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Emotional Intelligence of Pupil Teachers in Relation to Their Locus of Control and Self-efficacy

[*1]Dr. Avtar Singh and [2]Nikhat Parween

[*1]Associate Professor, School of Education, Devi Ahilya Vishwavidyalaya, Indore, Madhya Pradesh, India.

[2]Research Scholar, School of Education, Devi Ahilya Vishwavidyalaya, Indore, Madhya Pradesh, India.

Abstract

The present study aims to investigate the emotional intelligence of pupil teachers in relation to self-efficacy, locus of control, and selected demographic variables. A normative survey method was adopted, to a sample of 125 Bachelor of Education (B.Ed.) students from the School of Education, Devi Ahilya Vishwavidyalaya, Indore, was selected. Standardized tools, including the Teacher's Emotional Intelligence Inventory by Shubhra Mangal (2017), the Self-Efficacy Scale by Singh and Narain (2005), and the Locus of Control Scale by Hasnain and Joshi (1992), were used for data collection. The study focuses on examining the relationship and influence of self-efficacy, locus of control on emotional intelligence. The findings are expected to contribute to a better understanding of the psychological factors associated with emotional intelligence among pupil teachers and provide insights for improving teacher education programmes.

Keywords: Emotional Intelligence, Pupil Teachers, Self-Efficacy, Locus of Control.

1. Introduction

1.1. Conceptual Framework

The present study, entitled "A Study of Emotional Intelligence of Pupil Teachers in Relation to Their Self-Efficacy and Locus of Control," focuses on understanding the psychological characteristics that influence pupil teachers' behaviour, professional development, and effectiveness. Intelligence is a multidimensional construct that extends beyond rational and cognitive abilities to include emotional and social competencies. Emotions influence human thought, decision-making, behaviour, and interpersonal relationships. Historically, the understanding of intelligence has evolved through the contributions of psychologists such as Edward Thorndike, David Wechsler, Howard Gardner, and others. The recognition that individuals differ in their ability to understand and manage emotions has contributed to the development of the concept of emotional intelligence.

Emotional Intelligence (EI) refers to the ability to perceive, understand, express, and regulate emotions in oneself and others and to use emotional information to guide thinking and behaviour. Emotional intelligence is a concept in the field of psychology that refers to an individual's ability to perceive, understand, express and regulate emotion effectively. Unlike traditional intelligence, which primarily measures cognitive abilities, emotional intelligence focuses on one's mental capacity to recognizing and manage emotions in oneself others. Daniel Goleman's EI has the roots in the concept of "social intelligence", first identified by E.L. Thorndike. In 1920, Thorndike defined social intelligence as "the ability to understand and manage men and women, boys and girls to act wisely in human relation". Howard Gardner, a psychologist at the Harvard School of Education who carried out intensive research includes inter-and intrapersonal intelligence as 'personal and social intelligence in his theory of multiple intelligence (Gardner, 1983). The credit for first usage of the term 'Emotional Intelligence' goes to Wayne Leon Payne. He used it in his doctoral thesis. A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire 'in 1985 (Payne 1985). Salovey and Mayer (1990) provided a systematic account of emotional intelligence, while Daniel Goleman (1995) popularized the concept through his work. Emotional intelligence encompasses self-awareness, self-management, motivation, empathy, and interpersonal skills. It is particularly relevant to the teaching profession, as teachers need to understand students' emotions, manage classroom situations, maintain positive relationships, and respond effectively to professional challenges. Emotional intelligence is commonly discussed through ability, trait, and mixed models, which explain different aspects of emotional competencies and their role in personal and professional

***Corresponding Author:** Dr. Avtar Singh

functioning.

Self-efficacy and locus of control are two additional psychological constructs relevant to understanding pupil teachers. Self-efficacy, developed within Albert Bandura's Social Cognitive Theory, refers to an individual's belief in their capacity to organize and perform actions required to achieve specific goals. It is influenced by mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states. Individuals with strong self-efficacy are generally more willing to face challenges, persist through difficulties, and develop effective strategies. Locus of control, associated with Julian B. Rotter (1954), refers to an individual's beliefs about the causes of events and outcomes in life. An internal locus of control emphasizes personal effort, ability, and decisions, whereas an external locus of control attributes outcomes to factors such as luck, fate, circumstances, or powerful others. Together, emotional intelligence, self-efficacy, and locus of control provide a conceptual basis for examining pupil teachers' emotional competencies, beliefs about their capabilities, and perceptions of personal control. The subsequent sections reviews relevant literature and previous research to identify research gaps in these areas.

Emotional Intelligence and Emotional Quotient: Emotional Intelligence (EI) refers to the ability to recognize, understand, express, and regulate one's own emotions and those of others. Salovey and Mayer (1990) emphasized using emotional information to guide thinking and actions, while Goleman (1995) highlighted self-awareness, self-motivation, and emotional management. Emotional Quotient (EQ) reflects these abilities, including self-awareness, self-management, self-motivation, and empathy, which contribute to effective communication, interpersonal relationships, and emotional well-being.

Self-Efficacy: Self-efficacy refers to an individual's belief in their ability to organize and perform the actions necessary to achieve specific goals. Bandura (1977) introduced this concept, while Maddux (1995) and Schunk (1991) emphasized beliefs about successfully performing tasks and achieving desired outcomes. Self-efficacy influences an individual's confidence, motivation, persistence, and ability to overcome challenges, particularly in educational and professional settings.

Locus of Control: Locus of control refers to an individual's perception of the factors responsible for life events and outcomes. Rotter (1966) distinguished between internal locus of control, in which outcomes are attributed to personal efforts and actions, and external locus of control, in which outcomes are attributed to luck, fate, or other external forces. Lefcourt (1966) similarly emphasized individuals' perceptions of personal control over events, which influence their sense of responsibility, motivation, and responses to success and failure.

1.2. Rationale for the Study

Teaching is a not only challenging but also very rewarding Profession. Teacher shapes the lives of their student; it is a teacher education that moulds the teachers for the teaching profession. A prospective teacher's attitude towards a teaching plays a significant role in his/her ability to transfer the teaching skill in a real classroom situation. A teacher with the right attitude helps his/her. Student to achieve their goal. Effective teacher education is anticipated for effective school education. The role of teacher educators essential in making teacher education programs justly effective and functional. It unanimously accepted that the charge of the quality of education of future teachers rest mainly on the teacher educators. Very little research has been conducted on teacher educators. It is important that teachers and educators have a realistic image of science and scientists, leaving aside superstitions and pseudoscientific claims that could be transmitted to their students. The review of literature suggests that there are ample studies found positive relationship between EI and self-efficacy. However, there has been limited research conducted that has focused on EI and Self-efficacy and locus of control among students studying higher educational programs. The study works on groundwork for future studies to develop EI and Self-efficacy of B.Ed. students in higher education programs. The researcher believes that if higher education programs can help students in developing EI and Self-efficacy, they would help students get success to do bad behaviours if the imposter syndrome can be reduced then they can be decreased the dropout rate in higher education programs and lead the higher education program lead to higher rates of graduates.

This study also aims to relationship between Locus of control and Self-efficacy on Emotional Intelligence. Based on a comprehensive review of previous research, it was found that the variable of emotional intelligence has been extensively studied, particularly in relation to empirical studies on self-efficacy and Locus of Control among school students and teacher. Studies Related to relationship between Emotional Intelligence, Self-Efficacy and Locus of Control are tabulated in the following tables**.**

Table 1: Relationship between Locus of Control and EQ

Relationship between Locus of Control and EQ	
Positive relationship	Devi and Mayuri (2004);Tyagi (2004); Annaraja and Jose (2005); Gupta and Kauri (2006); Catherine (2007); Darsana (2007); Sukhdeep (2011); Dewaele *et al*. (2008); Hassan *et al*. (2009); Siyasanga, Tabrizi, and Zahi (2013); Choudhary and Choudhary (2013); Upadhyaya (2013); Walter and Marcel (2013); Valverde and Rey (2013); Maharana (2013); Asomugha (2020); Chowdhury and Shahabuddin (2017); McKinnon and Lamberts (2014);
Neutral relationship	Kumar, Mehta, and Maheshwari (2013); Chouhan and Singh (2006); Extremera and Fernández-Berrocal (2006); Busch (1995); Sander and Anand (2003); Finn and Frone (2004); Yuehua Tong and Shangri Song (2004); Dias and Panday (2011); Kumar and Papaiah (2012); Pal (2012); Shaheen and Jahan (2018); Mishra (1984); Sujata (1989); Asthana (1990); Mamta (1991); Sunita (1991); Meena (1992); Cheng (1994); Garson and Stanwyck (1997); Rana Özen Kutanis *et al*. (2011); Fini and Yousefzadeh (2011); Tella, Adeyinka *et al*. (2011); Ghasemzadeh and Saadat (2011)
Negative relationship	No study was found

Table 2: Relationship between Self-efficacy and EQ

Relationship between Self-Efficacy and EQ	
Positive relationship	Martha and George (2001); Devi and Mayuri (2004);Tyagi (2004); Annaraja and Jose (2005); Gupta and Kauri (2006); Catherine (2007); Darsana (2007); Sukhdeep (2011); Dewaele *et al*. (2008); Hassan *et al*. (2009); Siyasanga, Tabrizi, and Zahi (2013); Choudhary and Choudhary (2013); Upadhyaya (2013); Walter and Marcel (2013); Valverde and Rey (2013); Maharana (2013); Asomugha (2020); Chowdhury and Shahabuddin (2017); McKinnon and Lamberts (2014); Hofman and Kilim (2014); Khan, Flava, and Qazi (2015); Sukhdeep (2011)
Neutral relationship	Kumar, Mehta, and Maheshwari (2013); Chouhan and Singh (2006); Extremera and Fernández-Berrocal (2006); Busch (1995); Sander and Anand (2003); Finn and Frone (2004); Yuehua Tong and Shangri Song (2004); Dias and Panday (2011); Kumar and Papaiah (2012); Pal (2012); Shaheen and Jahan (2018); Mishra (1984); Sujata (1989); Asthana (1990); Mamta (1991); Sunita (1991); Meena (1992); Cheng (1994); Garson and Stanwyck (1997); Rana Özen Kutanis *et al*. (2011); Fini and Yousefzadeh (2011); Tella, Adeyinka *et al*. (2011); Ghasemzadeh and Saadat (2011); Maryam Saadat *et al*. (2012); Machinga and Nemati (2012); Nodoushan, Ali, and Salmani (2012); Suchi, Nilgün, and Yaratan (2012); Rupinder Jit (2012)
Negative relationship	None

Observations from the above tables

- There was a confusing scenario of relationship between relationship between Self-efficacy and EQ. Many studies found the positive relationship between Self-efficacy and EQ. but the more studies deny any relationship. No study was found reporting the negative relationship between Self-efficacy and EQ
- There was a confusing scenario of relationship between relationship between locus of control and EQ. Many studies found the positive relationship between Locus of control and EQ. but the more studies deny any relationship. No study was found reporting the negative relationship between Locus of Control and EQ
- Lack of studies in studying the relationship between Self-efficacy and locus of control.
- Lack of Studies with the sample of Teacher trainees and teacher educators.

1.3. Research Questions

The following research questions were found some befitting answers through this study:

i). What is the level of Emotional Intelligence of Teacher trainees in School of Education, Devi Ahilya University, Indore?
ii). What is the level of self-efficacy of Teacher trainees in School of Education, Devi Ahilya University, Indore?
iii). What is the level of Locus of Control of Teacher trainees in School of Education, Devi Ahilya University, Indore?
iv). Is there any relationship between Emotional Intelligence and Locus of Control?
v). Is there any relationship between Emotional Intelligence and self-efficacy?
vi). Is there any relationship between Self-efficacy and Locus of Control?

2. Objectives of the Study

The study was conducted with following objectives.

i). To study the influence of Self-efficacy, Locus of control and their interaction on the Emotional Intelligence of Pupil teachers.
ii). To study the correlation between
  a) Locus of Control and Self-efficacy
  b) Locus of Control and Emotional Intelligence
  c) Self-Efficacy and Emotional Intelligence

3. Hypotheses

The following null hypotheses were formulated with respect to each of the objectives and were tested at 0.05 level of significance (alpha Value).

i). There will be no significant influence of Self-efficacy, Locus of control and their interaction on the Emotional Intelligence of Pupil teachers.
ii). There will be no significant correlation between
  a) Locus of Control and Self-efficacy
  b) Locus of Control and Emotional Intelligence
  c) Self-Efficacy and Emotional Intelligence

4. Methodology

The study was conducted using the following methodology

4.1. Method of Research

The investigator adopted a normative survey method for the present study.

4.2. Population

The population for the present research was the pupil-teachers studied so far in the School of Education, Devi Ahilya Indore.

4.3. Sample

The purposive sample was used in the present research. The sample was the Pupil-Teachers of Bachelor of Education (B.Ed.) program of the session (2023-24 and 2024-25) studying in School of Education, Devi Ahilya Vishwavidyalaya, Indore.

4.4. Tools

Following standardized tools were used in the study.

Table 3: *Details of the tools used.*

Sr. No.	Name of the Tool	Developed by	Year	Reliability/Validity
1.	Teacher's Emotional Intelligence Inventory	Shubhra mangal	2017	test-retest method 0.96 split half method 0.95 validity =0.55 (short form) validity =0.65
2.	Self-efficacy Scale	*Singh and Narain*	2005	Validity=0.92 Reliability -0.80
3.	Locus of Control scale	Dr. N. Hasnain and Joshi	1992	test-retest method 0.76

4.5. Data Collection

After procuring the permission from the Head of the department data were personally collected from the students of B.Ed. program of School of Education, Devi Ahilya University, Indore by the researcher during January–February

2025. All the three tools were implemented by the researcher. The objective of the study was made clear to the respondents. They were also given instructions and wherever required the researcher helped the respondents to fill up the tools mentioned previously.

4.6. Delimitation

The present study was delimited to

a) The Pupil-Teachers studying in the Bachelor of Education (B.Ed.) program
b) The Pupil-Teachers studying during the sessions (2023-24 and 2024-25) in the School of Education, Devi Ahilya Vishwavidyalaya, Indore only.

5. Data Analysis

Data were analyzed using descriptive (mean, SD, percentage) and Inferential statistics (majorly parametric statistical techniques t-test, ANOVA and Pearson 'r') techniques.

6. Analysis and Findings

The objective wise findings are mentioned in the following sections.

6.1. Analysis with Respect to Objective –1

Corresponding null hypothesis with respect to the objective—1 of the study was *Ho1:* "There will be no significant influence of Self-efficacy, Locus of control and their interactions on the Emotion Intelligence." To test this hypothesis, sum of squares, mean score F-value, degrees of freedom (df), and level of significance of the Emotional Intelligence of Pupil teachers scores was calculated with respect to variables Self-efficacy and Locus of control. Following table 4 and 5 represent the results.

From the Table 4 and 5 it is clear that the F- value for Emotional Intelligence scores with respect to Self-Efficacy was found to be 2.445 at df (2, 119). This F-value is significant at p-value of 0.091, which is greater than the 0.05 level of significance (alpha). Therefore, the null hypothesis, "There is no significant difference in the mean Emotional Intelligence scores of pupil teachers with High, Average and Low Self Efficacy" is not rejected at 0.05 level of significance. Hence, Self-Efficacy levels had no significant influence on Emotional Intelligence.

Table 4: Mean, Standard Deviation, sample size (N), of Emotional Intelligence Scores of the Pupil teachers with respect to the categories of Self Efficacy and Locus of Control.

Categories of Self Efficacy	Categories of Locus of Control	Mean	Std. Deviation	N
High Self Efficacy	Internal	644.08	46.776	25
	Both Internal and External	630.95	43.289	21
	Total	638.09	45.205	46
Average Self Efficacy	Internal	648.29	66.131	31
	Both Internal and External	645.56	60.983	18
	Total	647.29	63.657	49
Poor Self Efficacy	Internal	619.08	29.582	13
	Both Internal and External	621.53	29.994	17
	Total	620.47	29.325	30
Total	Internal	641.26	54.549	69
	Both Internal and External	632.79	46.760	56
	Total	637.46	51.181	125

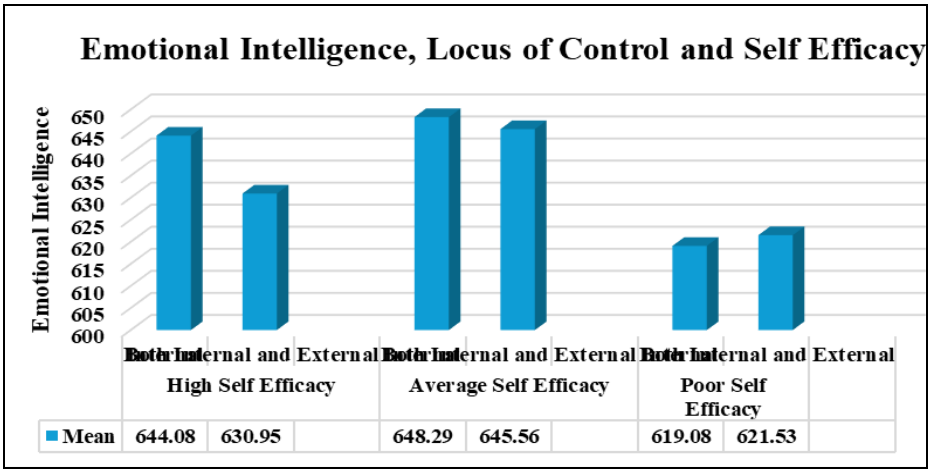


Table 5: Two-way ANOVA summary for Influence of Self Efficacy, Locus of control and their interaction on Emotional Intelligence of Pupil Teachers

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Self-Efficacy	12709.936	2	6354.968	2.445	.091	.039
Locus Control	577.883	1	577.883	0.222	.638	.002
Self-Efficacy x Locus Control	1216.675	2	608.338	0.234	.792	.004
Error	309308.782	119	2599.233			
Corrected Total	324817.088	124				
a. R Squared = .048 (Adjusted R Squared = .008)						

From the Table it is clear that the F- value for Emotional Intelligence scores with respect to locus of Control was found to be 0.222 at df (1,119). This F-value is significant at p-value of 0.091, which is greater than the 0.05 level of significance (alpha). Therefore, the null hypothesis, "There is no significant difference in the mean Emotional Intelligence scores of pupil teachers with Internal and Both (internal-external) Locus of Control" is not rejected at 0.05 level of significance. Hence, Locus of Control levels had no significant influence on Emotional Intelligence.

From the Table, it is clear that the F- value for Emotional Intelligence scores of pupil teachers with respect to the interaction of Self Efficacy & Locus of Control was found to be 0.234 at df (2,119). This F-value is significant at 0.792 level of the significance which is greater than the 0.05 level of significance (alpha). Therefore, the null hypothesis, "There is

no significant effect of interaction of Self Efficacy and Locus of Control on Emotional Intelligence of pupil teachers" is not rejected at 0.05 level of significance. Hence, interaction of Self Efficacy and Locus of Control had no significant influence on Emotional Intelligence of pupil teachers.

Conclusively, from the Table 5, it is clear that there is a non-significant main effect for Self-Efficacy, F (2, 119) = 2.445, p = 0.091; a non-significant main effect for Locus of Control, F (1,119) = 0.222, p = 0.638 and a non-significant interaction effect for Self-Efficacy and Locus of Control, F (2, 119) = 0.234, p = 0.792, on Emotional Intelligence of pupil teachers.

6.2. Analysis with Respect to Objective —2

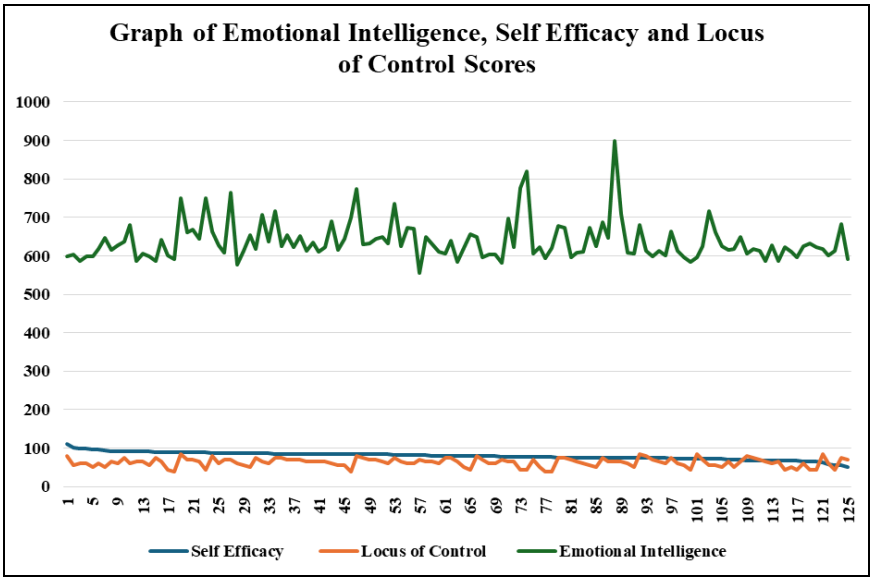
Corresponding null hypothesis with respect to the objective—1 of the study was *Ho2:* "There will be no significant correlation between a. Locus of Control and Self-efficacy b. Locus of Control and Emotional Intelligence c. Self-Efficacy and Emotional Intelligence". To test this hypothesis under the objective 2, Pearson 'r' and level of significance was calculated. Following table 6 and Chart represent the results.

The Pearson correlation coefficient between Emotional Intelligence and Locus of Control is 059, with a p-value of .513, on the basis of a sample of 125 participants. This represents a very weak positive relationship, and not statistically significant at the 0.05 level.

The same is the case for the relationship between Emotional Intelligence and Self-Efficacy, i.e. 0.038, with a p-value of 0.671, representing a very weak and non-significant positive relationship.

Table 6: Correlations of Self-efficacy, Locus of Control and Emotional Intelligence.

		Emotional Intelligence	Locus of Control	Self-Efficacy
Emotional Intelligence	Pearson Correlation	1	.047	.038
	Sig. (2-tailed)		.604	.671
	N	125	125	125
Locus Of Control	Pearson Correlation	.047	1	.059
	Sig. (2-tailed)	.604		.513
	N	125	125	125
Self -Efficacy	Pearson Correlation	.038	.059	1
	Sig. (2-tailed)	.671	.513	
	N	125	125	125



Moreover, the correlation of Locus of Control and Self-Efficacy is .047 with a p-value of.604, once more evidencing no substantial relationship between both variables. Thus, none of the correlations of Emotional Intelligence with Locus of Control and Self-Efficacy were statistically significant in this population.

7. Major Findings

Objective wise major findings were as follows

- There was no significant influence of Self Efficacy on Emotional Intelligence.
- There was no significant influence of Locus of Control on Emotional Intelligence.
- There was no significant influence of interaction of Self efficacy and Locus of Control on Emotional Intelligence.
- There was non-significant positive correlation between Locus of Control and Emotional Intelligence.
- There was non-significant positive correlation between Self Efficacy and Emotional Intelligence.
- There was non-significant positive correlation between Locus of Control and Self Efficacy.

8. Discussion of Findings

The inferences made from this research present a perspective regarding how various psychological and demographic aspects influence the Emotional Intelligence (EI) of student teachers. All of the aims are discussed below in accordance with data observed.

The findings, in the instance of **Objective 1**, showed that Self-Efficacy, Locus of Control, and their interaction were not significant predictors of Emotional Intelligence. This means that both one's belief in his/her capabilities (Self-Efficacy) and his/her perception of control over events in life (Locus of Control) have little to do with Emotional Intelligence, separately or together. At the same time the findings, in the instance of **Objective 2**, showed that non-significant positive correlation between Locus of Control and Emotional Intelligence; between Self Efficacy and Emotional

Intelligence and between Locus of Control and Self.

These results agree with These results agree with Kumar, Mehta, and Maheshwari (2013); Chouhan and Singh (2006); Extremera and Fernández-Berrocal (2006); Busch (1995); Sander and Anand (2003); Finn and Frone (2004); Yuehua Tong and Shangri Song (2004); Dias and Panday (2011); Kumar and Papaiah (2012); Pal (2012); Shaheen and Jahan (2018); Mishra (1984); Sujata (1989); Asthana (1990); Mamta (1991); Sunita (1991); Meena (1992); Cheng (1994); Garson and Stanwyck (1997); Rana Özen Kutanis *et al*. (2011); Fini and Yousefzadeh (2011); Tella, Adeyinka *et al*. (2011); Ghasemzadeh and Saadat (2011); Maryam Saadat *et al*. (2012); Machinga and Nemati (2012); Nodoushan, Ali, and Salmani (2012); Suchi, Nilgün, and Yaratan (2012); and Rupinder Jit (2012). The findings were in opposition to the Martha and George (2001); Devi and Mayuri (2004);Tyagi (2004); Annaraja and Jose (2005); Gupta and Kauri (2006); Catherine (2007); Darsana (2007); Sukhdeep (2011); Dewaele *et al*. (2008); Hassan *et al*. (2009); Siyasanga, Tabrizi, and Zahi (2013); Choudhary and Choudhary (2013); Upadhyaya (2013); Walter and Marcel (2013); Valverde and Rey (2013); Maharana (2013); Asomugha (2020); Chowdhury and Shahabuddin (2017); McKinnon and Lamberts (2014); Hofman and Kilim (2014); Khan, Flava, and Qazi (2015); and Sukhdeep (2011).

9. Conclusion

The study investigated the influence of psychological (Self-Efficacy, Locus of Control) on the Emotional Intelligence (EI) of pupil teachers. The findings revealed that most variables, including Self-Efficacy, Locus of Control, did not significantly impact Emotional Intelligence. These results suggest that Emotional Intelligence in pupil teachers is largely unaffected by internal psychological traits or demographic factors, with the exception of gender differences. This highlights the need for targeted Emotional Intelligence development strategies that go beyond traditional motivational constructs and demographic categorizations. Teacher education programs should integrate dedicated, experiential EI training that fosters emotional awareness, regulation, and interpersonal skills. The result has come due to not reading the question properly and then answering them. May be the students were rapidly solved all question so they couldn't be able to understand the jest of question ticked answers. Need of update the tools of Emotional Intelligence, Self-efficacy and Locus of Control. The ultimate outcome of the tool did not materialize as expected, primarily because the enthusiasm displayed by certain students was absent. Their lack of contribution undermined the quality and performance of the tool, since authentic participation and regular effort are crucial achieving go achieving as desired outcome. With the absence of active participation from the students, it is challenging to sustain the energy required for cooperation and invention. Thus, the instrument was not refined and could not achieve its goals. This is a metaphorical explanation of the importance of effort and cooperation in collaborative learning or group study materials.

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