Review Article

Emotional Intelligence and Techno Pedagogical Skills of B.Ed. Students in Anantapur and Kurnool District of Andhra Pradesh, India

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Introduction

Teaching as a profession has been considered the world over, as one of the noblest professions by all countries and at all times, and the society is indebted immensely to the teacher for the responsibility that they carry for shaping the destiny of the nation by educating the young generations. For this purpose, apart from cognitive development, teacher education provides its pupils ample opportunities to develop better attitudes and values of our society. Therefore teacher should have high academic, professional and emotional qualities in their daily classroom teaching. Moreover the professional success of a man mainly, depends on his up-to-date of professional knowledge, fullest devotion and dedication along with his efficiency and effectiveness. In the present day with the technical advancement, the qualities of teacher can be inducted only through proper teacher education programme. The programme should provide the emotional strength and well being to the student teacher who is the future teachers of the country. Teacher education is defined as "All formal and informal activities and experience that help to quality of a person to assume the responsibility as a member of the education profession or to discharge his/her responsibilities most effectively (Good, 1945, P. 409). It is observed that people in all organization seem to be concerned about the ability of people to know, to manage and to regulate their emotions. They feel that it is better to lose brilliant candidates who have trouble in getting along and such those people whose skills are average, but have the ability to know and manage their own emotions, and those of others. They believed that such a person can be trained for the benefit of the organization and for oneself.

Significance of the Study

The prime function of education is to draw out the potentialities of the child and develop them to meet the challenging situations in life. Proper education will keep the child to understand the society and to adjust with the social environment. It is in the school the positive attitude towards life and work is developed. Personality development is the concern of every individual of the society and of the world at large. The home is the first institution which forms the base for the child's character and personality. Next to school, teacher is the guardian who helps the child to mould the personality. Teacher education plays a crucial role in structuring day-today systems of the society and shaping the future of the quality of education. Teacher education programmes are faced with the challenge of preparing a new generation of teachers to effectively use the new learning tools in their teaching practices. The life of a child is to be fashioned by the experience and talents of the teachers. The teacher is to be well equipped in order to actualize this great mission. In order to carry out this great task, the teacher is enabled by means of proper training where he/she could imbibe values, build up personality, and realize the inner qualities to tackle the challenges in educating student. Proper training is to be given so that the vacuum created by the modern world could be filled up by the enthusiasm, interest and desire to yoke the burden of the society. The modern world is in the age of rapid change and development. Due to the inventions in the world of science and technology, there is meager chance of human concern. The human person is trying to compete with the modern technological accessories and becoming slave to these technologies. As a result there is upheaval and turmoil in the life of human being. Emotional upheaval on the earth is due to unhealthy competitions in the market. The need to be fulfilled for human being is more than the availability of source. Thus, the source is slowly exhausted.

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Hence, emotional stability is the dire cry of the hour in the area of self-awareness, self-management and social awareness. The student needs to be emotionally intelligent to settle themselves in the society.

Operational Definition of the Terms

Emotional Intelligence

"Emotional Intelligence is the ability to identify, use, understand and manage their emotions in positive and constructive ways. It is a way of understanding and constructive ways. It is a way of understanding and shaping how the people think, feel and act, recognizing their own feelings and those of others, motivating themselves and others and managing relationships.

Techno-Pedagogical Skills

Techno-pedagogical skills refer to the skills needed to use technology for pedagogical reasons and competence to integrate technology in teaching. In the present study investigator intends to measure skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation and guidance.

B.Ed. Students

The students who are studying Bachelor of Education (B.Ed.) in colleges of Education, after completing their degree level courses.

General Objectives

- To find out the level of emotional intelligence of the B.Ed. Students.
- To find out the level of Techno-pedagogical skill of the B.Ed. Students.
- To find out the relationship between Emotional Intelligence and Techno-Pedagogical skills of the B.Ed. students.
- To find out the significant factors with positive loading of the variables namely Emotional Intelligence and Techno-Pedagogical skills of the B.Ed. Students.

Null Hypotheses

Emotional Intelligence of the B.Ed. Students

- There is no significant difference between male and female B.Ed. students in their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.
- There is no significant difference between married and unmarried B.Ed. students in their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.
- There is no significant difference between rural and urban B.Ed. students in their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.
- There is no significant difference between government and self-finance college B.Ed. students in their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.
- There is no significant difference between graduate and post graduate B.Ed. students in their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.
- There is no significant difference between day scholar and hostel B.Ed. students in their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.
- There is no significant difference between English and Telungu (optional-II) B.Ed. students in their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.
- There is no significant difference among Hindu, Christian and Muslim B.Ed. students in their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.
- There is no significant difference among OC, BC, SC and ST B.Ed. students in their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.
- There is no significant difference among Mathematics, Physical Science, Natural Science and History optional-I B.Ed. students in their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.
- There is no significant association between age of the B.Ed. students and their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.
- There is no significant association between father's educational qualification B.Ed. students and their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.
- There is no significant association between mother's educational qualification B.Ed. students and their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.
- There is no significant association between families' annual income B.Ed. students and their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.

Techno-pedagogical Skills of the B.Ed. Students

- There is no significant difference between male and female B.Ed. students in their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation,

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guidance and techno-pedagogical skills.

- There is no significant difference between married and unmarried B.Ed. students in their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.
- There is no significant difference between rural and urban B.Ed. students in their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.
- There is no significant difference between government and self-finance B.Ed. students in their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.
- There is no significant difference between graduate and post graduate B.Ed. students in their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.
- There is no significant difference between day scholar and hostel B.Ed. students in their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.
- There is no significant difference between English and Telungu (optional-II) B.Ed. students in their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.
- There is no significant difference among Hindu, Christian and Muslim B.Ed. students in their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.
- There is no significant difference among OC, BC, SC and ST B.Ed. students in their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.
- There is no significant difference among Mathematics, Physical Science, Natural Science and History optional-I B.Ed. students in their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.
- There is no significant association between age of the B.Ed. students and their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.
- There is no significant association between father's educational qualification B.Ed. students and their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.
- There is no significant association between mother's educational qualification B.Ed. students and their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.
- There is no significant association between families' annual income B.Ed. students and their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.

Relationship between Emotional Intelligence and Techno-pedagogical Skills of the B.Ed. Students

- There is no significant relationship between emotional intelligence of the B.Ed. students and their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.
- There is no significant relationship between emotional intelligence of the Male B.Ed. students and their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.
- There is no significant relationship between emotional intelligence of the Female B.Ed. students and their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.

Factor Analysis for Emotional Intelligence and Techno-pedagogical Skills of the B.Ed. Students

- There is no significant factor with positive loading of the variables namely self-awareness, self-management, social awareness, Relationship management, emotional intelligence, skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and Techno-pedagogical skills.

Delimitation of the Study

1. The Study is restricted to the B.Ed. students from colleges of Education affiliated to Sri Krishna Devaraya University and Yogi Vemana University in Anantapur and Kurnool districts of Andhra Pradesh.
2. Since there are no government aided and Autonomous colleges of education in the selected districts for the study, it is restricted to the B.Ed. students from

government and self-financed colleges of education.
3. Emotional Intelligence has been measured in terms of self-awareness, self-management, social-awareness, relationship management and emotional intelligence.
4. Techno-pedagogical skills has been measured in terms of learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.

Method Used in the Study

The investigator adopted the normative survey method to study the emotional intelligence and techno-pedagogical skills of the B.Ed. students.

Population for the Study

The population for the study included the B.Ed. students who studied in the government and self-financed Colleges of Education affiliated to Sri Krishna Devaraya University and Yogi Vemana University in Anantapur and Kurnool districts of Andhra Pradesh.

Sample for the Study

The investigator used stratified random sampling technique for selecting the sample. The investigator randomly selected eighteen colleges of education from Anantapur and Kurnool districts of Andhra Pradesh which are affiliated to Sri Krishna Devaraya University and Yogi Vemana University. From these colleges of education, 1069 B.Ed. students were selected on the basis of gender, major subject, type of college, nature of college and district.

Tools Used

- The investigator has used the following tools for data collection:
- Adapted the Emotional Intelligence Inventory developed by Thomas Alexander and Annaraja (2007).
- Adapted techno-pedagogical skill assessment scale developed by Sibichen and Annaraja (2007).

Statistical Techniques Used for the Study

In the present study, percentage analysis,'t' test, ANOVA, POST ANOVA, chi-square, Pearson's product moment correlation and factor analysis were the statistical techniques used for analyzing the data.

Findings

The major findings of the study are:

Emotional Intelligence of the B.Ed. Students

- 9.8%, 9.7%, 10.3%, 8.9% and 9.7% of the B.Ed. students have high level of self-awareness, self-management, social awareness, relationship management and Emotional Intelligence respectively.
- a) 10.0% of male and 9.7% of female B.Ed. students have high level of self-awareness. b) 9.1% of male and 10.1% of female B.Ed. students have high level of self-management. c) 9.1% of male and 11.1% of female B.Ed. students have high level of social-awareness. d) 9.3% of male and 9.8% of female B.Ed. students have high level of relationship management. e) 8.9% of male and 9.8% of female B.Ed. students have high level of emotional intelligence.
- There is no significant difference between male and female B.Ed. students in their social awareness. But, there is significant difference between male and female B.Ed. students in their self-awareness, self-management and Emotional Intelligence. While comparing the mean scores of male (67.27) and female (68.60) B.Ed. students in their self-awareness, the female B.Ed. students are better than the male B.Ed. students. While comparing the mean scores of male (91.59) and female (93.24) B.Ed. students in their self-management, the female B.Ed. students are better than the male B.Ed. students. While comparing the mean scores of male (319.04) and female (323.87) B.Ed. students in their emotional intelligence, the female B.Ed. students are better than the male B.Ed. students.
- There is no significant difference between married and unmarried B.Ed. students in their self-awareness, self-management and relationship management. But, there is significant difference between married and unmarried B.Ed. students in their social awareness and emotional intelligence. While comparing the mean scores of married (49.26) and unmarried (48.11) B.Ed. students in their social awareness, the married B.Ed. students are better than the unmarried B.Ed. students. While comparing the mean scores of married (325.78) and unmarried (320.74) B.Ed. students in their emotional intelligence, the married B.Ed. students are better than the unmarried B.Ed. students.
- There is no significant difference between rural and urban B.Ed. students in their self-awareness, social-awareness. But there is a significant difference between rural and urban B.Ed. students in their self-management, relationship management and emotional Intelligence. While comparing the mean scores of rural (93.80) and urban (91.77) B.Ed. students in their self-management, the rural B.Ed. students are better than the urban B.Ed. students. While comparing the mean scores of rural (113.96) and urban (112.20) B.Ed. students in their relationship management, the rural B.Ed. students are better than the urban B.Ed. students. While comparing the mean scores of rural (324.88) and urban (320.01) B.Ed. students in their emotional intelligence, the rural B.Ed. students are better than the urban B.Ed. students.

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- There is no significant difference between government and self-finance B.Ed. students in their self-awareness and social awareness. But, there is significant difference between Government and Self-finance B.Ed. students in their self-management, relationship management and Emotional Intelligence. While comparing the mean scores of Government (90.81) and Self-finance (93.11) B.Ed. students in their self-management, the self-finance B.Ed. students are better than the Government B.Ed. students. While comparing the mean scores of Government (110.88) and self-finance (113.50) B.Ed. students in their relationship management, the self-finance B.Ed. students are better than the Government B.Ed. students. While comparing the mean scores of Government (317.59) and self-finance (323.25) B.Ed. students in their emotional intelligence, the self-finance B.Ed. students are better than the Government B.Ed. students.
- There is no significant difference between graduate and Post graduate B.Ed. students in their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.
- There is no significant difference between Day scholar and Hostel B.Ed. students in their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.
- There is no significant difference between English and Telungu (optional-II) B.Ed. students in their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.
- There is no significant difference among Hindu, Christian and Muslim B.Ed. students in their self-awareness, self-management, social-awareness, and emotional intelligence. But there is a significant difference among Hindu, Christian and Muslim B.Ed. students in their relationship management. While comparing the mean scores of Christian (115.26), Hindu (113.27) and Muslim (110.76) B.Ed. students in their relationship management, Christian B.Ed. students are better than Muslim and Hindu B.Ed. students.
- There is no significant difference among OC, BC, SC and ST B.Ed. students in their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.
- There is no significant difference among Mathematics, Physical science, Natural science and History optional-I B.Ed. students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.
- There is significant association between age of the B.Ed. students and their self-awareness, self-management, social awareness, relationship management and emotional intelligence.
- There is no significant association between father's educational qualification of B.Ed. students and their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.
- There is no significant association between mother's educational qualification of B.Ed. students and their self-awareness, social-awareness, and relationship management. But there is significant association between mother's educational qualification of B.Ed. students and their self-management and emotional intelligence.
- There is no significant association between families' annual income of B.Ed. students and their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.

Techno-pedagogical Skills of B.Ed. Students

- 10.3%, 10.4%,12.3%,9.6%,13.8%,11%,12.1%,11.7% of B.Ed. students have high level of skill in learning, skill in preparing lesson plan, skill in preparing learning material, skill in implementing instructional strategy, skill in communication, skill in evaluation, skill in guidance and techno-pedagogical skills.
- a) 11.2% of male and 9.7% of female B.Ed. students have high level of skill in learning. b) 12.0% of male and 15.5% of female B.Ed. students have high level of skill in preparing lesson plan. c) 9.1% of male and 10.6% of female B.Ed. students have high level of skill in preparing learning material. d) 12.9% of male and 13.8% of female B.Ed. students have high level of skill in implementing instructional strategy. e) 6.9% of male and 12.7% of female B.Ed. students have high level of skill in communication. f) 13.2% of male and 16.1% of female B.Ed. students have high level of skill in Evaluation. g) 13.2% of male and 11.4% of female B.Ed. students have high level of skill in guidance. h) 10.0% of male and 11.4% of female B.Ed. students have high level of techno-pedagogical skill.
- There is no significant difference between male and female B.Ed. students in their skill in preparing lesson plan, preparing learning material, communication, evaluation, guidance and techno-pedagogical skills. But there is a significant difference between male and female B.Ed. students in their skill in learning, implementing instructional strategy. While comparing the mean scores of male (26.76) and female (26.10) B.Ed. students in their skill in learning, the male B.Ed. students are better than the female B.Ed. students. While comparing the mean scores of male (26.06) and female (25.36) B.Ed. students in their skill in implementing instructional strategy.
- There is no significant difference between married and un-married B.Ed. students in their skill in learning, preparing learning material, implementing instructional strategy and communication. But there is a significant difference between married and un-married B.Ed. students in their skill in preparing lesson plan, evaluation, guidance and techno-pedagogical skills.

While comparing the mean scores of married (26.64) and un-married (25.62) B.Ed. students in their skill in preparing lesson plan, the married B.Ed. students are better than the un-married B.Ed. students. While comparing the mean scores of married (26.33) and un-married (25.66) B.Ed. students in their skill in evaluation, the married B.Ed. students are better than the un-married B.Ed. students. While comparing the mean scores of married (27.29) and un-married (26.15) B.Ed. students in their skill in guidance, the married B.Ed. students are better than the un-married B.Ed. students. While comparing the mean scores of married (186.56) and un-married (182.06) B.Ed. students in their techno-pedagogical skills, the married B.Ed. students are better than the un-married B.Ed. students.

- There is no significant difference between rural and urban college B.Ed. students in their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy communication, evaluation, guidance and techno-pedagogical skills.
- There is no significant difference between government and self-finance college B.Ed. students in their skill in learning, preparing learning material, implementing instructional strategy communication, evaluation, guidance and techno-pedagogical skills. But, there is significant difference between Government and Self-finance B.Ed. students in their skill in preparing lesson plan. While comparing the mean scores of Government (24.88) self-finance (26.16) self-finance B.Ed. students in their skill in preparing lesson plan are better than Government B.Ed. students.
- There is no significant difference between under graduate and post graduate B.Ed. students in their skill in learning, preparing lesson plan, preparing learning material, communication, evaluation and techno-pedagogical skills. But, there is significant difference between under graduate and post graduate B.Ed. students in their implementing instructional strategy and Guidance. While comparing the mean scores of graduate (25.47) and post graduate (26.17) B.Ed. students in their implementing instructional strategy, post graduate B.Ed. students are better than the under graduate B.Ed. students.
- There is no significant difference between day scholar and hostel B.Ed. students in their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.
- There is no significant difference between english and telungu optional-II B.Ed. students in their skill in preparing lesson plan, preparing learning material, implementing instructional strategy and evaluation. But there is a significant difference between english and telungu optional-II B.Ed. students in their skill in learning, communication, guidance and techno-pedagogical skills. While comparing the mean scores of English (26.75) and Telungu (25.89) optional-II B.Ed. students in their skill in learning, the English optional-II B.Ed. students are better than the Telungu optional-II B.Ed. students. While comparing the mean scores of English (27.03) and Telungu (26.44) optional-II B.Ed. students in their skill in communication, the English optional-II B.Ed. students are better than the Telungu optional-II B.Ed. students. While comparing the mean scores of English (26.75) and Telungu (26.04) optional-II B.Ed. students in their skill in guidance, the English optional-II B.Ed. students are better than the Telungu optional-II B.Ed. students. While comparing the mean scores of English (184.82) and Telungu (181.16) optional-II B.Ed. students in their techno-pedagogical skills, the English optional-II B.Ed. students are better than the Telungu optional-II B.Ed. students.
- There is no significant difference among Hindu, Christian and Muslim B.Ed. students in their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.
- There is no significant difference among OC, BC, SC and ST B.Ed. students in their skill in learning, communication. But there is a significant difference among OC, BC, SC and ST B.Ed. students in their skill in preparing lesson plan, preparing learning material, implementing instructional strategy, evaluation, guidance and techno-pedagogical skills. While comparing the mean scores of ST (28.29), OC (25.34), BC (25.71) and SC (26.38) caste B.Ed. students in their skill in preparing lesson plan, ST caste B.Ed. students are better than OC, BC and SC caste B.Ed. students. While comparing the mean scores of SC (26.91), OC (25.67), BC (26.24) and ST (26.66) caste B.Ed. student in their skill in preparing learning material, SC caste B.Ed. students are better than OC, BC and ST caste B.Ed. students. While comparing the mean scores of SC (26.40), OC (25.15), BC (25.44) and ST (26.09) caste B.Ed. students in their skill in implementing instructional strategy, SC caste B.Ed. students are better than OC, BC and ST caste B.Ed. students. While comparing the mean scores of ST (27.31), OC (25.14), BC (25.82) and SC (26.27) caste B.Ed. students in their skill in Evaluation, ST caste B.Ed. students are better than OC, BC and SC caste B.Ed. students. While comparing the mean scores of ST (27.89), OC (25.72), BC (26.45) and SC (26.86) caste B.Ed. students in their skill in Guidance, ST caste B.Ed. students are better than OC, BC and SC caste B.Ed. students. While comparing the mean scores of ST (189.63), OC (179.21), BC (182.59) and SC (186.68) caste B.Ed. students in their techno-pedagogical skills, ST caste B.Ed. students are better than OC, BC and SC caste B.Ed. students.
- There is no significant difference among Mathematics, Physical science, Natural science and History optional-I B.Ed. students in their skill in learning, preparing lesson

plan, preparing learning material, implementing instructional strategy and techno-pedagogical skills. But there is a significant difference among Mathematics, Physical science, Natural science and History optional-I B.Ed. students in their skill in communication, evaluation, guidance. While comparing the mean scores of Physical science (27.69), History (26.44), Mathematics (26.53) and Natural science (27.25) optional-I B.Ed. students in their skill in communication, Physical science optional-I B.Ed. students are better than History, Mathematics and Natural science optional-I B.Ed. students. While comparing the mean scores of Natural science (26.30), History (25.36), Mathematics (26.04) and Physical science (26.27) optional-I B.Ed. students in their skill in evaluation, Natural science optional-I B.Ed. students are better than History, Mathematics and physical science optional-I B.Ed. students. While comparing the mean scores of Natural science (26.94), History (25.92), Mathematics (26.71) and Physical science (26.83) optional-I B.Ed. students in their skill in guidance, Natural science optional-I B.Ed. students are better than History, Mathematics and physical science optional-I B.Ed. students.

- There is no significant association between age of B.Ed. students and their skill in learning, skill in preparing learning material, skill in communication, and skill in evaluation. But, there is significant association between age of B.Ed. students and their skill in preparing lesson plan, skill in implementing instructional strategy, skill in guidance and techno pedagogical skills.
- There is no significant association between father's educational qualification of B.Ed. students and their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation and guidance. But there is a significant association between fathers' educational qualification and their techno-pedagogical skills.
- There is no significant association between mother's educational qualification of B.Ed. students and their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance, techno-pedagogical skills.
- There is no significant association between families' annual income of B.Ed. students and their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.

Relationship between Emotional Intelligence and Techno-pedagogical skills of B.Ed. students

- There is significant relationship between emotional intelligence of B.Ed. students and their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.
- There is significant relationship between emotional intelligence of male B.Ed. students and their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.
- There is significant relationship between emotional intelligence of female B.Ed. students and their skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills.

Factor Analysis for Emotional Intelligence and Techno-Pedagogical Skills of B.Ed. Students

There is significant factor with positive loading of the variables namely self-awareness, self-management, social awareness, relationship management, and emotional intelligence, learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills of the B.Ed. students. The factor for the study has been identified as techno-pedagogical excellence.

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