5. **Introduction**:

After making an analysis and interpretation of data, the following findings have been drawn from the present study. In this chapter, major findings of the study are discussed in relation to the objectives of the study.

5. **Findings Related to Emotional Intelligence**:

1) Most of the B. Ed students are in the average level of emotional intelligence (362). This may be due to the lack of sufficient awareness regarding emotional intelligence. As they are matured and educated, there is likelihood that their emotional intelligence level can be developed through proper training.

2) There is no significant difference in the emotional intelligence of male and female B. Ed. students. In case of female B. Ed. students, the mean score obtained for emotional intelligence is found to be higher than males, which shows that they have slight higher emotional intelligence compared to male B. Ed. students. One of the probable reasons for female teacher trainees outscoring their male counterparts in mean EI score could be that females are, in general, intrinsically more emotionally sensitive. Also, in the Indian social set up, since childhood females are brought up and trained...
to be more sensitive to others, their feelings, exhibit fewer emotions and maintain cordial relations with others. Many studies have proved that there is not much difference in the level of emotional intelligence between the male and females. This shows that sex difference does not matter much in determining the level of emotional intelligence.


The above findings contradict the findings of Austin et. Al. (2005), Brackett, Mayer and Warner (2004), Pandey and Tripathi (2004), Shanwal (2003) and Ciarrochi, Chan and Bajgar (2001). Contrary findings have also been reported by Dipti and Sharma (2008) and Mishra and Ranjan (2008) Pandey, R. and Tripathy, A N. (2004), Dubey, R. (2009) who observed female to be more proficient in handling emotions. They found that males are more emotionally intelligent than females. With the help of various co-curricular activities like role playing strategy, teaching how to cope with excessive emotions and by providing proper guidance facility, the
abilities of the students like understanding, managing and controlling emotions in one and in others can be developed.

3) There is no significant difference in the emotional intelligence of the rural and urban B. Ed students. It was quite interesting to note that B. Ed students from both the rural and urban area had almost same level of emotional intelligence that also supported by Gakhar, S, C. and Manhas (2005) but in contradiction to Singh, M.; Chaudhary, P. O and Asthana, M. (2008) who observed significant difference in emotional intelligence of rural and urban adolescents indicating urban adolescent better than their counterparts. This may be because emotional competencies depend more upon family background, upbringing and personal value system of the individuals which are inherent to them and less to do with current external surroundings. Hence, absence of significant differences between the trainees from rural and urban B. Ed. colleges.

3) There is no significant difference in emotional intelligence of the B.Ed. students from private and government B. Ed. colleges. So, it can be concluded that management of institution thus is indifferent of emotional Intelligence of the B. Ed. students, that is support by findings of Indu, H. (2009) that contradict the view of (Gakhar, S,C. and Manhas 2005) Suresh, Basu, Sarah and Saxena, P (2010). Emotional intelligence is purely individualistic nurtured from a very early age. The causal factors for the formulation of
emotional intelligence ought to be heredity, experience in childhood and schooling. Hence, the type of management of the college in which they study for one year course can probably least effect their emotional intelligence.

4) There is significant difference in emotional intelligence of the B.Ed. students from arts and science background. The mean EI of the B. Ed. students of science background B. Ed. students is found to be more than from the arts background. This may be because most of the students who are academically high achievers prefer science subjects rather than arts subjects for their college studies. Some previous studies also revealed that there exists a slight positive relationship between intelligence and emotional intelligence. This might be due to the practical work which required less strain compared to theory class. The findings also get support by findings of Pachauri Digvijay (2010), Gakhar, S.C. and Manhas (2005) contradict the finding of Patil, B. and Kumar, A (2006).

5) There is significant difference in emotional intelligence of the graduate and post-graduate B.Ed. students. Emotional intelligence of the post-graduate B. Ed. students is higher than that of graduate B. Ed students. It can be inferred that educational qualification and experience may have impact on development of emotional intelligence of the B. Ed. students.
6) There is no significant difference in emotional intelligence of the B.Ed. students of different age level. Findings of the study is supported by Bansibihari, P. and Pathan, G. (2004).

7) Emotional intelligence the B. Ed. students of in-service teacher training significantly differ than that of the B. Ed. students from pre-service. It can be inferred that teaching experience has provided the B. Ed. students to share emotions and feelings of their students that ultimately influence emotional intelligence of the B. Ed. students.

Gowdhaman, K and M. Bala Murugan (2010) in a study found that among the 11 variables, gender, and type of institution, age, religion, and social service found to cause significant effect on emotional intelligence of the B. ED students. From the findings of the present study, it has been observed that variables like academic background, educational qualification and teaching experience have significant impact on emotional intelligence of the B. Ed students. B. Ed. students from science background, post graduate and in-service teacher training differed from their counterparts. On the other hand, sex, area, management of teacher training colleges and age of the B. Ed. student do not show any significant difference on emotional intelligence of the B. Ed. students.
5. (B).3 Findings Related To Creativity:

1) In the high creative group there are 263 and in the low creative group 237 B. Ed. students. This may be due to the maturity level of the B. Ed. students. As they are matured and educated, there is likelihood that their creativity level may be developed. It can also be observed that high EI group of B. Ed students possess high creativity mean score of (102.45), average EI group (100.33) and low EI group (97.35) respectively.

2) There is no significant difference in creativity of the male and female B.Ed. students, though the level of creativity of male B. Ed. students is found to be higher than the creativity of female B. Ed. students. It thus states that sex does not appear to be a potent factor in influencing the creativity of the B. Ed. students. However, this finding of the present study is not in consonance of the studies conducted by Passi (1972), Bedi, R.K. (1974), Raina (1974), M. G (1974), Gakhar(1974), Arora(1978), Jarial, J. S. (1981), Alam, M(2009). On the other hand, the finding of the present research work regarding the indifference of sex on creativity confirms the findings of and Vohra, I. N. (1975). Sinngih. R. (1992), Reddy, B. V. S (2008).

3) There is no significant difference in creativity of the rural and urban B.Ed. students, It is found that level of creativity of the B. Ed. students are indifferent of area or locality of the B. Ed. students
that is supported by the findings of Passi B. K. (1972), Singh, R. P (1979), Reddy, S. Y. (1991), Alam, M. (2009). However, Singh, R, reported that the urban students were more creative than their rural counterparts. On the other hand, Sharma K. P(1974), Gupta, K. K. (1988) and Afshan (1991) reported rural students more creative than the urban students.

4) There is significant difference in creativity of the B.Ed. students from private and government teacher training colleges. Creativity of the B. Ed. students from private B. Ed. colleges differ significantly from that of govt. B. Ed. colleges and management of the B. Ed. colleges is a potent factor to influence the creativity of the B. Ed. students. The reason might be the benefits and other facilities provided in private B. Ed. colleges are better than those provided in Government College and so the B.Ed. students from privately managed colleges show higher level of creativity. The paucity of researches on the effects of management of institution of B. Ed. colleges on creativity does not allow us to compare the findings of the present research work with those of other studies. It is however can be inferred that management of institution is an important variable that seems to play a crucial role in creativity.

5) There is significant difference in creativity of the B.Ed. students from arts and science background. It thus states that the level of creativity of B. Ed. students from science background is higher than the creativity of arts background B. Ed. students.
6) There is no significant difference in creativity of the graduate and postgraduate B.Ed. students. The level of creativity of the B.Ed. students is indifferent of educational qualification. Though, the mean creativity score of postgraduate B.Ed. Students is higher than the mean creativity score of the graduate B.Ed. students.

7) There is significant difference in creativity of the B.Ed. students of different age level. The level of creativity of the B.Ed. students of age above 30 years is higher than age below 30. The finding is strengthened by Raina, M. K. (1970). Lalithamma, M. S. (1973) observed that creativity and age were positively and significantly related to each other. Vohra, I. N. (1975), and Shukla, J. p. (1980) who observed a negative relationship between non-verbal creativity and age.

8) There is no significant difference in creativity of the in-service and pre-service B.Ed. students, though, the mean creativity score of in-service B.Ed. students is found to be higher than that of the mean creativity score of pre-service B.Ed. students.

Thus, findings of the study about the difference of creativity in relation to different background variables, it can be concluded that area of the study, academic background; management and age were the factors that have an impact on creativity of the B.Ed. students. However, sex, area, educational qualification and teaching experience do not show any significant difference in the level of creativity of the B.Ed. students.
5.(B).4. Findings Related To Stress:

1) Most of the B. Ed. students experienced stress. It is found that high EI group of student possesses low mean stress score and highest mean stress score is measured by low EI group of B. Ed students. Likewise, the average EI group of B. Ed. students possesses an average mean score on stress.

2) There is significant difference in stress of the male and female B.Ed. students. The stress of the female B. Ed. students is higher than the stress of male B. Ed. students. The finding is supported by Tiwary, K. M. and Verma Saroj (2008), Shashirekha T. and Shiva Kumar Chengti (2008), Sabu. S., Jangaiah C (2005), Suresh. K. J., V. p. Joshith (2008) who observed high stress among female employees. Singh. H (2003) has found equal degree of stress among school teachers. From this it can be guessed that female B. Ed students have more personal problems than the male B. Ed students. This may be because the maximum female students in this stage are in their last phase of formal education and in a period of transition for entering a working life.

3) There is significant difference in stress of the rural and urban B. Ed. students. It is interesting to note that the level of stress of urban B. Ed. students is higher than the stress of rural B. Ed. students. This could be due to the fact that now days, due to busy
schedule of the parents, they may not have time to share the feelings of their wards that may create stress among the urban youth.

4) There is no significant difference in stress of the B. Ed. students from private and govt. teacher training colleges. Management of the institution is indifferent on the stress of the B. Ed. students though the stress of Private B. Ed. student is found to be higher than the stress of government B. Ed. students. People generally think that people working in private institutions work under stressful condition. The result of the present investigation has also supported this view. The reason may be that the B. Ed. students of private colleges experience higher stress compared to student teachers of government training colleges because private B. Ed. colleges put extra pressure, impose strict discipline and formalities on the student teachers for high achievements in examination. Suresh. K. J., V. p. Joshith (2008) have observed high stress among the teacher trainees of private B. Ed colleges.

5) There is significant difference in stress of the B. Ed. students from arts and science background. The stress of B. Ed. students from arts background is higher than the stress of B. Ed. students from science background. It may be because, the subject of study impose particular stress on the minds of student teachers as there is a wide difference in the nature of work performed by science and arts B. Ed students. J. V. P. Joshith (2008) however observed no
significant difference in the level of stress among the B.Ed. students from science and arts background.

6) There is no significant difference in stress of the graduate and post graduate B. Ed. students, though the stress of the graduate B. Ed. students is found to be higher than that of postgraduate B. Ed. students.

7) There is significant difference in stress of the B.Ed. students of below 30 years and above 30 years of age. The stress of below 30 years of B. Ed. students is higher than the stress of above 30 years B. Ed. students that contradicts the findings of Sabu. S., Jangaiah C (2005) who observed high stress among teachers who are above 45 years.

8) There is significant difference in stress of pre-service and in-service B. Ed. students. The level of stress of pre-service B. Ed. students is higher than the stress of in-service B. Ed. students.


From the above findings, it could be concluded that the variables, viz. management of the institution, educational qualification had no significant impact on the variable under study stress of the B. Ed. students. On the other hand B. Ed.
students from female sex, urban area, arts background, below 30 years of age differed from their counterparts in level of stress.

5.(B).5 Findings Related To Academic Achievement :

1) It is found that in the high achiever group there are 257 and in the low achiever group 241 B. Ed. students. This may be due to the competition level of the B. Ed students. As today’s B. Ed. students are more professional and B. Ed. courses are going on much more costly, students try hard to be successful in their achievement.

The average EI group of B. Ed. students achieve high in theory subjects, in practical’s that means in practice teaching, the high EI group of B. Ed students achieve higher than the others. It thus indicates impact of EI on teaching performance.

2) There is significant difference in academic achievement of male and female B. Ed. students. The level of academic achievement’ of female B. Ed. students is found to be higher than the academic achievement’ of male B. Ed. students.

3) There is significant difference in academic achievement of rural and urban B. Ed. students. It was found that B. Ed. students from urban teacher training colleges achieved well in comparison to their rural counterpart. In urban areas, all kinds of facilities such as good academic environment, educated parents, guidance etc
are available which may enable the urban B. Ed students to improve academically.

4) There is significant difference in academic achievement of the B. Ed. students from private and government B. Ed colleges. The level of academic achievement’ of govt. B. Ed. students is found to be higher than the private B. Ed. students. One of the possible reasons for this could be that the prospective teachers enrolled in government colleges were selected on merit basis and have had to work harder, struggle more to be there and so they are more aware of their inner feelings, self-motivated and strive to achieve higher levels of achievement.

5) There is no significant difference in academic achievement of the B. Ed. students from arts and science background.

6) There is significant difference in academic achievement of the graduate and post graduate B. Ed. students. The level of academic achievement’ of postgraduate B. Ed. students is higher than the academic achievement’ of graduate B. Ed. students. It may be due to the maturity and previous experience of the post graduate B. Ed students.

7) There is no significant difference in academic achievement of the below 30 and above 30 years of age. As B. Ed. is a professional course and also somewhat costly, students of all age level try to achieve success sincerely.
8) There is no significant difference in academic achievement of the in-service and pre-service B. Ed. students. Previous teaching experience has no significant impact on the academic achievement of the B. Ed. students.

Gowdhaman, K. and M. Bala Murugan(2010) found that gender, type of institution, age, types of management, community, found to cause significant effect on the academic achievement among the B. Ed students. Behera, L. and Roul, S. K. found that women student teachers surpass their male counterparts and student teachers from science background than others in academic performance. Thus, regarding academic achievement, a relatively lower level of academic achievement has been observed among the B. Ed students of male, rural, private, and graduate, than their counterparts. However, no significant difference in academic achievement have been observed among the B. Ed students of arts and science, below 30 and above 30 and in-service and pre-service B. Ed. students.

**Difference in Emotional Intelligence of the B. Ed. students of Different Creativity, Stress and Academic Achievement groups :**

1) There exists significant difference in emotional intelligence of high and low creative B. Ed. students. Emotional intelligence of high creative is found to be higher than the emotional intelligence of low creative. It thus indicates that different levels of creativity are potent factor in influencing the emotional intelligence of the
B. Ed. students. Thus, this finding of the present study supported by the findings of Gakhar and Manhas(2005).

2) There exists significant difference in the emotional intelligence between the high and low stress B. Ed. students having high level of creativity’. It thus suggested that creativity, stress is influential to effect the emotional intelligence of the B. Ed. students. High creative B. Ed. students are significantly less stressed than the low creative.

3) There exists significant difference in the level of emotional intelligence between the high and low stress B.Ed. students having low level of creativity. Emotional intelligence of low creative B.Ed. students having high stress is lower than the emotional intelligence of low creative low stressed B. Ed students.

4) There exists significant difference in the emotional intelligence between the students of high level of creativity having good and poor academic achievement’ of the B.Ed. students. The level of emotional intelligence of high creative B.Ed. students having good academic achievement is higher than the emotional intelligence of high creative poor academic achiever. Thus, the significant impact of creativity and academic achievement is a clear indication of the fact that creativity and academic achievement have impact on the emotional intelligence of the B. Ed. students.
5) There is significant difference in the level of emotional intelligence between the B. Ed students of low creativity having good and poor academic achievement. The level of emotional intelligence of low creative B.Ed. students having good academic achievement is higher than the emotional intelligence of low creative poor academic achiever.

6) Stress has significant impact on emotional intelligence of the B. Ed. students. The level of emotional intelligence of high stress is lower than the emotional intelligence of low stress. Thus, this finding of the present study supports the influence of stress on emotional intelligence.

7) No significant difference in the emotional intelligence of the B.Ed. students of high level of stress having high and low level of creativity has been observed. It indicates impact of stress on emotional intelligence indifferent of creativity.

8) There exists significant difference in emotional intelligence of the B. Ed. students of low level of Stress having high and low level of creativity. Emotional Intelligence of low stressed B. Ed. students differentiates high and low creative.

9) Emotional intelligence of high stress B. Ed. students having good academic achievement is higher than the emotional intelligence of high stress poor academic achiever. Emotional intelligence differentiates high stressed B. Ed. students having good and poor
academic achievement, low stressed B. Ed. students being more emotionally intelligent and good Academic Achiever.

10) There is no significant difference in emotional intelligence of the B. Ed. students of low stress having good and poor academic achievement.

11) Emotional intelligence of good academic achiever is higher than the poor academic achiever group of B. Ed. students. It is clear from the findings that academic achievement is an important variable that seems to play crucial role in emotional intelligence of the B. Ed students.

12) Emotional intelligence of good academic achiever having high level of creativity is higher than the emotional intelligence of good academic achiever having low level of creativity, though the difference between the two groups is not significant.

13) Emotional intelligence of poor academic achiever having high level of creativity is higher than the mean emotional intelligence score of poor academic achiever having low level of creativity, though the difference between the two groups is not statistically significant.

14) Emotional intelligence of good academic achiever having high level of stress is lower than the mean emotional intelligence of good academic achiever having low level of stress and the
difference between the two groups is significant. It indicates stress to be a potent factor of emotional intelligence.

15) Emotional intelligence of poor academic achiever having high level of stress is lower than the emotional intelligence of poor academic achiever having low level of stress and the difference between the two groups is significant.

From the findings it can be observed that the B. Ed. students differ significantly across sex in case of stress and academic achievement, the female being more stressed and showing good academic performance as compared to male. In case of academic achievement, the results reveal that low stressed B. Ed. students have more emotional intelligence than high stressed. In other words, the differences in emotional intelligence across academic achievement level have a dependency on stress. Emotional intelligence differentiates high and low creative variedly for stressed groups, low stressed B. Ed. students being more emotionally intelligent as compared to high creative high stressed B. Ed. students.

5.(B).6 Findings Related To Correlation Analysis :

In the present study correlation analysis was used to study the extent of relationship, if any between emotional intelligence and creativity, emotional intelligence and stress, emotional intelligence and academic achievement for the whole sample as well as sample segregated on the basis of sex, area, academic background, type of management of the training college, age and type of training. The major findings and discussion are presented below-
Findings Related To Correlation Analysis of Emotional intelligence And Creativity of the B. Ed Students:

1) There exists significant relationship between emotional intelligence and creativity of the B. Ed. students. The finding of the study is supported by the observation found by Gakhar, S. C. and Manhas, K. D. (2005), Jayanthi and R. Agarwal. Different dimensions of non-verbal creativity (i.e. elaboration and originality) are positively and significantly correlated with emotional intelligence of the B. Ed. students. One explanation for this general relation may be that, a person must be at least moderately emotionally intelligent to attain an occupation that encourages creative projects.

2) There exists significant relation between emotional intelligence and creativity for male B. Ed. students, whereas no significant relationship between emotional intelligence and creativity was noticed for female B. Ed. students.

3) There exists no significant relationship between emotional intelligence and creativity in respect of rural B. Ed. students.

4) There is significant relationship between emotional intelligence and creativity in respect of urban B. Ed. students.

5) In case of type of management of the colleges, private B. Ed. students show a significant positive relationship though B. Ed. students from government B. Ed. colleges do not show any
significant relationship between emotional intelligence and creativity.

7) There is no significant relationship between emotional intelligence and creativity of the B. Ed. students from arts background. Though, B. Ed. students from science background show a significant relationship between their emotional intelligence and creativity.

8) There is no significant relationship between emotional intelligence and creativity of the graduate B. Ed. students, whereas postgraduate B. Ed. students show a significant relationship between their emotional intelligence and creativity.

9) The relationship between emotional intelligence and creativity for B. Ed. students of below 30 years of age is not significantly positive whereas B. Ed. students of above 30 years of age show a significant relationship between emotional intelligence and creativity.

10) The relationship between emotional intelligence and creativity for in-service B. Ed. students is significantly positive whereas B.Ed. students of pre-service do not show any significant relationship between emotional intelligence and creativity.

Thus, it can be concluded that creativity is one of the factors for contributing in development of emotional intelligence with respect to different groups of B. Ed. students.
Findings Related To Correlation Analysis of Emotional intelligence And Stress of the B. Ed Students:

The relationship between Emotional Intelligence and stress for the total sample and sub samples based on sex, area, subject of study, type of management of the institution, age, previous teaching experience are given below.

1) There exists significant negative relationship relation between emotional intelligence and stress of the B. Ed. students.

2) There exists significant negative relationship between emotional intelligence and stress for male B. Ed. students.

3) There exists significant negative relationship between emotional intelligence and stress of female B. Ed. students.

4) There exists significant negative relationship between emotional intelligence and stress of rural and urban B. Ed. students.

5) There exists significant negative relationship between emotional intelligence and stress of B. Ed. students from private and government teacher training colleges.

6) There exists significant negative relationship between emotional intelligence and stress of B. Ed. students from arts and science background. The relationship between emotional intelligence and stress for arts students is comparatively higher than science student.

7) There exists significant negative relationship between emotional intelligence and stress of the graduate and post graduate B. Ed. students.
8) There exists significant negative relationship between emotional intelligence and stress of the B. Ed. students of below 30 and above 30 years of age. The relationship between emotional intelligence and stress for above 30 years students is found to be comparatively high than below 30 years of age.

9) There exists significant negative relationship between emotional intelligence and stress of the B. Ed. students of in-service and pre-service teacher training.

In describing the relationship between emotional intelligence and stress in respect of various groups based on other background variables, all the categories have shown significant negative relationships. It can be concluded that emotional intelligence is one of the factors for influencing the stress management of B. Ed. students. Those who have high emotional intelligence scores have relatively low stress. Emotionally intelligent individuals can act accordingly in different situations that they faced, and the stress experience by the individuals will be less. The finding of the present study is supported by Agarwal, M (2006), by Suresh. K. J., V.P. Josith (2008) who found significant negative relationship between emotional intelligence and stress. The negative correlation between emotional intelligence and stress of B. Ed. students reveals that, if the teacher-trainee’s stress increases they may not be able to manage their emotions well.
Findings Related To Correlation Analysis of Emotional intelligence And Academic Achievement of the B. Ed Students:

The findings for the relationship between emotional intelligence and academic achievement for the total sample and sub samples based on sex, area, subject of study, type of management of the institution, age and type of training are given below.

1) There is significant positive relationship between academic achievement and emotional intelligence of the B. Ed. students. Though a number of studies have time and again corroborated the positive relationship between academic achievement and emotional intelligence of B. Ed. trainees, Mohansundaram, k et. al. (2004), K J., V. P. Joshith (2008) found no significant impact of management of institution on emotional intelligence of B. Ed. students.

2) There is significant positive relationship of academic achievement in theory subjects and emotional intelligence of the B. Ed. students.

3) There is significant positive relationship of academic achievement in practical subject and emotional intelligence of the B. Ed. students.

4) There exists positive relation between emotional intelligence and academic achievement for male and female B. Ed. students.
5) In respect of rural and urban B. Ed. students the relationship between emotional intelligence and academic achievement also found to be significant.

6) In case of type of management of the colleges, there is significant relationship found between emotional intelligence and academic achievement of the B.Ed. students from private B.Ed. College.

7) There is no significant relationship between emotional intelligence and academic achievement of the B. Ed. students from government B. Ed. College.

8) The relationship between emotional intelligence and academic achievement for arts students is positively significant.

9) B. Ed. students from science stream show a non-significant relationship between emotional intelligence and academic achievement.

10) The relationship between emotional intelligence and academic achievement for graduate students is significantly positive.

11) Postgraduate B. Ed. students show a non-significant relationship between emotional intelligence and academic achievement.

12) The relationship between emotional intelligence and academic achievement for B. Ed. students of below 30 years of age is positive.
13) B. Ed students of above 30 years of age show a non-significant relationship between emotional intelligence and academic achievement.

14) The relationship between emotional intelligence and academic achievement for in-service B. Ed. students is not found to be significant.

15) Pre-service B. Ed. students do show significant relationship between emotional intelligence and academic achievement.

Thus, it is concluded that there exist a significant relationship between emotional intelligence and academic achievement. This suggests that integrating lessons on socio-emotional learning in schools might improve students’ performance, decrease maladaptive behaviour and increase prosocial behavior. The result of the study is in agreement with the findings reported by Mahasundaram, K., Balasubrahmoniam S. and S. Vijaya and Vinod Kumar Shenanwal. This result is explainable bearing in mind that emotional intelligence competencies, such as abilities to regulate one’s feeling, problem solving, intrapersonal and interpersonal skills, use them to address their educational concerns and challenges. For instance, a student who is adapting in emotional management could use such skill to ward off stress and anxiety associated with test taking and examination. Furthermore, ability to display interpersonal skills may assist students to seek academic

16) There is significant negative relationship between creativity and stress of the B. Ed. students.

17) There is significant relationship between creativity and academic achievement of the B.Ed. students.

18) There is significant negative relationship between stress and academic achievement of the B. Ed. students.

Researchers have conducted significant investigations on relationships between creativity and academic achievement in various subjects. Borgen (1997), Jain (1975), Mehdi (1997), Jarial (1981) obtained significant positive relationship between creativity and academic achievement.

5.(B).7. Educational Implications:

The knowledge about one’s emotional intelligence in terms of one’s emotional quotient has wider educational and social implications for the welfare of the individual and the society. This fact has now been recognized and given practical shape and implications around the globe. To progress and let others
progress, to live and let others live, are the ultimate goal of any education for developing one’s potential of emotional intelligence. On the basis of analysis and findings of the study, following implications of the study are mentioned.

1) The results have shown the dependence of emotional intelligence on creativity, stress and academic achievement suggesting that in time identification of creative talent and their promotion would help the B. Ed students to plane insightfully their career which in turn would save national wastage in education and enhance the nation’s progress.

2) Man a cognitive being, also an emotional being that determines the effective and efficient utilization of his cognitive abilities. Creativity factor seems to have a relationship with the factors of emotional intelligence. Creativity among the teachers can be enhanced by using brainstorming, morphological analysis, questioning, encouraging lateral thinking, self-discovery, guided discovery and self-learning methods.

3) Teachers should be aware of the negative effects that stress could have on themselves, their students and their teaching performance. Hence efforts should be made for caring relationship in the family and in the educational institutions as well as to minimize stress and accelerating emotional intelligence.

4) Stress is necessary to challenge students to learn. Approaches are needed that reduce the negative aspects of stress (distress) which
lessen students’ learning and performance. The key to reducing distress is providing students with a feeling of control over their education, information about what to expect, and feedback regarding what can be done to improve their performance.

5) For enhancing the level of academic achievement of the B. Ed students, the teacher training colleges should make arrangement for training of emotional skills and awareness and also provide facilities to improve their level of creativity and stress management.

6) The teachers, knowing the findings of the study can provide the student with proper guidance to develop emotional competency of the students, become a good role model and train, the students to adjust with different life situations.

7) The parents also find it significant enough by realizing the importance of cohesive caring stress free family environment, encouraging value education from the family itself.

8) The counselor in guiding the students can take initiative for proper emotional expressions and development of EI of the students. Thus, it is of interest to psychologists to design therapeutic programmes to assist teachers who are experiencing job frustration.

9) The administrator’s educational planners and social activists can plan the educational programme according to the emotional needs of the students, understanding the human rights and values and provide adequate facilities to fulfill the same.
So, it is concluded that the findings of the present study have great implications for the students, teachers, parents, guardians, counselor’s, administrators, researchers and the society at large in the process of promoting Emotional Intelligence among students and to make the world a better place to live with.

5.(B).8. Suggestion for Developing Emotional Intelligence:

Following measures can be adapted to develop the emotional intelligence of the children.

- Teachers and parents should be good role models; by observing these role models children gradually learn how to analyze and cope with life.

- Teachers and parents should help the children to express their emotions freely in the classrooms and at homes. This creates self-confidence in children.

- Classes on value education and personality development should be conducted in schools and colleges to inculcate new values and create leadership qualities.

- Curriculum of secondary and higher secondary schools should be modified so that lessons relating to emotional and social skills can be incorporated.

- Media programmes can be very informative and educative.
• Participating in group activities like N.S.S., N.C.C., Scouts and Guides and others will ensure the development of leadership qualities.

• Children should be taught to develop and maintain a positive attitude towards life.

Some other measures which could prove beneficial to student teachers in coping with stress are, improving self esteem, building self confidence, working on building emotional intelligence competencies, developing a good sense of humor, eating well balanced meals, getting adequate sleep, practicing yoga and meditation, fostering a supportive friend circle, and cultivating hobbies, developing effective communication skills, engaging in creative activities, review priorities on a regular basis and seeking professional help if required. The American Institute of Stress is of the view that no single method can single handedly manage stress. Rather, a combination of approaches proves to be most effective in coping with stress. Developing relevant programmes that deal with the theme of stress-causes and remedies could play a constructive role in helping teacher trainees understand the stressful realities of the profession and deal effectively with it. It ought to be our constant endeavor to strive to create a stress-free environment for teacher and teacher educators where they can feel truly emancipated.
5.(B).9. Suggestions for Future Research:

‘Emotional Intelligence’ becoming a very interesting and potentially powerful area that bears watching. The present study is an attempt to study this emerging issue “Emotional Intelligence” based on affective aspect of human development. The investigation, paves way for further research in the area of Creativity, Stress and Academic Achievement in relation to Emotional Intelligence. To suggest problems for further research, some of the points are suggested that are given below:

1. The present study needs to be replicated on other grade levels such as secondary and higher education levels.

2. The present study can be done on students of different disciplines such as arts, commerce and other professional courses like law, medical and engineering.

3. The present study needs to be replicated on the students of girls’ schools.

4. A comparative study can be done on rural and urban schools regarding their classroom emotional environment and its relationship with students’ creativity.

5. A comparative study of different states can be done to study the creativity level of students, stress and academic achievement of students from different community and culture.

6. The present investigation is carried out only with 500 samples of twelve institutions of one district of Assam. For more inclusive
results future studies can be carried out on a large and variety of samples.

7. In the present investigation a few of the important variables are studied. In future one can go for an in-depth analysis by taking age, sex, different personality variables, management of institutions, other socio-cultural variables, which are likely to be related with emotional intelligence and its enhancement.

9. Emerging trend related to emotional intelligence like, social Emotional Learning (SEL), spiritual intelligence and their impact on curriculum development can also be a vast area of research in future.

5.(B).10. Conclusion :

In the new millennium the teachers are challenged to educate students at an ever higher level of literacy to meet the demands of an internationally competitive global society. Therefore teacher’s role in the learning process as a facilitator, guide and role model becomes all the more challenging. Through relevant and meaningful teaching, students can be helped to understand their own emotions. This will improve their academic performance as well as success in the highly demanding competitive global society of today. Although traditionally family has been taking the responsibility of the emotional education of children, with growing modernization and urbanization and breaking of the joint family system, the family at present hardly offers a conducive environment for the emotional
education for the children. Hence this responsibility has shifted to the schools. The good news about emotional intelligence is that it is virtually all learnt. A wide range of social and emotional learning (SEL) programmes are found to bring about a number of positive changes in student’s lives i.e. better academics, less aggression and drug usage etc.

It is hoped that the results of the study would prove to be quite useful for the selection and recruitment of teachers in secondary school. Training on emotional intelligence should be given to the student irrespective of sex and socio-economic status. From the secondary level itself training on emotional intelligence should be given both through curricular and co-curricular activities. Workshops, seminars, personality development camps, sports and games, different social service activities like N.S.S., N.C.C., Scouts and Guides should be organized and students should be encouraged to involve in these. All these will help in forming a positive attitude towards life, self, family, school and society as well which in turn helps in developing emotional intelligence of the students.

For quality improvement in educational institutions, concept and training on emotional intelligence and other innovations like spiritual intelligence, socio-emotional intelligence (SEI), Self science curriculum should be included. Emotional learning process can be incorporated in the curriculum of teacher education for emotional learning system. Notable countries belonging to the G8 such as the United States and the United Kingdom have begun to understand that being one of the eight most industrialized, richest and most influential countries on the planet does not guarantee that the citizens are satisfied with their lives or
are happy. In the context of Malaysia, the aspect of emotional intelligence is primarily focused in the National Philosophy of Education. Spain finds itself at an excellent moment to make educational policies and investment similar to United States, United Kingdom and Malaysia. In realizing the reality of emotional intelligence, the curriculum of education right from primary to tertiary education is being reviewed by considering the role of emotional intelligence. However, the efforts to implement the emotional intelligence in ensuring the accomplishment and the development of students’ self should not be only on the teachers, but most important is the need of paradigm shift in the system of education together with professionalism of teacher education. The policy-maker of education should adopt an approach as well as firmly support, to ensure the balance of national education’s system from the aspect of emotional intelligence and intellectual intelligence.

The importance of emotional intelligence in teacher training programme is suggested by different researchers in the recent years. Before joining a school, if a teacher is well-equipped with these soft skills while undergoing pre-service or in-service teacher- training the student-teacher will be an effective teacher with all the abilities to face the stress and challenges of professional life. Emotional Intelligence can contribute much to a happy living of an individual and community. It is therefore, the need of the hour to shift our attention to emotional intelligence for full complete and holistic development of students.