourable relationship between emotional intelligence and self-esteem. (Tajpreet& Maheshwari, 2015). According to Rabecca. A. Hasket (2002), emotional intelligence is favourably correlated with teaching performance. "It was determined that the lecturer who gained total EI skills scored highly on teaching effectiveness and increased the lecturer's work performance (Hassan et al., 2015)."

2. REVIEW OF RELATED LITERATURE:

Mahmoudi, A (2011) conducted a study on “emotional intelligence among B.Ed trainee teachers.” The study aims to assess emotional intelligence in terms of background variables among the student, studying B.Ed in the various colleges of Yasouj District. The researcher formulated a null hypothesis to assume the relationship between EI and their variables in this study. The sample consisted of 300 Bed., teacher trainees enrolled in Yasouj district's five B.Ed. colleges in Kohgiluyeh. For data gathering, the tool used the "Emotional Intelligence Scale." The researcher employed descriptive analysis, the t-test, and the F-test. This study revealed that B.Ed trainee teachers had a normal relationship with emotional intelligence. (Mahmoudi, n.d.)

A descriptive normative survey research design investigated by Maruthavanan to know the level of emotional intelligence concerning demographic variables like- gender, residence, subject and age among trainee teachers. Researcher used stratified sampling technique to collect the relevant data. Study consisted 280 B.Ed students in the Madurai district taken as a sample. The study's findings showed that emotional intelligence was positively significant with residence, subject and age except for gender of students. (Vanan, 2020)

Another research study stated that emotional intelligence is increased with age. The purpose of this study to find out the relationship between emotional intelligence and age of students. This study included a sample of 405 persons aged 22 to 70 years old from the United States. To see if Age predicts Emotional Intelligence, the data was evaluated using a statistical method called Linear Regression. Other aspects of emotional intelligence (EQ) do rise with age, however the effect is minor; in addition, some EQ elements do not increase with age, implying that some competencies must be built through training. (Fariselli et al., 2006)

3. STATEMENT OF THE PROBLEM

Even though Emotional Intelligence is an essential skill for trainee teachers, the researcher has only conducted a few studies in the targeted field of student-teachers. As a result, the researcher reviewed many studies in this field and discovered a few areas that need to be explored and a deficit in emotion and emotional intelligence among B.Ed students. So, with the relevance of Emotional Intelligence as a critical skill for students and teachers in mind, the following study question has arisen in the researcher's mind:

1. What are the Emotional Intelligence levels of B.Ed. students?
2. How do gender and age influence the emotional Intelligence score of B.Ed. students?
3. In relation to various demographic characteristics, how does the Emotional Intelligence dimension affect B. Ed Students?

To discover the answers to the above-mentioned research questions in connection to the level of Emotional Intelligence, the problem of the present study is specified and defined as **“Study of Emotional Intelligence among trainee teachers in the covid-19 context.”**

4. DELIMITATION OF THE STUDY

Present study delimited to the following areas-

- i) The information was gathered from B.Ed. Colleges with a Bengali medium.
- ii) The study was limited to B.Ed colleges in Kolkata's North 24 Parganas, Birbhum, and Nadia districts.
- iii) The study's variables were restricted to demographic characteristics such as gender and age.
- iv) The study's tool was the Emotional Intelligence Scale.

5. OBJECTIVES OF THE STUDY

Based on the research questions and delimitations of the study, the researcher identified the purpose of the study: to measure emotional intelligence among the trainee teachers in terms of their demographic variables like gender and age.

1. THE HYPOTHESIS OF THE STUDY

In this study, the researcher-developed null hypotheses based on the research question and the study's aims.

- **H01:** There is no significant difference in Emotional Intelligence and Gender Mean Scores.
- **H02:** Emotional Intelligence and Age Mean Scores do not differ significantly.
- **H03:** There is no statistically significant relationship between mean scores of the dimension of emotional intelligence scores and Gender.
- **H04:** There is no statistically significant relationship between mean scores of the dimension of emotional intelligence scores and Age.

2. RESEARCH METHODOLOGY:

RESEARCH DESIGN

The researcher used a cross-sectional survey research (Quantitative research design) framework in this study.

Population and Sample: Students pursuing a B.Ed at a teacher training college in West Bengal were used as this study's population. Because information from the target group necessitates a large number of representative population samples, colleges were chosen at random from the Kolkata, North 24 Parganas, and Nadia, Birbhum district areas to represent the target group. A total of 235 students (N=235) participated in the study.

3. DATA ANALYSIS:

Dr Arun Kumar Singh and Shruti Narain (Patna University, Bihar) developed the Emotional Intelligence scale employed in this study. The EIS, translated into Bengali, was used to collect data through survey techniques because it is a popular and user-friendly questionnaire.

This scale contains 31 test items. These 31 measures measured EI in both good and negative ways. Each of the 31 things was graded on a two-point scale, such as Yes or No. By administering the test on the same sample (N=100) with a fortnight's break, the test re-test reliability was computed. It was discovered that the alpha coefficients were 0.86, which was significant at the .01 level. The raw data from 235 pupils were tallied individually in an excel document. The data were analysed using the Statistical Package for Social Sciences (SPSS), version 2.0.

VARIABLES:

In this study, Gender and Age of students are considered independent variables and the students' emotional intelligence is considered a Dependent variable.

Distribution of Sample and Emotional intelligence:

Distribution of samples according to various background variables like- Gender and Age of students.

Variable	Category	Total Number
Gender	Male (V-I)	61
	Female (V-II)	174
Age	21-26	202
	27-32	27
	33-39	6

Table 1: Out of 235 students (Total Number of Sample), 61 students are male, and 174 students are female in this study. For another variable: age of students, out of 235 students, 202 students are fall between 21-26 age group, and 27 students are fall between the age group of 27 to 32 and 6 students are fall between the age group of 33-39.

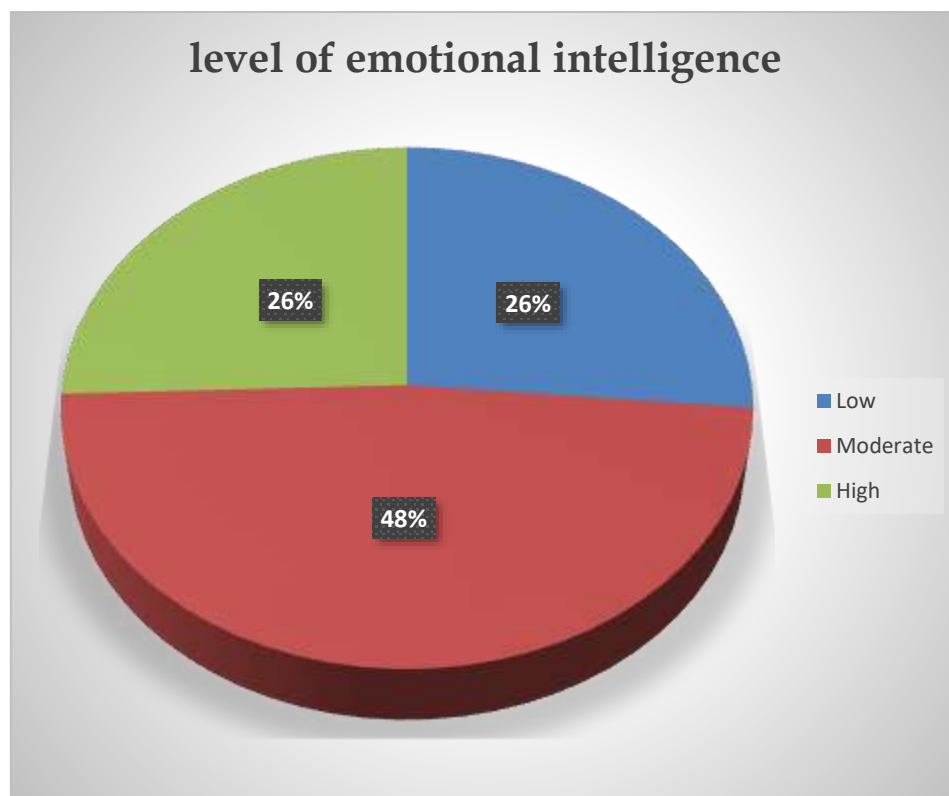
Distribution of overall Emotional Intelligence Score

LEVEL OF THE SCORE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LOW	62	26.4	26.4	26.4
	MODERATE	113	48.1	48.1	74.5
	HIGHEST	60	25.5	25.5	100.0

	Total	235	100.0	100.0	
--	--------------	-----	-------	-------	--

Table 2: It indicates that 62 students out of 235 (N=235) had a low emotional intelligence score, indicating that 26.4 percent of students had low Emotional Intelligence, 113 students out of 235 had a moderate emotional intelligence score, indicating that 48.1 percent of students had moderate Emotional Intelligence, and 60 students out of 235 had the highest emotional intelligence score, indicating that 25.5 percent of students had higher Emotional Intelligence.

Figure 2: distribution of the level of emotional intelligence



RESULTS

DESCRIPTIVE STATISTICS

The graph depicts the overall degree of Emotional Intelligence mean score of the students by gender.

Figure 3: Gender wise overall emotional intelligence

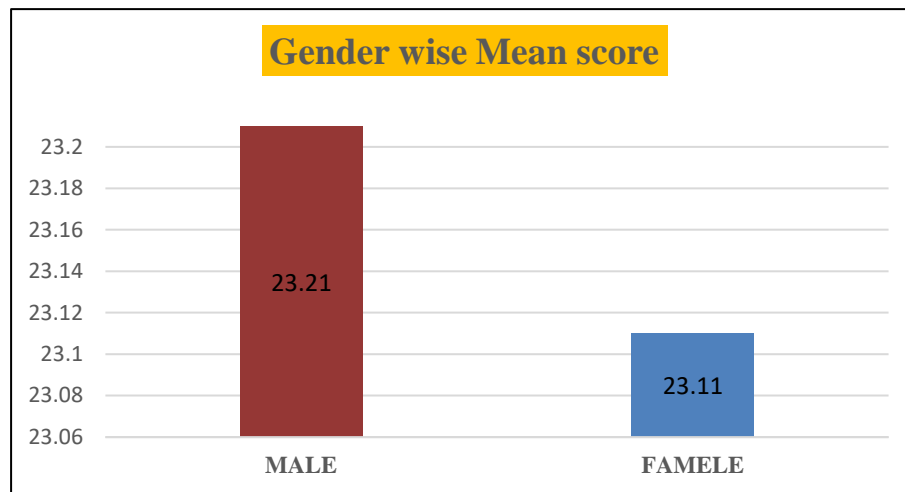


Figure 3: Above graph Shows that the Mean score of Male (23.21) is higher than the Mean score of Female (23.11) in terms of overall Emotional Intelligence. As a result, it may be inferred that Male B.Ed. students have higher Emotional Intelligence than Female B.Ed. students.

The graph depicts the overall degree of Emotional Intelligence mean score of the students by age.

Figure 4: Age group wise mean distribution

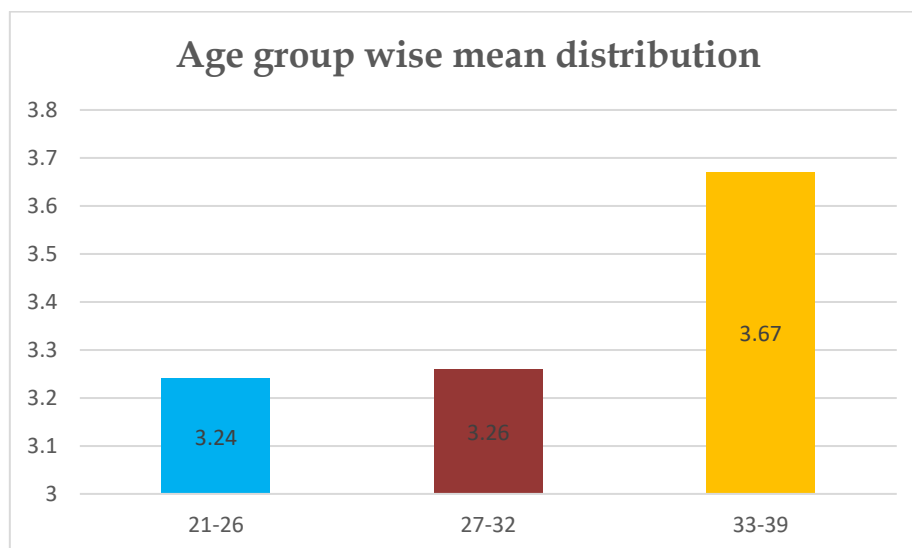


Figure 4: The above graph shows that the Mean score of 21-26 age group (23.1) is higher than the Mean score of 27-32 age group (23), but lower than age group of 33-39 (25.17) in terms of overall Emotional Intelligence. As a result, it may be inferred that age group of 33-39 of B.Ed. students have higher Emotional Intelligence than other age groups B.Ed. students.

Figure 5: Showing Mean Score of dimensions of Emotional Intelligence with respect to Gender

Dimension wise Emotional Intelligence with respect to demographic variables

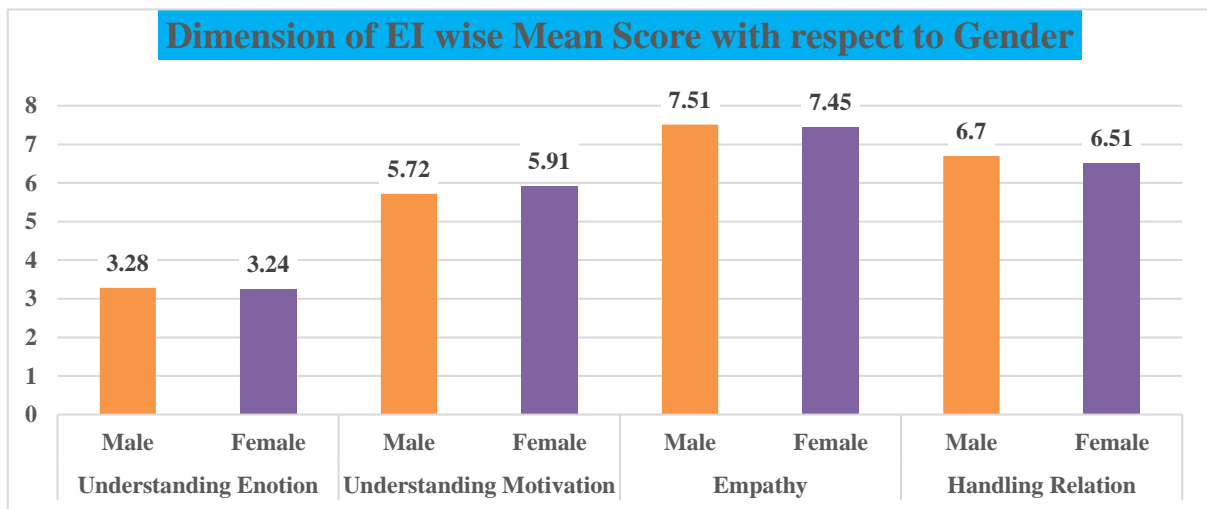


Figure 5: shows that the Mean score of Male students (3.28, 7.51, and 6.7) is marginally higher than the Mean score of Female students (3.24, 7.45, and 6.51) in the Dimension of Emotional Intelligence with respect to Gender (Understanding Emotion, Empathy and Handling relation). As a result, it can be inferred that Male students score higher than Female students on the Emotional Intelligence dimension of Understanding emotion, Empathy, and Relationship Handling. However, when it comes to another component of EI, the mean score of male students (5.72) is just slightly lower than the mean score of female students (5.91). (Understanding Motivation). As a result, female students outperform male students in EI's dimension (Understanding Motivation).

Figure:6 Showing Mean Score of dimensions of Emotional Intelligence with respect to Age

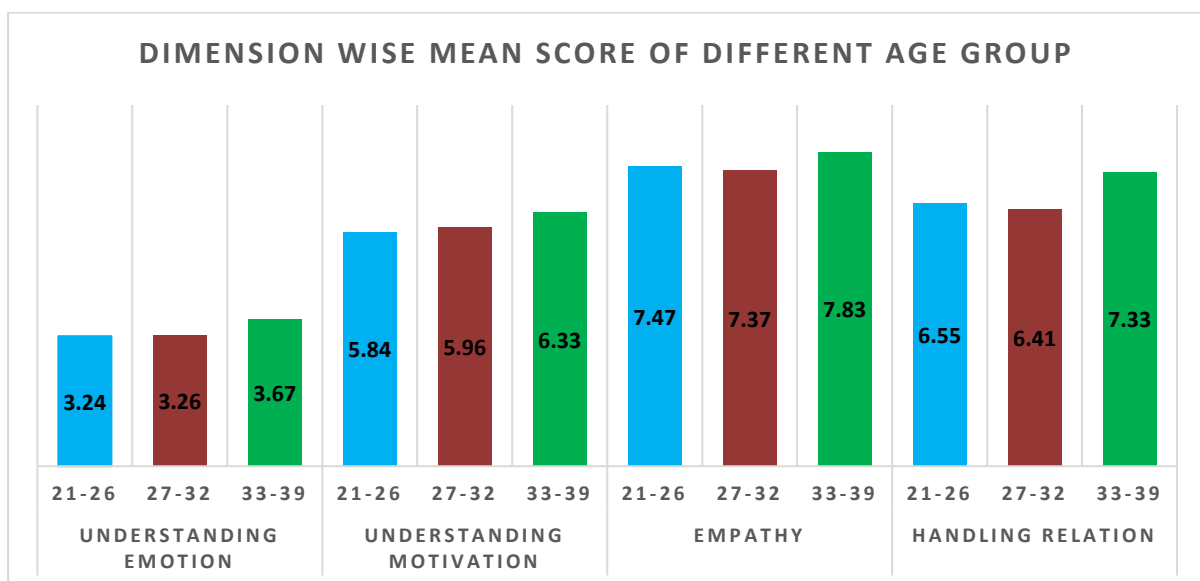


Figure 6: shows that the Mean score of age group 33-39 students (3.67, 6.33, 7.83 and 7.33) is marginally higher than the Mean score of other age group students (age group of 27-32= 3.26, 5.96, 7.37, 6.41 and age group of 21-26 students= 3.24, 5.84, 7.47, 6.55) in the Dimension of Emotional Intelligence concerning Gender (Understanding Emotion, Understanding Motivation, Empathy and Handling relation). As a result, it can be inferred that the age group of 33-39 students score higher than other age group students on the Emotional Intelligence dimension of Understanding emotion, Understanding motivation, Empathy, and Relationship Handling.

INFERENTIAL STATISTICS:

HYPOTHESIS TESTING:

H01: There is no significant difference in Emotional Intelligence and Gender Mean Scores.

Showing independent sample t test based on H01

Independent sample T-Test based on emotional intelligence score									
Variable	Category	N	Mean	SD	T	Df	MD	Sig. (two tailed)	Remarks
Gender	Male	61	23.21	4.772	.148	233	0.98	.883	NS* (p>.05 level)
	Female	174	23.11	4.346					

*Not significant

Table 4: This independent sample 'T-test' study revealed that the 61 Male Students had a mean of 23.21 and a standard deviation (SD) of 4.772, whereas the 174 Female Students had a mean of 23.11 and an SD of 4.346. Here, the mean score of Male students (23.21) is just slightly higher than that of Female students (23.11). However, to establish if this difference was statistically significant, the researcher employed a second test, the t-test. Here, the computed 't-value,' i.e., 1.48, is less than 1.96, the crucial value necessary to achieve a significance threshold of 0.05, indicating that the result is insignificant at the 0.05 level. It shows that means were not statistically different at the 0.05 level. Therefore, the null hypothesis cannot be rejected, and the observed difference in the sample mean is negligible, attributable entirely to a random variable or sampling variation.

H02: Emotional Intelligence and Age Mean Scores do not differ significantly.

Showing F test based on H02

ANOVA

TOTAL SCORE						
	Sum of Squares	Df	Mean Square	F	Sig.	Remarks
Between Groups	25.513	2	12.756	.642	.527	NS* ($p > .05$)
Within Groups	4608.853	232	19.866			
Total	4634.366	234				

*Not Significant

Table 5: In this study, descriptive statistics were used to ascertain the mean values and the result revealed that Emotional Intelligence among B.Ed. Students with concerning to background variables like Age which classified into three parts such as age group of 21-26, 27-32, 33-39. To ascertain whether statistically significant differences exist between Emotional Intelligence among B.Ed. students with varying age group students, the researcher further employed ANOVA or F-test. They have been calculated and the results show no significant difference found in Emotional Intelligence among B.Ed. students with regard to their age as here the calculated $F = .642$, $p > .05$ as $p = .527$. In other words, from the result, it can be concluded that there is no significant difference Emotional Intelligence among B.Ed. Students in regarding their age.

H03: There is no statistically significant relationship between mean scores of the dimension of emotional intelligence scores and Gender.

Showing independent sample t test based on H03

Independent sample T-Test based on dimension of Emotional Intelligence score									
Dimension	Gender	N	Mean	SD	T	Df	MD	Sig. (two tailed)	Remarks
Understanding emotion	Male	61	3.28	.777	.285	233	.037	.776	NS* ($p > .05$ level)
	Female	174	3.24	.912					
Understanding Motivation	Male	61	5.72	1.694	-.850	233	-.192	.396	NS* ($p > .05$ level)
	Female	174	5.91	1.458					
Empathy	Male	61	7.51	1.840	.220	233	.054	.826	NS* ($p > .05$ level)
	Female	174	7.45	1.586					

Handling relation	Male	61	6.70	1.697	.834	233	.199	.405	NS* ($p > .05$ level)
	Female	174	6.51	1.572					

Table 6: The 61 male students had a mean of 3.28 and SD of .777, while the 174 female students had a mean of 3.24 and SD of .912. This independent sample 'T-test' analysis based on Understanding emotion as a dimension of Emotional Intelligence indicates that the 61 male students had a mean of 3.28 and SD of .777, and the 174 female students had a mean of 3.24 and SD of .912. Male students received a slightly higher mean score (3.28) than female students (3.24). However, the researcher employed another test, the 't' test, to see if the difference was statistically significant. The computed 't-value,' i.e..285, was less than 1.96, the crucial values required to reach a significance threshold of 5%, indicating that it was not significant at the 0.05 level. This signifies that at the 0.05 level, the means did not differ substantially. As a result, the null hypothesis cannot be rejected. The observed difference in the mean sample is negligible, implying that it is due to a random factor or sampling fluctuation.

Similarly, among B.Ed. students, an independent sample 't-test' was computed between the categories of Gender and Understanding motivation (Dimension of Emotional Intelligence). No statistically significant change ($t = -.850$, $df = 233$) was statistically insignificant at the 0.05 level. As a result, it can be concluded that male students' motivation (Mean=5.72, SD=1.694) was not substantially different from female students' motivation (Mean=5.91, SD=1.458). Similarly, among B.Ed. students, an independent sample 't-test' was computed between the categories of Gender and Empathy (Dimension of Emotional Intelligence). There was no statistically significant difference ($t = .220$, $df = 233$), which was statistically insignificant at the 0.05 level. As a result, male students' empathy (Mean=7.51, SD=1.840) was not statistically different from female students' empathy (Mean=7.45, SD=1.586). Finally, among B.Ed. Students, an independent sample 't-test' was computed between the categories of Gender and Handling connection (Dimension of Emotional Intelligence). There was no statistically significant difference ($t = .834$, $df = 233$), which was statistically not significant at the 0.05 level. As a result, it can be stated that the handling relationship between male students (Mean=6.70, SD=1.697) and female students (Mean=6.51, SD=1.572) was not substantially different.

H04: There is no statistically significant relationship between mean scores of the dimension of emotional intelligence scores and Age.

Showing F test based on H04

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
understanding emotion	Between Groups	1.075	2	.537	.696	.500
	Within Groups	179.113	232	.772		
	Total	180.187	234			
understanding motivation	Between Groups	1.737	2	.869	.373	.689
	Within Groups	539.905	232	2.327		
	Total	541.643	234			
Empathy	Between Groups	1.059	2	.530	.193	.825
	Within Groups	637.451	232	2.748		
	Total	638.511	234			
handling relations	Between Groups	4.222	2	2.111	.819	.442
	Within Groups	597.753	232	2.577		
	Total	601.974	234			

Table 7: Shows a one-way ANOVA was computed among the age group of students and Understanding Emotion mean score. No significant variation was found in mean scores of the age {F (2,232) =.696, $p>.05$ } in terms of Understanding Emotion to B.Ed. students.

For another Dimension of Emotional Intelligence, a one-way ANOVA was computed among the different age group and Understanding Motivation mean score. No significant variation was found in mean scores of the age group of students {F (2,232) =.373, $p>.05$ } in terms of Understanding Motivation to B.Ed. students.

In a similar way a one-way ANOVA was computed among the different age group students and Empathy mean score. No significant variation was found in mean scores of the age {F (2,232) =.193, $p>.05$ } in terms of Empathy to B.Ed. students.

Similarly, a one-way ANOVA was computed among the different age group and Handling relation mean score. No significant variation was found in mean scores of the age {F (2,232) =.819, $p>.05$ } in terms of Handling relation to B.Ed. students.

4. DISCUSSION:

In this pandemic, Weakened teacher-student interactions and an increasing communication gap have taken a toll on the educational process. Academics, on the other hand, are divided on whether or not academic proficiency alone is adequate to prepare students for the myriad challenges they would face in real life. In order to cope with these situations, educators, students, and administrators all need to develop emotional intelligence. Because of this, emotional intelligence has recently remained a top priority for researchers and other educators.

Emotional Intelligence (EI) is a key element for students and instructors, and the researcher specified the following study as a follow-up “**Study of Emotional Intelligence among trainee teachers in the covid-19 context.**”

Researchers employed a quantitative research strategy (survey) and a sample size of 235 students in this study to obtain data. Analysed via t test and ANOVA using an Emotional Intelligence Scale for data collection.

There was no significant difference in Emotional Intelligence scores among trainee instructors based on gender and age, according to this study's findings. Researchers observed no differences in Emotional Intelligence among B.Ed. students based on gender and age of the students. Therefore, the null hypothesis is accepted based on statistical analysis. Therefore, it can say that EI skills are not depend upon the gender or age rather it depends upon the practice.

Gender and Emotional Intelligence scores were determined to be insignificant by Maryam Meshkat and Reza Nejati (2017) (Meshkat & Nejati, 2017). Emotional intelligence is proven to be statistically significant when measured in terms of Habitat. In this study, it was shown that student teachers from rural areas had better Emotional Intelligence scores than students from urban areas. He also observed substantial variations between residency and Emotional Intelligence except for gender, according to Marutha Vanan. M (2020) (Vanan, 2020)

Emotional intelligence is not influenced by a student's gender or age, according to this study. Yoga, mindfulness, life skills training, emotional balance and other practises can help the teachers in teaching learning process. Teachers must thus take this into consideration and act accordingly.

The researcher advised to study other background variables with relation EI and define the scope of the study.

5. LIMITATION:

Because the tool's language was translated into Bengali, the researchers could only gather data from the districts of West Bengal. As a result of the covid-19 epidemic, statistics were only collected from a small number of WB colleges. Only because of the ease of access to technology, data was collected via a google form.

6. CONCLUSION:

It was also said that instructors need to know more than just material or pedagogical understanding when it comes to the teaching learning process. Students' accomplishment or performance may be affected by their level of emotional intelligence in some way. There is evidence that EI is not influenced by gender or age, but rather by other variables.

REFERENCES

1. Dhani, P., & Sharma, T. (2016). EMOTIONAL INTELLIGENCE; HISTORY, MODELS AND MEASURES. *International Journal of Science Technology & Management*, 5, 189–201.
2. Fariselli, L., Ghini, M., & Freedman, J. (2006). Age and emotional intelligence. *Six Seconds*.
3. Freshman, B., & Rubino, L. (2002). Emotional Intelligence. *The Health Care Manager*, 20, 1–9. <https://doi.org/10.1097/00126450-200206000-00002>
4. Furnham, A. (2012). *Emotional Intelligence*. <https://doi.org/10.5772/31079>
5. Hassan, N., Jani, S. H. Md., Som, R. M., Hamid, N. Z. A., & Azizam, N. A. (2015). The Relationship between Emotional Intelligence and Teaching Effectiveness among Lecturers at Universiti Teknologi MARA, Puncak Alam, Malaysia. *International Journal of Social Science and Humanity*, 5(1), 1–5. <https://doi.org/10.7763/IJSSH.2015.V5.411>
6. Kant, R. (2019). Emotional intelligence: A study on university students. *Journal of Education and Learning (EduLearn)*, 13, 441–446. <https://doi.org/10.11591/edulearn.v13i4.13592>
7. Kerr, R., Garvin, J., Heaton, N., & Boyle, E. (2006). Emotional intelligence and leadership effectiveness. *Leadership & Organization Development Journal*, 27(4), 265–279. <https://doi.org/10.1108/01437730610666028>
8. Mahmoudi, A. (n.d.). *EMOTIONAL INTELLIGENCE AMONG THE B.ED. TEACHER TRINEES*. Retrieved May 30, 2022, from <https://www.semanticscholar.org/paper/EMOTIONAL-INTELLIGENCE-AMONG-THE-B.ED.-TEACHER-Mahmoudi/115da0f382054919035154f13a55e67c181b96e1>
9. Meshkat, M., & Nejati, R. (2017). Does Emotional Intelligence Depend on Gender? A Study on Undergraduate English Majors of Three Iranian Universities. *SAGE Open*, 7(3), 2158244017725796. <https://doi.org/10.1177/2158244017725796>
10. Roberts, R., Maccann, C., Matthews, G., & Zeidner, M. (2010). Emotional Intelligence: Toward a Consensus of Models and Measures. *Social and Personality Psychology Compass*, 4, 821–840. <https://doi.org/10.1111/j.1751-9004.2010.00277.x>
11. Sfetcu, N. (2020). *Emotional Intelligence*. <https://doi.org/10.13140/RG.2.2.13623.75685>
12. Sharma, P., Mangal, S., & Nagar, P. (2016). To Study the Impact of Emotional Intelligence on Academic Achievement of Teacher Trainees. *IRA International Journal of Education and Multidisciplinary Studies (ISSN 2455–2526)*, 4(1). <https://doi.org/10.21013/jems.v4.n1.p6>
13. Swanepoel, S., & Britz, L. (2017). Emotional Intelligence and Academic Performance. *Alternation Journal*, 20, 171–188.
14. Tajpreet, K., & Maheshwari, S. K. (2015). Relationship of emotional intelligence with self- esteem among adolescents. *Indian Journal of Psychiatric Nursing*, 10(1), 18. <https://doi.org/10.4103/2231-1505.240278>
15. Tripathy, D. (2018). *EMOTIONAL INTELLIGENCE: AN OVERVIEW*.
16. Vanan, M. M. (2020, July 1). *EMOTIONAL INTELLIGENCE AMONG B.ED. STUDENTS IN MADURAI DISTRICT*.