“I have often observed, with deep regret, that educability of the intelligence is often prevented. The idea of ‘once a dunce, always a dunce’ seems to go unchallenged by teachers; these teachers lose interest in students who lack intelligence, they show them neither sympathy nor respect, using such unmeasured language in front of the children that they say things like: ‘This boy will never be good for anything…….., he has no gifting, no intelligence.’ Many times I have heard such careless words. They are repeated daily in primary schools and also in secondary. I remember, during my Baccalaureate exam in Letters, Martha, the examiner become indignant over one of my answers (I confused the name of a Greek philosophy with one of the character names from La Bruuer’e). She declared that I would never have the philosophic sprit. ‘Never!’ what a daring word! Some recent philosophers seem to give moral support to such deplorable verdicts affirming that an individuals' intelligence is a fixed quantity, a quantity that cannot increase. We must protest and counteract this brutal pessimism, let us demonstrate that it has no basis what so ever.”

(Alfred Binet, 1909)

1.1 Introduction:

Binet refers to the daring word ‘Never’ in his writing ‘Modern Ideas about children’ as his negative emotional memory. Binet would have been grateful to his teacher if she would have enough emotional sensitivity to point out his error
without hurting his emotions by her negative comment. Though, Binet was not the victim of such discouraging words of his teacher and become one of the contributors of modern psychology who is always remembered for his concept of ‘Intelligence’. There is no dearth of such example like Binet, who had to face stern criticism from their teachers in their school life. In the 21st century, though there has been radical change in human psychology today, still there is gap in our present day educational system. Every child who have to face such ‘daring’ affirmation about their abilities in schools or at home, may not have that capacity for coping adequately with such negative emotion, that may arise in this competitive age of school life.

1.2 Education in the 21st Century:

Education makes individuals to undergo varieties of learning situation and to get varieties of experiences about human life in society. At the turn of the third millennium, we must have a vigilant watch over the changes and challenges occurring in the world scenario. In this reference observation can be made of one important UNESCO document on education ‘Learning: The Treasure Within 1996’ popularly known as the Delors Report that visualize education as an instrument for the comprehensive development of the individual for the performance of both personal and social goals. Dr. Radhakrishnan (1957) also rightly pointed out that education should not merely make a physical bond between individual rather it should make us live together by understanding one another, knowing one another’s fear and anxieties, aspiration and thoughts. “The Indian situation
demands citizens capable of making conscious and purposive efforts directed towards social cohesion and living together harmoniously.” said ‘Curriculum Framework for quality Teacher Education’ (2005). We all are aware that what will transform education is not another theory or another book or another formula, but a transformed way of being in the world. A 21st century education system must meet the needs of the whole person and be built on explicit assumptions of connectedness, wholeness and being. It should provide opportunities for students to be creative, contemplative and imaginative. This is possible only when we go beyond our cognition.

1.2 a) Role of Non-Cognitive Abilities in Education :

As a result of globalization, liberalization and privatization change occurs in the socio-economic system like tough competition, nuclear family system, busy work schedule of the parents etc, which results in declining values in society, stress, creating crises in emotional, moral and ethical aspects that effect the normal life of people. In such situation, questions sometime arises, as such what is the solution to make the world a better place to live with. Our past experiences and experiments also indicate that even the persons with high intellect cannot be always successful. Many people have been trying to fulfill the gap between the success and failure caused by mind and heart. Recently, psychologists like J. D. Mayor, P. Salovey and Daniel Goleman have come with an answer by introducing a new yardstick for measuring human success, i.e. the concept of ‘Emotional Intelligence’. Intelligence involves not just a single ability, its multiple abilities, categorized as cognitive and non-cognitive intelligence that measures persons’
performance in more than one domain. Non-Cognitive intelligence addresses the personal, emotional, social and survival dimensions of intelligence which are often more important for daily functioning than mere cognitive aspects of intelligence (Bar-On 1997). This concept of non cognitive intelligence is the foundation upon which the term ‘emotional intelligence’ is coined.

1.3 Context of the Present Study:

To have a clear understanding about the role played by the non-cognitive abilities on academic sphere, socio-psychological approach of study is important. The purpose of this research work is to study the role played by creativity, stress and academic achievement in emotional intelligence of the B.Ed. students. For comprehensive understanding of the problem and to know the role of ‘emotional intelligence’ in educational set-up, the context of the study is presented here.

1.3.1 Emotion:

Derived from the Latin word ‘emover’, emotions means the ‘spirit that moves us’ with a strong sense of feelings or drama. Many researchers have considered six universally accepted emotions-anger, fear, sadness, disgust and surprise with most other emotions included within these six categories (Robbins, Judge, 2009). Every emotion has a cognitive component and every thought is influenced by emotional factors (Thomas and Chess, 1980). There appears to be an important links between emotion and cognition, between the way we feel and the way we think.
1.3.2  Emotional Intelligence:

Emotional intelligence was conceptualized as competencies that may enable people to use emotion advantageously to achieve desired outcome. It is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for motivating emotions well in us and in our relationships. Further research in this area has indicated that an emotionally intelligent person is likely to be skilled in two key areas within one’s emotional competence framework, namely “personal competence,” managing the self; and “social competence” that manages relationships (Kierstead 1999; Bhalla and Naurliyar 2004).

Emotional intelligence involves some degree of skill in the affective domain, along with some cognitive elements in each ability. The psychometric interdependence of the construct of emotional intelligence and intelligence has been theoretically explored. The intelligence theories grouped into three clusters (Ruisel, 1992) e.g. abstract intelligence (ii) concrete intelligence (iii) social intelligence. Gardner in 1983 includes inter and interpersonal intelligence comprising intelligence in his theory of multiple intelligences (Goleman 1998). Self-awareness (intrapersonal intelligence), empathy and handling relationships (interpersonal intelligence) are essentially dimensions of social intelligence, whereas managing emotions and motivating oneself are from psychomotor domain. Thus, on one hand, emotional intelligence is broader than social intelligence, including not only reasoning about the emotions in social relationships, but also reasoning about internal emotions that are important for personal growth. Emotional intelligence is made up of a set of skills that can be
improved through education. School is the place where teachers, students interacts with each other and also interact with the surrounding environment.

Emotional intelligence can be beneficial in many areas of life, though its usefulness has been most frequently documented in the professional workplace. Boyatzis (1982), Jacobs and Chen (1997) in (Goleman 1998 p 320), report that emotional intelligence was twice as important as pure intellect and expertise in distinguishing star performers from average ones. From the empirical assertions and opinions, the importance of emotional intelligence on teaching profession cannot be over emphasised. Research evidence linking emotional intelligence to academic success has been established in a number of studies (e.g. Brackett, Lopez, Lucevitz, Mayer (2004) and Marquez, Martin & Brackett, 2006). In the same vein, Imel (2003) demonstrated the influence of emotion on learning in adult, career, and career-technical education. In 2002 UNESCO began a worldwide initiative to promote ‘socio-emotional learning’. Since the concept of emotional intelligence was introduced, adapted, developed and accepted by the business organization and the academicians, it calls for the incorporation of emotional intelligence competencies in teacher education curriculum to acquaint students with emotional intelligence skills. There has been enormous psychological pressure on individuals to perform well and succeed in life. Emotional intelligence has now been accepted as key to withstand such psychological pressures.

While emotional intelligence as a construct is relatively new, the historical roots can be traced to the time of Plato in his opinion that all learning has an emotional base. In the words of Goleman, “Emotional Intelligence refers to an
ability to separate healthy from unhealthy feelings and how to turn negative feelings into positive.” Singh D. (2007 p 36) stated that motivating one’s self or measuring emotions is essential for self-motivation and creativity. Several studies have been conducted on ‘Emotional Intelligence’ that have focused on the relevance and prevalence of ‘emotional intelligence ’ in the Indian socio-cultural and business context like (Bhalla and Naurial’2004; Sibia, Misra and Srivastava 2004; Bindu and Thomus etc.2006).

It is revealed that emotional intelligence shows promise to be linked to the field of health and psychological wellbeing (Austin, Evans; Goldwater and Potter, (2005). Emotional well being is a predictor of success in academic achievement (Pool, 1997). Emotional intelligence has been found to be positively related to academic achievement, cognitive ability (Drago, 2004), self-esteem (Mishra & Ranjan, 2008), reasoning ability (Gupta, 2009), moral judgment (Malaviya, 2007) and intelligence (Reif, 2001), while it is negatively related to academic anxiety (Pandey, 2006), emotional exhaustion (Budmik, 2003), anxiety, psychological distress (Mark-Allen,2005) and stress (Manhas & Gakhar, 2005).

1.3.3 Creativity:

For centuries the common idea had been that only the exceedingly rare person is genuinely creative and that creativity is a divine gift. The etymological root of the word comes from the Latin ‘Creatus’ literally, means to have grown. “Creativity is the ability of an individual to respond to the need for creation, self-expression, and self-realization and to solve problems thereby improving the
quality of life” (Torrance 1957). The International Center for Students in Creativity defined creativity as an effective resource that resides in all people and within all organization. It is essentially an ability to bring something new into existence purposefully through the person may or may not be conscious of its process, nature and components. The new way of looking that individuals have varying degrees of quality possessed permit us to think that not only a few peculiarly gifted persons but individuals in general possess some degree of creative trait or traits. There are divergent views about the nature of creativity that embraces a wide range of cognitive styles, performances and outcomes. Guilford (1959) has discussed five primary traits of creative individual as ability to see problems, fluency in thinking, flexibility, originality and elaboration. There are four distinct approaches of creativity: 1) product, 2) person, 3) press and 4) process. Creative products are emphasized for elements of newness, freshness and inventiveness they have. The quality of originality is represented in these products involving fusion of perception in new way, finding new connections and relationships, producing new insights and moulding of experience in new organizations. (Barron 1988; Sternberg 1988; Torrence, 1981). The person approach has attempted to identify personality and motivational characteristics, cognitive abilities and behavioral or biographical dispositions associated with creativity. The press approach to creativity typically includes the total complex situation in which creative processes are initially stimulated and sustained through completion. Different definitions consider creativity both as a process and a product, the thought as well as its result, but the central condition of novelty or newness in the creation has not been overlooked by anyone. By incorporating all
these viewpoints, creativity may be described as the capacity or ability of an individual to create, discover or produce a new or novel idea or object, including the rearrangement or reshaping of what is already known to him which proves to be a unique personal experience. (Sharma. R, 2009). Niu (2007) made a review of creativity in two angles such as individual mental process and environment. Examining the entire corpus of research literature on creativity, he finds that there is a lack of empirical investigation on the role of emotion in creativity as compared with the number of studies that investigated various individual factors such as intelligence and personality traits.

The recent trend is to accept creativity as a multi dimensional ability which is complex universal human attribute manifested by the cognitive empirical process and is differentially distributed among different people. Creative thinking is the kind of thinking that leads to new insights, novel approaches, fresh perspectives, and whole new ways of understanding and conceiving of things. In the present study, creativity is taken as a multidimensional attribute which includes the factors of elaboration and originality, flexibility and fluency. Social environment like family, school, community and culture also influence creativity (Kim, 2004). Some studies were earlier conducted to correlate age, sex, locality with creativity (NCERT, 2007). Jones (1980) studied the effects of creativity-training program for teachers and reported increase in each positive response category. Tafuri (1994) found significant relationship between teacher creativity and the amount of response opportunities, questions answers, terminal feedback and sustaining feedback they provided to students.
1.3.4 Emotional Intelligence, Innovation and Creativity:

Emotional intelligence allows us to think more creatively and use our emotion to solve problems. ‘People with the competence of innovation and adaptability seek out fresh ideas from a wide variety of sources, entertain original solutions to problems, generate new ideas and take fresh perspectives and risks in thinking’ (Goleman 1998 p 95). It is being open to novel ideas and approaches, and being flexible in responding to change. They can find original connections and patterns that others overlook. In the Genos ‘Emotional Intelligence framework’, it is acknowledged that creativity and emotional intelligence sustain each other. Emotional intelligence alone, unless worked upon by the shaping power of creativity, is not the only factor responsible for the greatness of artistic expression, although it is equally true that there cannot be any artistic expression without emotional intelligence. In the words of Goleman, there is a natural tension between orderly self-control and the innovative urge of the creative’s. Coming up with a creative insight is a cognitive act, but realizing its value, nurturing it, and following through calls on emotional competencies such as self-confidence, initiative, persistence, and the ability to persuade. Besides, creativity demands a variety of self-regulation competencies, so as to overcome the internal constraints posed by emotions themselves. In their peer-reviewed journal article ‘Examining the Relationship between Emotional Intelligence and Workplace Performance,’ when exploring the role of emotional intelligence in creativity in the book Emotional Intelligence in Everyday Life: A scientific inquiry, by Ciarrochi, J.,Forgas, J. & Mayer, J. (2001), the authors state “Positive moods are believed to
facilitate creative idea generation, whereas negative moods focus attention and facilitate analytic processing.” Goffman (1959) considered non-verbal communication to be particularly powerful component of self-presentation in critical situations such as job interviews, because while it tends to be taken by the observer as an ungovernable representation of the actor’s ‘true’ self, a skillful actor may manipulate it strategically to create desired impressions. Goleman (1998 p 323) also said that the key to intuiting another’s feelings is in the ability to read non-verbal channels like tone of voice, gesture, facial expression. So, it seems there is a link between emotional intelligence and creativity.

1.3.5 Teacher and Creativity:

As teachers, we meet children in our day to day life, most of who go to school under compulsion. Majority needs to develop motivational skills to curb the drive of boredom. To be creative enough to enhance the interest of a child to love school and enjoy their life, creativity in education is likely the answer and to create such an environment requires determine, sensitive, innovative and knowledgeable teachers who is ready to create creative atmosphere in the classroom learning. One of the most powerful ways in which a culture encourages or discourages creative behavior is the way by which teacher and parents encourage or discourage, reward or punish certain personality characteristics as they develop in children or the behaviour which manifest those characteristics (Torrance, 1965).

As no psychological traits function independently so also creativity, more or less treated with some of its correlates by either influencing or being influenced.
In the present study, student creativity is considered to be the creative ability of students represented by their scores on various factors of non-verbal creativity such as originality and elaboration as measured by Mehdi’s (1973) non-verbal test of creative thinking. Nonverbal creativity scores were subjected to further analysis to find answers related to different background variables and also with emotional intelligence of the B. Ed students.

1.3.6 Stress:

Stress is involved in everybody’s life. Even the primitive people lived with great stress as there was no security for life, shelter, medicine or treatment. The nature of stressful situations might have probably changed now, but for different reasons, even with the present level of progress and advancement, today’s individual is a victim of stress. The physical, psychological, professional, intellectual and social factors not only cause stress but also influence the efficiency of the teachers and students as well. If the factors of teachers stress are correctly identified and controlled, better outcomes can be achieved which in turn leads to preparation of better future citizens and contributes to the family, the society and world at large.

Derived from the Latin word ‘Stringere’ stress was used to mean hardship, strain, adversity. At present it is used to denote force, pressure, strain or strong effort with reference to an object or person. According to Selye (1977) ‘Stress is a generalized response of body to demands placed on it, whether they are pleasant or unpleasant.’ According to Kyriacau (1984) ‘Stress is an unpleasant emotional
state’. Stress is the body’s reaction to a change, a subjective feeling or tension experienced in the physical, mental and emotional realms, are response to environmental events that are perceived as threatening. Stress is a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize (Lazarus1966). Cox (1975) has described three classes of definitions. Stress can be variously thought of as a response, i.e., as the stress itself; as a stimulus and as an intervening variable. It is the mismatch between those personal resources and environmental demands that leads to the condition called stress. Stress has been widely described as a person-environment relationship (Folkman,1984;Quick et.1986;Baron and Byrne,1997). Although stress is usually thought of in negative terms, there is also a positive and pleasant side of stress, leading to good things. It can be defined as an adoptive response to a situation resulting in physical, psychological and behavioral deviations. Stress is inevitable at some time or other, though stress does not have the same impact on everyone. Agnihotri A. K (2010) mentioned stress warning signs and symptoms and categorized as cognitive symptoms- like memory problems, inability to concentrate, poor judgment, anxious or racing thoughts, constant worrying. Physical symptoms are aches and pains, diarrhea or constipation, nausea, dizziness, chest pain, rapid heartbeat, frequent colds. Emotional Symptoms are like moodiness, irritability or short temper, agitation, inability to relax, feeling overwhelmed, sense of loneliness and isolation, depression or general unhappiness and behavioral symptoms like eating more or less, sleeping too much or too little, isolating oneself from others, procrastinating or neglecting responsibilities, using alcohol, cigarettes or drugs to nervous habits.
These common symptoms of stress affect work output and disrupt the smooth functioning in the workplace (Okorie, 1997).

1.3.7 Emotional Intelligence and Stress:

The skills required for handling stress is another important aspect of emotional intelligence that is related to success. Emotional intelligence has as much to do with knowledge when and how to express emotion, as it does with controlling it. It appears that one way EQ helps to improve performance is by mitigating the negative effects of stress. With the right emotional resources, what seems threatening can be taken instead as a challenge, and met with energy, even enthusiasm (Goleman 1998 p 89). Self awareness pays off as a key skill in handling stress. The more accurately we can monitor our emotional upsets, the sooner we can recover from distress. ‘Good stress’ mobilize and motivate us and bad stress, threats, overwhelm, demoralize us. Stress can overtax our adjustive capacity, affect our moods, impair our ability to experience pleasure, and harm the body, (Berenbaum and Connelly, 1993, Cohen et al. 1995). Many intellectual problems contain emotional information that must be processed and utilized to solve such problem (Mayer and Salovey 1990). Emotional intelligence is negatively associated with deviant behavior in male adolescents (Brackett, Mayer and Warner 2004). High emotional intelligence involves high social competence, better social support networks, which have a strong inverse association with mental health problems such as depression, anxiety and hostility and a positive association with physical health.
### 1.3.8 Teacher and Stress:

Teaching performance of a teacher mainly depends upon the teachers’ psychological state of mind. Teacher performance, such as creativity, classroom management and implementation of educational techniques may suffer when teachers experience high level of stress. Stress of the teaching profession may affect the school as an organization, teacher performance and the physical and emotional well being of the teacher (Kyriacou and Sutcliffe, 1977). Research has supported the view that teaching is a stressful occupation cutting across all cultures (Cooper & Kelly, 1993; Chan, 1998; Mokdad, 2005). Prolonged occupational stress in teaching has been found to result in both mental and physical ill health, ultimately having deterious effect on teachers’ professional efficiency.

An important issue concerning stress among students is its effect on learning. The individuals under low and high stress learn the least and those under moderate learn the most. The experience of stress for student teachers is qualitatively different from the stress experienced by many others in such context. Student teachers experience more stress before and during their training period due to heavy workload, change in curriculum, change in institution, excessive demands on their performance by parents, lack of peer support, problem in expression and questioning, learning disabilities, uncertain future, etc. Student teachers in training institute have to be prepared so that they may provide positive learning environment for children while focusing on their self esteem and futuristic needs (LoVette, 1997). The teacher has a vital role to play in understanding and addressing, identifying the signs and symptoms of student’s stress. Kyriacou and
Sutcliffe (1977) showed that stress has correlation with job dissatisfaction, absenteeism and great desire to leave the profession. Goleman, Rauven-Bar-On have mentioned stress management as one of the competence of emotional Intelligence. In educational technology and technology enhanced learning, the role of the teacher is expected to be quite different from what is in traditional classroom teaching. Realizing the importance of emotional intelligence, an effort has been made to seek relationship of different levels of emotional intelligence and student teacher stress in the present scenario for the benefit of the learning society at large.

1.3.9 Academic Achievement:

Academic achievement has become an index of a student’s future in this highly competitive world. In general, achievement refers to the scholastic or academic achievement of the student at the end of an educational programme. In spite of having similar educational facilities, environment, aspiration and even intelligence, academic achievement of students differs from one another. The research findings hold that the cause of such difference is not only of intellectual incompetency but because of different other emotional causes like stress and incapability to tackle different emotional situation, due to which they were not able to adjust with the academic environment.

Goods (1959) refer academic achievement as ‘the knowledge attained or skill developed in the school subject usually designed by test scores or marks assigned by the teacher.’ The result of different researchers indicate that emotions,
being the most significant and influential component of personality plays a significant role in one’s performance. Therefore, the study of academic achievement has assumed a lot of significance in the modern educational system.

1.3.10 Emotional Intelligence and Academic Achievement:

Parents, guardians, teachers, institutions and society at large are concerned about how best to enhance academic standards and achievement. There is a significant body of research which indicates that emotional intelligence and other non-traditional measures are just as predictive of success as traditional IQ tests (Low and Nelson 2004). However, emotional intelligence has recently attracted a lot of interest in the academic literature. With respect to academic achievement there was mixed findings. Extremera and Fernandaz-Berrocal (2004) found that emotional stability mediated the relationship between self report EI and students grades. After evaluating the emotional intelligence of undergraduate business majors, RO-zell, Pettijohn and Parker (2002) concluded that emotional intelligence should be included within the core skills taught in training and development programmes’ at university level. Marquez et al. (2006) found among high school students that emotional intelligence scores correlated with academic achievement after controlling for general intelligence. Specifically, Finnegan (1998) argued that school should help students learn the abilities underlying the emotional intelligence. In recent studies conducted by Parker, Summerfeldt, Hogan and Majeski (2001, 2002), Parker, et al...(2003) discovered that various emotional and social competencies were strong predictors of academic success. In the same
vein, Abisamra (2000), Low and Nelson (2004) Farook, A. (2003) reported that emotional intelligence skills are key factors in the academic achievement and test performance. Although several studies have confirmed existence of relationship between emotional intelligence and academic achievement, there are some studies that did not found any relationship between the two. Newsome, Day, Catano (2000) did not find this association between emotional intelligence and grades using the EQ-I (Bar-On 1997). Goleman referred benefits through emotional learning saying that ‘In a time when too many children lack the capacity to handle their upsets, to listen, or focus, to rein in impulse, to feel responsible for their works or care about learning, anything that will buttress these skills will help in their education’ (Goleman 1998). So, there is the need to find out if such an association is there or not in academic achievement and emotional intelligence.

1.3.11 Effect of Teachers’ Personality on The Academic Achievement of The Students:

Teachers’ personality, attitude, expectations, behaviors have a profound impact on students’ academic achievement. Teachers require specific skills and knowledge in order to facilitate the academic, cognitive and affective development of students. According to Jersild et. al. (1978) the best liked teachers are warm, friendly and emotionally involved with their students, while the least liked are sarcastic, strict and dull.
1.3.12 Emotional Intelligence and Sex:

The growing pattern of development in the two sexes is different, because females become mature at an earlier stage than males (Hurlock, 1950). Because of the early maturing stage in case of females, they may be more emotionally intelligent than males. Goleman (Goleman 1998 p 7) observed a developmental trend in emotional intelligence. Chauhan and Bhatnagar (2003) reported that post adolescent females possess a higher degree of emotional intelligence than their male counterparts. Tyagi (2004) found Emotional Quotient to be independent of their gender as did Singaravelu (2007). Sammer (2008) found that girls exhibited higher levels of emotional intelligence than boys. In contrast, Singh et. al. (2008) observed that while urban adolescents scored higher than the rural ones in terms of emotional intelligence, male and female adolescents’ scores did not vary significantly. Gowdhaman and Bala Murugan (2009) revealed that gender, age, religion and type of institution have a significant impact on the emotional intelligence of B.Ed. trainees. So to have clear idea about emotional intelligence of the B. Ed, students the study has been undertaken.

1.3.13 Emotional Intelligence and Learner:

Research on brain based learning suggests that emotional health is fundamental to effective learning. According to a report from the National Center for Clinical Infants Programs, the most critical element for a student’s success in school is an understanding of how to learn (Goleman, 1998, p-193). The key ingredients for this understanding are, confidence, curiosity, intention, self-control,
relatedness, capacity to communicate, ability to cooperate. These traits are all aspects of emotional intelligence. Every learner has a different learning style due to individual cognitive and affective set up. A number of slow learners are left unattended as teachers do not feel the necessity to build a one to one relation with the students. Sometimes, the teachers are not aware and are not efficient in understanding this kind of situations. Teachers need to be effective communicators and the rapport they develop with their learners will have a deep and lasting impact on the students.

1.3.14 Emotional Intelligence, Teacher and Teacher Training Programme:

Humayun Kabir rightly said that without good teachers even the best of system is bound to fail, with good teacher even the defects of a system can be largely overcome. The primary quality that makes a whole lot of difference in the classroom interaction is the teacher’s behavior predominantly controlled by his emotional behavior, which depend on emotional intelligence. As the student teachers are at the threshold of entering the career of teaching, it is highly desirable that they understand their levels of emotional intelligence, which will play a vital role in their survival and fitness in the profession. Scientific research on how brain works indicates that the formation of emotional skills is much easier in the formative years (Goleman, 1995). During this period the child spends most of his time in school related activities, therefore the teachers are challenged to teach these skills to the children in schools. Yate (1997) listed various jobs on the basis of the level of the emotional intelligence they require for success and satisfaction.
According to him, a teacher’s job demands interaction with students, colleagues, parents and community in both formal and informal settings. These specific reasons highly influence to select the B. Ed. Students as the sample for the study who are going to be the future teachers.

In inculcating emotional skills the role of home undoubtedly cannot be undermined or shifted to any other agency. With growing trend of nuclear families, working parents, over-ambitious attitude, and cutthroat competition, the children are facing anxiety, frustration, anger, jealousy and many such emotions and are getting into violence, drugs abuse, crime, adolescence pregnancy and other related problems. This can be minimized if the teachers are sensitized towards the emotional void that these children have. The responsibility of imparting emotional education to the child thus shifts to the schools. Teacher can foster creativity in students and naturally try to build a sense of mutual understanding, group feeling, and a climate of trust by encouraging students to communicate freely. Jonathan Cohen, Maurice Elias, Daniel Goleman, Eileen Rockefeller and Gerald etc while working through CASEL program have stressed upon the need of a collaborative, socially cognizant and a well-managed learning environment which ensures an all round development of a child in both cognitive and effective domain. There is also a need to prepare teachers with the demands and effect of their own emotional well being and maintaining their emotional balance. It is high time that the policymakers, administrators and teachers got oriented towards the importance of emotional intelligence. Emotional Intelligence can help in creating an enthusiastic teaching learning environment bringing satisfaction to the teachers, students and administrators to enhance achievement. With the theoretical
background of emotional intelligence developed by Goleman, the present investigation attempts to know the relationship of emotional intelligence with creativity, stress and academic achievement of the B. Ed students.

1.4 Need and Significance of the Study:

The concept of emotional intelligence in the Indian context is embedded in its highly valued social concerns, virtues, religious traditions and cultural practices. So, the study is very significant in the traditional Indian view.

The study was set to find out the difference of emotional intelligence, creativity, stress and academic achievement of the teacher trainees with other related variables sex, area, management, academic background, educational qualification, age, and type of training. The importance of this portion of the study is also immense, because the findings of the study will help in resolving the role of sex in emotional intelligence, creativity, stress and academic achievement on one hand and in sorting out prospective male and female emotional intelligent teacher on the other.

Because of the less number of studies on creativity and emotional intelligence, the present differential study was designed. As the study concerned with the prospective teachers, its findings will shed lights on the nature of creativity of the teacher trainees and provide clues for successful teachings in an indirect way.

Stress may be closely related to emotional intelligence and accordingly there may be difference in emotional intelligence of the B. Ed students possessing high and low stress. The findings of the study will shed light on the relationship
that exists between emotional intelligence and stress and as such will help in sorting out prospective teachers possessing high level of stress management.

One problem of the study was set to explore the difference in the emotional intelligence of good and poor academic achiever teacher trainees that will clear the role of academic achievement in emotional intelligence of the B. Ed students.

The study also tried to know the relationship between emotional intelligence and creativity, stress and academic achievement of the B. Ed. students and thereby throw some light on curriculum development and suggest other measure to develop emotional intelligence among students.

The results of the study will be fruitful for teachers and administrators to formulate policies of selecting emotionally intelligent creative teachers who can execute the important teaching responsibilities to the maximum extent. Its results will also help the research workers interested in the area of emotional intelligence to investigate the other related variables and to give comprehensive exploration of the facts.

Emotional Intelligence adapts a wider perspective and helps us to extend our understanding, our interactions with others and the social world around us. As emotional intelligence is dependent on the environment, there is ample scope for its development at any age. So, the results of this study will be useful to the student teachers to improve their emotional intelligence.

With all these reasons, the present study undertaken is justified on the following points-
The study aims to measure the emotional intelligence, creativity, stress and academic achievement of the B. Ed. students.

It tries to find out the relationship of emotional intelligence of the B.Ed. students with the other variables- creativity, stress and academic achievement.

From student’s points of view, if they have the knowledge of emotional intelligence, it will help them to compete emotionally in different situations and can achieve the educational goal, as they desired.

Besides it will contribute in development of teaching strategies for developing emotional intelligence in educational set-up.

The study will be significant enough in curriculum development, preparing instructional material for teacher education programme, especially at the secondary stage of education in the state.

1.5 Statement of the Problem :

On the basis of these observations, the problem of the study reads as follows
– ‘A Study on Emotional Intelligence in relation to Creativity, Stress and Academic Achievement at B. Ed. Level”

1.6 Objectives of the Study :

1. To examine the differences in emotional intelligence, creativity, stress and academic achievement of the B. Ed students as per their sex, area, management, academic background, educational qualification, age, and type of training.
2. To examine the differences in emotional intelligence of the B. Ed students with different levels of creativity, stress and academic achievement.

3. To examine the relationships in emotional intelligence, creativity, stress and academic achievement of the B. Ed students as per their sex, area, management, academic background, educational qualification, age, and type of training.

4. To examine the relationships between emotional intelligence and creativity, emotional intelligence and stress, emotional intelligence and academic achievement of the B. Ed students.

5. To examine the relationships between creativity and stress, creativity and academic achievement, stress and academic achievement of the B. Ed students.

1.7 Hypotheses of the Study:

1. There exist no significant differences in emotional intelligence, creativity, stress and academic achievement of the B. Ed students as per their sex, area, management, academic background, educational qualification, age, and type of training.

2. There exist no significant differences in emotional intelligence of the B. Ed students with different levels of creativity, stress and academic achievement.

3. There exist no significant relationships in emotional intelligence, creativity, stress and academic achievement of the B. Ed students.
in relation to their sex, area, management, academic background, educational qualification, age, and type of training.

4. There exist no significant relationships between emotional intelligence and creativity, emotional intelligence and stress, emotional intelligence and academic achievement of the B. Ed students.

5. There exist no significant relationships between creativity and level of stress, creativity and level of Academic Achievement, Stress and level of Academic Achievement of the B. Ed. students.

1.8 Terms and Concepts Used in the Study:

**Competence:** A learned capability, a personal trait or set of habits that leads to more effective or superior job performance (Goleman 1998a, p. 19, 28)

**Emotion:** The Oxford English Dictionary defines emotion as “any agitation or disturbance of mind, feeling, passion, any vehement excited mental state”. Emotions are characterized by a disruption of affective balance, and can have long-term physiological effects on the body.

**Intelligence:** The aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal with his/her environment (Wechsler), including abstract (verbal) mechanical (visual/spatial), and social intelligences.
**Emotional Intelligence:** ‘Emotional Intelligence’ also called ‘EI’ or ‘EQ’ describes an ability, capacity or skill to perceive, assess and manage the emotions of one’s self, of others and of groups. It is a master aptitude, a capacity that profoundly affects all other abilities either facilitating or interfering with them. Daniel Goleman’s competence based theory of emotional intelligence comprising four competencies namely- self awareness, self-management, social awareness and relationship management has been accepted for study.

**Creativity:** The word creativity comes from the word ‘creatus’ meaning ‘to have grown’. Creativity is typically used to refer to the act of producing new idea, approaches or actions. In the study, creative thinking has been accepted as defined and measured by Baquer Mehdi through non-verbal test of creative thinking consists of mainly two dimensions for measurement, elaboration and originality.

**Stress:** Pressure, strain or a sense of inner turmoil resulting from our perception and reaction to events or conditions. In the study, stress has been conceptualized as having physical, psychological, emotional and social ailments indicating existence of stress.

**Academic Achievement:** The term refers to the degree or level of success attained in some specific tasks, especially scholastic performance. Assessment of academic achievement is largely confined to the evaluation in terms of information, knowledge and understanding.
Sex: In the study, B. Ed students were considered as having different development pattern and categorized as male and female B. Ed students.

Area: In the study, B. Ed. students from different location of teacher training colleges have been considered as students from rural and urban background.

Management: B. Ed. students from both government and privately managed teacher training colleges have been considered for the study.

Academic Background: The B. Ed. students from arts and science background at the graduation level have been accepted for the study.

Educational Qualification: B. Ed. students admitted after graduation and post graduation were accepted for the study.

Age: As the B. Ed. students are admitted after graduation in the course, as a rule of thumb, age 30 has been considered and the students were categorized as students above 30 and below 30.

Type of training: B. Ed. students have been categorized having previous teaching experience and without teaching experience as in-service and pre-service teacher trainee.

1.9 Delimitation of The Study:

The data are based on a sample of 500 B. Ed students selected from teacher training colleges of Kamrup district between the ages of 22 and 45 years. As such, generalizability to other ages and other populations is limited due to the
developmental and contextual factors that impact on the emotional makeup of individuals. Besides, the study includes only the selected B.Ed. students studying in the session 2008-09, 09-10.

1.10 Organizational Pattern of The Study:

Chapter one provides an introduction to the application of emotional intelligence in institutions. The chapter sets out how this study emerged, terms used in the study, the aims and objectives of the study, its significance, and addresses some of the study’s limitations.

Chapter two outlines the conception of emotional intelligence from emotion and intelligence, and the development of various approaches and instruments for measuring emotional intelligence. Some related issues with relevance to academic sphere also discussed.

Chapter three presents a summary of the literature on emotional intelligence. The literature outlines three contexts of the study of emotional intelligence in relation to creativity, stress and academic achievement. This review focuses on literature from academic and management areas, relating to the application of emotional intelligence.

Chapter four provides a description of objectives and hypotheses, the method, data collecting tools, scoring methods, and statistical tools adopted for analysis of the study.
Chapter five presents quantitative analysis and interpretation of result of this study using descriptive statistics, differential analysis, and co-relational analysis.

Chapter six provides major findings of the study, discussion, suggestions, practical implications and directions for future research.

Chapter seven presents the summery of the study.