4. For science stream B.Ed. students, Emotional Intelligence is positively related to Academic adjustment.

5.1.3 Study of relationship between Emotional Intelligence and Teaching Aptitude of B.Ed. students

1. For male B.Ed. students, Emotional Intelligence is positively related to Teaching Aptitude.
2. For female B.Ed. students, Emotional Intelligence is positively related to Teaching Aptitude.
3. For Arts stream B.Ed. students, Emotional Intelligence is positively related to Teaching Aptitude.
4. For science stream B.Ed. students, Emotional Intelligence is positively related to Teaching Aptitude.

5.1.4 Study of Emotional Intelligence of B.Ed. students with different levels of Stress

1. Male B.Ed. students with low, moderate and high Stress differ from one another on Emotional Intelligence.
2. Female B.Ed. students with low, moderate and high Stress do not differ from one another on Emotional Intelligence.
3. Arts stream B.Ed. students with low, moderate and high Stress differ from one another on Emotional Intelligence.
4. Science stream B.Ed. students with low, moderate and high Stress differ from one another on Emotional Intelligence.
5. As compared to male B.Ed. students with high level of Stress, male B.Ed. students with moderate or low level of Stress have high Emotional Intelligence.
6. As compared to male B.Ed. students with high level of Stress, male B.Ed. students with moderate level of Stress have high Emotional Intelligence.
7. As compared to Arts stream B.Ed. students with high stress, arts stream B.Ed. Students with moderate or low stress have higher emotional intelligence.
8. Arts stream B.Ed. students with low and moderate stress do not differ from one another in emotional intelligence.

9. As compared to Science stream B.Ed. students with high stress, science stream B.Ed. students with moderate or low stress have higher emotional intelligence.

10. There is no difference between the emotional intelligence of science stream B.Ed. students with low and moderate stress.

### 5.1.5 Study of Emotional Intelligence of B.Ed. students with different levels of Academic Adjustment

1. Male B.Ed. students with low, moderate and high Academic adjustment differ from one another on Emotional Intelligence.

2. Female B.Ed. students with low, moderate and high Academic Adjustment differ from one another on Emotional Intelligence.

3. Arts stream B.Ed. students with low, moderate and high Academic Adjustment differ from one another on Emotional Intelligence.

4. Science stream B.Ed. students with low, moderate and high Academic Adjustment differ from one another on Emotional Intelligence.

5. As compared to male B.Ed. students with low level of academic Adjustment, male B.Ed. students with moderate or high level of academic Adjustment have high Emotional Intelligence.

6. As compared to male B.Ed. students with moderate level of academic Adjustment, male B.Ed. students with high level of academic Adjustment have high Emotional Intelligence.

7. As compared to female B.Ed. students with low level of academic Adjustment, female B.Ed. students with moderate or high level of academic Adjustment have high Emotional Intelligence.

8. There is no difference between the emotional intelligence of female B.Ed. students with low and moderate level of Academic Adjustment.

9. As compared to Arts stream B.Ed. students with low level of Academic Adjustment, arts stream B.Ed. students with moderate or high level of academic Adjustment have high Emotional Intelligence.
10. As compared to Arts stream B.Ed. students with moderate level of Academic Adjustment, arts stream B.Ed. students with high level of academic Adjustment have high Emotional Intelligence.

11. As compared to science stream B.Ed. students with low level of academic Adjustment, science stream B.Ed. students with moderate or high level of academic Adjustment have higher Emotional Intelligence.

12. As compared to science stream B.Ed. students with moderate level of Academic Adjustment, science stream B.Ed. students with high level of academic Adjustment have high Emotional Intelligence.

5.1.6 Study of Emotional Intelligence of B.Ed. students with different levels of Teaching Aptitude

1. Male B.Ed. students with low, moderate and high Teaching Aptitude differ from one another on Emotional Intelligence.

2. Female B.Ed. students with low, moderate and high Teaching Aptitude differ from one another on Emotional Intelligence.

3. Arts stream B.Ed. students with low, moderate and high Teaching Aptitude differ from one another on Emotional Intelligence.

4. Science stream B.Ed. students with low, moderate and high Teaching Aptitude differ from one another on Emotional Intelligence.

5. As compared to male B.Ed. students with low level of Teaching Aptitude, male B.Ed. students with moderate or high level of Teaching Aptitude have high Emotional Intelligence.

6. As compared to male B.Ed. students with moderate level of Teaching Aptitude, male B.Ed. students with high level of Teaching Aptitude have high Emotional Intelligence.

7. As compared to female B.Ed. students with low Teaching Aptitude, female B.Ed. students with moderate or high level of Teaching Aptitude have high Emotional Intelligence.

8. There is no difference between the emotional intelligence of female B.Ed. students with low and moderate level of Teaching Aptitude.

9. As compared to Arts stream B.Ed. students with low level of Teaching Aptitude, arts stream B.Ed. students with moderate or high level of Teaching Aptitude have high Emotional Intelligence.
10. As compared to Arts stream B.Ed. students with moderate level of Teaching Aptitude, arts stream B.Ed. students with high level of Teaching Aptitude have high Emotional Intelligence.

11. As compared to science stream B.Ed. students with low level of Teaching Aptitude, science stream B.Ed. students with moderate or high level of Teaching Aptitude have higher Emotional Intelligence.

12. As compared to science stream B.Ed. students with moderate level of Teaching Aptitude, science stream B.Ed. students with high level of Teaching Aptitude have higher Emotional Intelligence.

5.1.7 Study of Stress, Academic Adjustment and Teaching Aptitude as predictors of Emotional Intelligence among B.Ed. students.

1. For male B.Ed. students, teaching Aptitude emerged as the best predictor of Emotional Intelligence followed by academic adjustment and stress. (36.60% variance)

2. For female B.Ed. students, no clear predictor emerged amongst teaching aptitude, academic adjustment and stress. (18.40% variance)

3. For arts stream B.Ed. students, teaching Aptitude emerged as the best predictor of Emotional Intelligence followed by academic adjustment and stress. (25.40% variance)

4. For science stream B.Ed. students, teaching aptitude emerged as the best predictor of Emotional Intelligence followed by stress and academic adjustment. (26.70% variance)

5. For B.Ed. students teaching aptitude proves to be the best predictor of emotional intelligence.

5.1.8 Study of emotional intelligence, stress, academic adjustment and teaching aptitude among male and female B.Ed. students

1. Male and female B.Ed. students differ from one another on emotional intelligence, stress, academic adjustment and teaching aptitude.

2. As compared to male B.Ed. students, female B.Ed. students have higher emotional intelligence.

3. As compared to female B.Ed. students, male B.Ed. students have higher stress.
4. As compared to male B.Ed. students, female B.Ed. students have higher academic adjustment.
5. As compared to male B.Ed. students, female B.Ed. students have higher teaching aptitude.

5.1.9 Study of emotional intelligence, stress, academic adjustment and teaching aptitude among arts stream and science stream B.Ed. students.

1. Arts stream and Science stream B.Ed. students do not differ from one another on emotional intelligence and academic adjustment.
2. Arts stream and Science stream B.Ed. students differ from one another on stress and teaching aptitude.
3. As compared to Science stream B.Ed. students, Arts stream B.Ed. students have higher level of stress.
4. As compared to Arts stream B.Ed. students, Science stream B.Ed. students have higher Teaching Aptitude.

5.2. EDUCATIONAL IMPLICATIONS

To become a professional teacher is a long learning process (Davanport & Prusak, 1998). Teaching is a reflective practice (Schon, 1991). Teacher development therefore implies guiding prospective teachers to develop the confidence to work with learners in real situations, for which teacher trainees need practical advice during their school practice and training period. This experience in teaching is the integration of different kinds of knowledge (Niemi & Jakku – Sihvonen, 2010). The educational implications of the present study are not difficult to discern, the subject of the study is of much importance in the present-day context as there is a growing focus on B.Ed. students experiences of stress, problems related to academic adjustment and their aptitude for teaching, for which development of emotional intelligence seems to be the remedy (Singh & Islam, 2016).

Emotional Intelligence enhances intra and inter-personal skills and management of a prospective teacher and in turn raises their competence and creativity level, which further helps them in their careers (Chopra, 2009). It has the
potential to make a significant impact in the knowledge gained by B.Ed. students as well as their ability to deal with the diverse environments they will face. Increasing the level of emotional intelligence will allow for better self-reflection and enable them to benefit from the input and experiences of others (Dawson, 2015).

Emotional Intelligence improves all work performance (Goleman, 1998). In order to raise the standard of education, it is imperative to select proper persons for the profession. When we say a teacher-trainee is Emotionally Intelligent, it is quite evident that he is academically adjusted, he is not easily stressed due to the training program and possesses an aptitude for teaching and it is assumed that he has a good proportion of the traits required for becoming successful in teaching. The magnitude of these traits may differ from individual to individual or even the number of traits possessed by individual may also differ. The results and analysis of the present study highlights the importance of Emotional Intelligence of prospective teachers and it also brings out factors such as teaching aptitude and academic adjustment as important predictors of being an emotionally intelligent trainee.

The present study has shown that emotional intelligence is negatively related to stress, positively related to academic adjustment and teaching aptitude among B.Ed. students. The teacher education at secondary level should help pupil-teachers to learn and manage the emotional side of their behavior. According to Sternberg (2002), successful teaching involves instructing and assessing analytically, creatively and practically. Such a teaching will help student-teachers recognize and capitalize on their strengths and at the same time recognize and correct or compensate for their weaknesses. Thus, it will work towards raising the emotional intelligence of student-teachers. Several researchers have suggested that some preparatory courses aiming at enhancing the important psychological traits such as emotional intelligence should be incorporated in educational programs designed for novice teachers so that it will contribute to pedagogical improvement (Hekmatzadeh, et. al , 2016). Perhaps the most effective way to nurture the social and emotional competencies of pre-service teachers would be for teacher education to change its primary purpose from that of developing student-teachers cognitive abilities to that of developing student-teachers affective competencies (Mishra et al., 2012).
5.2.1 Implications for guidance and counselling

Personal and educational guidance is crucial for B.Ed. students, due to extensive pressure of the training and future prospects. At the beginning of the training programme B.Ed. students should be tested on various psychological variables such as personality, intelligence, stress etc. in order to provide suitable guidance to them (Greene & Thomas, 2015). Assessment of individuals with low EI will provide suggestions for education and skill training, feedback to individuals with moderate or high emotional intelligence ability might give them a greater awareness of their own resources which should lower stress. Learning to trust in their emotional knowledge will be especially beneficial for some of the overwhelmed individuals (Gupta & Kumar 2010). This will provide B.Ed. students with increased awareness and better performance (Salami & Ogundokun 2009). In view of Madsen & Duke (1993) the B.Ed. students should be given guidance in accordance to their aptitude, capacities and talents. Zeidner et al., (2009) opined training in self-counselling and enhancement of emotional intelligence will improve their overall performance. When pupil-teachers are aware of their EI competencies and psychological state they can take help and improve their effectiveness in teaching, they will become more realistic and resilient and focus in teaching. Thus, timely guidance and counselling facilities should be made available to B.Ed. students.

5.2.2 Implications for curriculum development

Emotional intelligence has been found to be a construct which can be taught and developed (Jaeger, 2002). EI training programs are found to be effective in significantly raising the level of emotional intelligence (Malek et al., 2011). Co-curricular activities should be incorporated in the curriculum to develop emotional awareness, emotional sensitivity and emotional maturity of the student-teachers. Byron (2001) found that EQ has significant relevance in the dynamic preparation and training of novice teachers. According to Neale et al., (2014) an emotional knowledge workshop is effective in enhancing emotional knowledge and skills of teacher. Tucker et al. (2000) reported that although lectures and reading can promote an understanding of EQ, it is the practical activities and experience gained that helps to enhance social and emotional learning. Workshops, seminars and working in group settings are also beneficial in boosting ones confidence levels, removing inhibitions and bringing out
the best in prospective teachers. Reflective learning and more group activity should be included in the curriculum to enhance IQ and emotional maturity. It is seen that learning often happens unconsciously therefore curriculum should be designed to train student-teachers to think better and help them understand and perceive emotional information’s in a better way to inculcate emotional intelligence (Chu, 2005). Incorporation of modern innovative techniques into teaching-learning process are noted to boost interest of students and improve overall performance, which would lead to lower stress (Mazumdar et al., 2012). Thus, inclusion of media programs can be very informative and educative for pupil-teachers (Sharma, 2015; Yeh & Yu-Chu, 2007).

5.2.3 Implications for Teacher educators

Teacher educators must plan their lesson and activities to develop emotional intelligence of student-teachers and thereby their intellectual abilities, personality, adjustment, stress and risk-taking behaviour. Senior teacher educators can organize training programmes for young teacher educators and student-teachers to develop their emotional intelligence. Teacher-educators should adopt stress-relief technique so that they can exhibit balanced expression of emotion and present themselves as role models before the B.Ed. students (Kagoda & Sentongo, 2015). Teacher educators should have a cordial relationship with the student-teachers in order to address and share their academic and non-academic problems. Teacher educators should help the student-teachers to develop self-awareness, empathy, art of resolving conflict and cooperation.

Teacher educators should make efforts to train student-teachers in understanding the characteristics of the learning environment and create environment that will facilitate development of EI. They may also be trained as to where, when and how to deal with students of different dispositions, needs and cognitive preferences. Teacher educators should help B.Ed. students in removing the fear and anxiety arising due to intensive and vigorous training. The trainees come from varied backgrounds and environments, thus, the teacher educators should be able to express with clarity and correctness the various aspects of curriculum. Individual student-teachers have distinct characteristics of their own, to educate effectively, attention must be given to individual differences (Sutherland, 1990). It is imperative for the teacher educators to boast motivational level of trainees who lack in it to raise their performance level.
Teacher educators should evaluate their own emotional competence in order to be able to pay special attention to student-teachers emotional needs. Familiarizing themselves with the concept of EI would enable them to enhance student-teachers emotional literacy through a number of programs, which do not have to be designed as an additional subject but can be incorporated into other lessons (Zeidner et al., 2009). Teacher educators themselves should present good role models by exhibiting and showing a restrained and balanced expression of emotions. Monitoring self-talk to catch negative messages, talking about feelings effectively, listening as well as asking questions, spontaneous sociability on the part of teacher educators will expand the light of emotional fitness among student-teachers (Singh, 2008b). Teacher educators should participate in education consultation, career training and develop operational research to enhance personal-emotional control and related professional knowledge to achieve higher educational effectiveness. Integrate frequent feedback and interaction with pupil-teachers in order to improve self understanding and cultivate the trainees improved emotional management.

5.2.4 Implications for B.Ed. Training colleges

The training colleges should provide such an educational environment in the institution including facilities and resources that B.Ed. students appreciate and make use of all the available opportunities for their growth. This will lead to interest and attention for college activities and help the B.Ed. students in their determination to succeed in academic arena and settle professionally. Apart from educational facilities, sports, games, dramatics and similar co-curricular activities are of great value for sublimation of emotions. So, colleges should organize such constructive activities to foster emotional intelligence of B.Ed. students. Recent studies have shown that social-emotional programme (SEL) significantly improve socio-emotional skills and academic performance (Guil, Mestre & Gil-Olarte, 2004). Initiatives taken by the college administration to integrate SEL and academic programme may provide training in these skills to both teachers and students. It is noticed that these days several EI enhancement programmes are run by several organizations which are short term as well as long term, similar programs should be adopted by B.Ed. institutes also. According to Sarojini (2006), the teacher education institutions may extend their programme to train the teachers to attain proficiency and efficiency in their subject
teaching and learning skills. Regular feedback and interaction programs between teacher educators and B.Ed. students should be initiated by the college administration this will prove to be beneficial to B.Ed. students as well as teacher-educators in enhancing their performance.

5.2.5 Implications for families

Some students opt for teaching profession by choice but some are forced into it, the growing demand of teachers and the increasing salaries in teaching profession has lead the parents pressurize their wards towards teaching profession. The findings of the present study can help the families to understand that their wards aptitude in teaching is important. So, while analyzing students’ interest and caliber should be taken into consideration by parents. Families should foster emotional intelligence of student-teachers by exhibiting emotionally intelligent behaviour on their own part. When people embody the social-emotional competencies of self-awareness, discovery, respect and empathy for others, academic success soar (Keister, 2006). There is need to educate parents to realize the importance of home and provide an environment which is balanced and also congenial for the development of individual potential of students. The trainees of B.Ed. programme come from diverse backgrounds in terms of age, stream, medium of study, marital status, socio-economic status etc. All these diverse factors sometimes create pressure and stress in the minds of the trainees which often causes adjustment problems, if these problems are not handled timely, may lead to poor academic performance and mental health problems (Zeidner et al., 2009). Therefore, the families must realize their duties and provide a conducive environment to the prospective teachers.

The present study also signifies that male and female B.Ed. students differ on emotional intelligence, stress, academic adjustment and teaching aptitude. The reason for these differences are often embedded in family relationship problems, social and economic background, conflicts, marital status etc. (Lenaghan, et al., 2007). Thus, families of B.Ed. students should take care of problems arising due to aforesaid factors and support their wards. Inculcating EI competencies in B.Ed. trainees will also prove to be helpful in dealing with such issues (McGregor, et al., 1998). As a result prospective teachers would yield better performance.
5.2.6 Implications for understanding the importance of emotional intelligence for B.Ed. students

According to Kirk, Schutte & Hine (2008), there is evidence that the adaptation of emotional functioning affects the results related to its action, and this plays a central role in improving teaching skills among both student-teachers and veteran teachers. Expression of emotions, management of emotions, knowing other’s feeling well and dealing effectively with other people’s feelings is very necessary in one’s life. Suppressed emotions and too much control over them leads to immobilizing depression, overwhelming anxiety, rage, anger and manic agitation (Goleman, 1995). According to Goleman (1995), emotional literacy programme improve educational adjustment and performance. EQ training increases focus, learning collaboration, improves peer relationship and decreases negative put downs and violence. Teaching of emotional intelligence can lead to enhanced academic performance (Chopra, 2009). B.Ed. students should be trained to improve their level of emotional maturity through various interventions using cognitive therapy as well as behavior therapy.

Emotional Intelligence can be enhanced, cultivated through training (Malek et al., 2011; Grewel & Salovey, 2005 & Bar-On, 2000). Hence, the training modules for teachers at all levels must include components on enhancing the emotional intelligence. An emotionally intelligent teacher will be able to: Monitor and manage negative emotions like anger, frustration, irritability etc. better which will help them remain calm in the classroom situations which evoke the negative emotions. Only an optimistic teacher can deal with individual differences of students and be able to sustain her efforts towards the betterment of students who are relatively weak.

5.2.7 Implications for developing stress management techniques, adjustment mechanisms and interest for teaching in B.Ed. students

Life stress cannot be controlled, but its effect can be managed. Concentrating on the positives is one of the ways to reduce stress that offers profound results that problems are easier to solve with a more output approach (Mazumdar, et al., 2012). B.Ed. students face maximum stress during practice teaching. Supervision of practice teaching by teacher educators should be done in such a way that it can decrease stress among student-teachers. Personal control acts as a buffer against stress and decreases
the strain of emotional regulation. It implies that teacher education system should have an environment and surrounding which will cultivate the culture of seriousness for emotional management. Yoga, meditation and recreational activities prove to reduce stress (Gakhar & Thakur, 2010). Thus, these should be included in the teacher education curriculum.

Adding humor to the classroom, building self-esteem, effective discipline, responding to disruptions calmly and privately, and positive environment for teaching-learning are some of the measures which should be adopted for stress management (Diener & Snilth 2009). Other ways are:- To be realistic, make plan to divide larger tasks to small parts and working through one by one. In order to manage the stress, there are different techniques such as; exercise regularly, various ways of relaxation like meditation, schedule the time for learning or going out, and other innovative strategies (Carter, et al., 2003). The main factor in the management of stress is the degree of willingness of people to create the needed changes for a healthy lifestyle (Shaikh, et al., 2004). It must be understood that stress is not always harmful in fact it is how one manages it results in positive or negative outcomes. All people need a certain amount of stress to task efficiently, too much or too little stress is not helpful and not productive. Too little amount of this can lead to boredom and depression, too much can lead to anxiety and poor health. But the right amount of acute stress tunes up the brain and improves performance and health. Some amounts of stress are good to push people just to the level of optimal alertness, behavioural and cognitive performance (Chew et al., 2003).

Teaching aptitude turns out to be the best predictor of emotional intelligence in the present study, teaching is not mere instruction, it is imparting of skills, it facilitates others to learn, for which teaching aptitude is necessary. Enough opportunities should be given to the B.Ed. students to use their hypothetical, deductive, reflective and combinatorial thinking for developing favorable aptitude towards teaching. Professionals and researchers should prepare ready-to use modules of enrichment programs for different areas of emotional intelligence and teaching aptitude that can be used.

Academic Adjustment is an important aspect of teacher-training. The pupil-teachers can do their best when they are academically adjusted. The present study
highlighted that the gender effects the academic adjustment but stream does not affect the pupil-teachers academic adjustment, whereas evidences prove that Emotional Intelligence training does. Those who are well trained are better academically adjusted then those who are untrained (Adeyemo 2005).

The success of educational program depends largely on the level of emotional intelligence and teaching aptitude of teachers (Dhull et al., 2005). Pre-service teacher education, induction experiences with mentoring, and alternative certification programs should be strengthened by providing EI training in preparing new teachers (Goad & Justice, 2005). Interest in teaching gradually develops; experience enhances skill (Kaur 2014). It is noted that there are certain qualities of an emotionally intelligent teacher such as optimism, fairness, kindliness, cooperative attitude etc. which are also sub-dimensions of teaching aptitude (Prakash & Srivastava 1973) Thus, development of emotional intelligence will indirectly enhance B.Ed. students teaching aptitude and interest in teaching. Activities related to development of stress management strategies and adjustment mechanisms should be included in the curriculum of teacher education.

5.2.8 Implications towards Workplace Productivity

Teachers and students complement each other and both play an important role in developing favorable teaching and learning environment. The sagacious use of emotions in the workplace is being recognized as an influential factor in organizational effectiveness, leadership and work productivity (Amundson, 2004). Emotionally Intelligent prospective teachers are able to respond flexibly to changes in their social environments and build supportive social networks. In addition, B.Ed. students with high emotional intelligence are more likely to excel in their career because they are constantly seeking feedback about their teaching from the teacher-educators and students. This would open a good communication channel that enables prospective teachers to vent their negative feelings. There are several benefits if emotional intelligence is embedded into the teacher trainees’ curriculum program.

Harmer & Fallon (2007) and McDowelle & Bell (1997) posit that educational leadership preparation programs should systematically and intentionally include knowledge on emotional intelligence. Planned activities that emphasize on team building, networking, conflict-management, and negotiation should be included in the training curriculum (Cherniss et al., 2006). This will enhance teachers’ EQ and can
assist them to teach effectively. Since, educational activities are considered as lifelong activities, and one can develop emotional intelligence over time (Bar-On, 2000), therefore, these two aspects of life are actually parallel to each other. Hence, infusing emotional intelligence content knowledge at any part of the learning curve is possible. Teacher trainees in the B.Ed. program, for instance, will benefit from learning ‘how to be more aware of their own feelings and the effects of those feelings on others’. It would also be advantageous for them to recognize their strengths and limitations, and to build self-worth and capabilities that can enhance their self-confidence. Weisinger (1998) also suggested that emotional intelligence be developed upon a number of building blocks. Therefore, once the B.Ed. trainees are able to look at themselves introspectively, they can learn how to self-regulate their feelings, impulses and resources, and move on to other competencies needed to enhance their emotional intelligence, and thereby preparing them for their teaching career.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

After the completion of research the researcher felt there are certain gaps and lapses that are noticed during the process of investigation. The present study was conducted on a sample of B.Ed. students of Allahabad, Kanpur and Lucknow cities only. A few suggestions are outlined in this direction:-

1. This study may be repeated on large sample and at different levels of education.
2. This study may be conducted on the students of other streams like engineering, medical, management and physical education etc.
3. A study of emotional intelligence should be conducted using more dimensions and variables.
4. A study of emotional intelligence should be conducted in the light of demographic variables and other cognitive and affective variables.
5. A study of emotional intelligence should be conducted in relation of other forms of intelligence like spiritual intelligence, social intelligence and moral intelligence.
6. The study may be replicated on a sample of:-
   • B.Ed. students belonging to urban and rural areas.
   • B.Ed. students of Arts, Science and Commerce streams.
- B.Ed. students belonging to different age groups.
- B.Ed. students studying in Self-financing and Government colleges.
- B.Ed. students belonging to different marital status (Married and Unmarried).
- B.Ed. students of general, OBC, ST and SC categories.

Use of various other factors may influence student-teachers Emotional Intelligence. So, study may be undertaken to find out other such predictors of Emotional Intelligence among B.Ed. students. Future researchers interested in this area can also conduct longitudinal studies that examine the developmental stage of emotional intelligence among pupil-teachers. Researchers may also examine relationship between B.Ed. students emotional intelligence and their commitment to the teaching profession. Besides these the study can also be conducted dimension wise to achieve a more elaborate and comprehensive result.