

Influence of Biological Factors, i.e., Blood Groups on Emotional Intelligence on the Performance of Pre-Service Teachers

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***Abstract**--Emotional Intelligence (E.I.) alludes to the capacity to see, control, and assess feelings. A few analysts recommend that Emotional Intelligence can be learned and fortified, while others guarantee it is an inalienable trademark. There are numerous potential meanings of Emotional Intelligence that can be found on the Internet and in the well known press and books. A reasonable and experimentally helpful sense of Emotional Intelligence, in any case, is unmistakable because it pays attention to the term's feeling, knowledge, and behavior. Emotional Intelligence helps teachers face certain stressful situations in which their actions can impact their learning and wellbeing. It also helps them deal with the new challenges that come with problematic groups of students, crowded classrooms, or a lack of motivation. Emotions influenced by biological factors like Blood Pressure, Sugar levels, and even Blood groups, etc.. So this study, the investigator gathers the information from pre-Service teachers (D.Ed, B.Ed, and M.Ed). Along with biological factors(i.e., Blood Groups) influence Academic Performance with how to identify and control and modify the behavior in the teacher and teaching profession. This study conducted among the Teacher Trainees of colleges of education in Andhra Pradesh (India).*

***Keywords**— Emotional Intelligence, Pre-Service teachers, Blood Groups, Performance*

I. INTRODUCTION

Education imagined as a power that is instrumental in achieving wanted changes in the cultural-social existence country. The entire training procedure is formed and shaped by the instructor, who assumes a critical job in giving quality instruction. Giving and accepting quality instruction relies upon the passionate parity of the supplier and the recipient. Hence, being the light carrier of the general public and the creator of humanity, the instructors should be genuinely stable. As per Zumwalt and Craig (2005), they are instructing requires a mix of scholarly and individual characteristics. Baiocco and Dewaters's (1998) qualities of telling contain inquisitive, amiability, benevolence, association, awareness, idealism, and adaptability. Goleman (1995) had made a comparative rundown of perfect characteristics. He has distinguished a lot of capacities and character to be connected for progress for accomplishment throughout everyday life, known as

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enthusiastic knowledge. Taking into account Goleman, passionate insight has five parts – understanding feelings, inspiring overseeing feelings, self, perceiving feelings in others, and taking care of connections.

The instruction that today concentrates much on the intellectual perspective and offers significance to the unmistakable one. It has acknowledged that training should assist the person in solving the difficulties of life and making a viable alteration. A genuinely sufficient instructor is probably going to underline on mindful conduct concerning his/her understudies. An instructor who has full authority over his/her feelings can stimulate enthusiastic insight into understudies. As the understudy instructors are at the edge of entering the vocation of educating, it is exceptionally alluring that they comprehend their degrees of passionate knowledge, which plays a crucial in their endurance and wellness in the calling.

The History of IQ

Charles Darwin was the first to perceive the estimation of feelings noticed that the passionate framework empowers conduct expected to remain alive. Feelings can't halt; they happen instinctually and quickly in light of circumstances and individuals. In the 1920 s, E.I. Thorndike distinguished "social intelligence" as the capacity to act intelligently in human relations. In 1988, Reuven Bar-on instituted the term passionate knowledge in his doctoral paper. In 1990, John Mayer and Peter Salovey grounded breaking research on emotional insight, highlighting the significance of realizing yourself just as getting others. In 1995, Daniel Goleman presented the importance of E.Q. in the workplace, noting that I.Q. is a less fantastic indicator of exceptional administration than E.Q.

NATURE AND SCOPE OF THE STUDY

This study explores the procedure identified with enthusiastic knowledge; It recognizes E.I.'s level on the performance of the Pre-Service teachers. The investigation gave an establishment in investigating the effect of Biological factors, i.e., Blood Groups on personality insight in close to home, scholarly, and professional achievement. It will also assist the foundations with creating best thoughts and attract appropriate designs to expand the degree of passionate knowledge of Pre-Service teachers.

ROLE OF THE STUDENT TEACHER TO BECOME A TEACHER

Secondary Education Commission (1953), in its report, tells that we persuaded that the most significant factor in the examined instructive remaking is the educator - his characteristics, his instructive capabilities, his expert preparing and the spot he involves in the school just as in the network. The notoriety of a school and its impact on the life system perpetually rely upon the sort of instructors working in it. From the above citation, the educator needs to assume a significant job. He must be everything to every one of his students—such an extraordinary educator in proficient establishments. Henceforth around preparing, he should build up his passionate insight aptitudes likewise, then he turns into a high, skilled, and successful instructor.

The development of Emotional Intelligence is of extraordinary criticalness in training and pre-administration educators to assist with understanding their understudies in a superior manner. E.I. is a basic idea; educators need to comprehend and give the learning in a way that fits the foundation of the understudies. The abilities and inspiration are helpful for the instructors to accomplish a definitive destination of the subject. I can likewise help improve understudy

educators' exhibition and offer them aptitudes for their own and expert lives. Pre-Service Teachers and Training establishments that fuse E.I.'s idea, not just produce more joyful and balanced pre-administered educators yet, in addition to those who are better balanced and increasingly active.

Thus, if scientists measure these wonders, it will give incredible administrative ramifications to the educationist concerning the diverse, enthusiastic insight. As in this study, gathers the information from the Pre-Service Teachers, along these lines, explicitly it will give the information about the job of enthusiastic knowledge(Performance) worried to the pre-administration educators' presentation, This investigation among the Colleges of Education students(Pre-Service Teachers) in Andhra Pradesh (India). The present study, named "Impact of Emotional Intelligence on the Performance of Pre-administration educators in Andhra Pradesh."

OPERATIONAL DEFINITIONS

Emotional Intelligence: is the limit of people to perceive their own and different people's emotions, to segregate between various sentiments and mark them properly, and to utilize enthusiastic data to control thinking and conduct.

Teacher Performance: refers to the formal process a school uses to review and rate teachers' performance and effectiveness. ... Samples of students' work, teachers' records and lesson plans, and other relevant factors were also often taken into account.

Performance: The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost; and speed. Contract return deemed to be the fulfillment of an obligation in a manner that releases the performer from all liabilities contract personal professional.

Pre-Service Teacher: A pre-administration instructor is an undergrad engaged with a school-based field understanding. Under the oversight of a collaborating educator, the Pre-Service teacher's instructor step by step takes on more homeroom the executives and instructional obligations. Pre-Service teacher's training education implies instruction of instructors before they go into administration as a teacher. During this time of teacher training programs, the encouraging practice goes next to each other for the present study; they are D.Ed, B.Ed, and M.Ed level,

Blood groups: Blood classification (or blood gathering) is resolved, to a limited extent, by the ABO blood bunch antigens present on red platelets. A blood classification (also called a blood gathering) is an order of blood that depends on the nearness or nonattendance of acquired antigenic substances outside red platelets (R.B.C.s).

OBJECTIVES OF THE PRESENT STUDY

1. To study the Influence of Emotional Intelligence on the Performance of Pre-service teachers in Andhra Pradesh.
2. Discover the influence of the Biological Factors- Blood Groups on the perceptions of pre-service teachers towards the Influence of Emotional Intelligence on the Performance of Pre-service teachers in Andhra Pradesh.
3. Suggest ways and means for the Influence of Emotional Intelligence on the Performance of Pre-service teachers in Andhra Pradesh.

HYPOTHESIS OF THE STUDY

1. There is no significant correlation between Self Awareness, Managing Emotions, Motivating oneself, Empathy, and Social Skills towards Emotional Intelligence of pre-service teachers in Andhra Pradesh.
2. There is no significant difference among pre-service teachers' perceptions of their biological factors - Blood Groups towards the Influence of Emotional Intelligence.

DELIMITATIONS OF THE STUDY

- The geographic area of the study to Andhra Pradesh State and Pre-service teachers
- are limited to 800 Pre-service teachers only.

II. REVIEW OF RELATED LITERATURE

Feai Voon Wong (2011) examined Emotional Intelligence, Body Mass Index, and Eating practices in college students. Results demonstrated that the general S.R.E.I.S. and the understanding of feelings subscale were decidedly associated with B.M.I. Both the S.R.E.I.S. and C.E.I.S. is overseeing feelings subscales with eating conduct. G.P.A. connected with B.M.I. And both E.I. measures. Sexual orientation contrasts found for both E.I. measures. The outcomes demonstrate that specific parts of E.I. might identify with eating conduct that passionate knowledge ought to tend to in creating compelling mediations.

Kumar V S Pusarla and Nehru RSS (2016) investigated the influence of passionate knowledge on pre-Service educator instruction programs". Enthusiastic Intelligence (E.I.) was promoted in Daniel Goldman's (1990) book of a similar name distributed by Golemanin 1996. Researchers have reprimanded E.I. after clear definition or experimental proof that it is anything over a blend of known psychological and character factors. Despite this, there are numerous advocates of E.I. in instruction and educator training who feature the indiscretion of attempting to isolate the intellectual from the enthusiastic. The number of practical applications to improve the understudy instructor experience, increment scholarly and proficient accomplishment, and grow balanced alumni with the abilities wanted by networks.

Naveen Kumar et al. (2015) Studied that " the impact of blood on the character attributes – Across – sectional investigation on Malaysian Population".1. Results are 71(26%) subjects were of blood bunch A,91(33%) of gathering B,18(6%) A.B., and 97(35%) of gathering O.Test of homogeneity of fluctuation and ordinary distribution. There were no noteworthy contrasts in the character characteristics between the gatherings of people with different blood gatherings. 2. End:- A person's characters might be affected by numerous outside variables as opposed to the blood bunch itself. An individual "s discernment and childhood assume a significant job in deciding his/her character and genetic legacy.

III.METHODOLOGY AND PROCEDURE

The investigator followed the survey method of descriptive research. It involves a clearly defined imaginative planning, careful analysis, and interpretation of data gathered and logical reporting on the investigation. The study of this

type for collection of data for testing the hypothesis and for arriving at certain conclusions, it is necessary to choose the technique and the proper tools to the employed. Each data-gathering device has both merits and limitations. For this investigation, the questionnaire had been considered as a suitable tool for the collection of data.

Sampling technique

The sampling technique means. First, we must know about the sampling. Sampling is the process in which we select a sample that is a set of representative units from the population. And from an example, we can collect the data regarding our study. So now the sampling technique is mean by providing different ways or methods to select a set of representative units or sample from the or given population decided for the study there are the availability of so many sampling techniques and based on objectives we select the appropriate method.

The study includes an assortment of data regarding the Influence of Emotional Intelligence on the presentation of Pre-Service Teachers in Andhra Pradesh. The data is collected from the Teacher Education Colleges in Andhra Pradesh. The researcher chose the number of 40 D.Ed B.Ed., and M.Ed, Colleges from Andhra Pradesh for a collection of information. Eight hundred Pre-Service Teachers were selected for the data collection and as respondents.

ABOUT THE TOOL AND SAMPLE

In the present study, the spellbinding overview strategy was adopted to accomplish the expressed above goals. The example for the examination directed pre-administration instructors chose arbitrarily from the diverse school of training at Visakhapatnam District, Andhra Pradesh.

Enthusiastic Intelligence test created and normalized by P.V.S.S. Kumar(2017) was received by the agent to accomplish the previously mentioned goals. The device was 5 points self-rating Likert scale comprised of 50 things. Notwithstanding broad elucidating measurable investigations, different medicines, such as "t" and F tests, were likewise used to draw the examination discoveries with the assistance of the S.P.S.S.software.

Table 1. Sample Distribution of pre-service teachers by their course wise

Course	Frequency	Percent
D.Ed.,	300	37.50
B.Ed.,	300	37.50
M.Ed.,	200	25.00
Total	800	100.00

RESEARCH ETHICS

The analyst chose independent 67 colleges (20-D.Ed, 34-B.Ed. what's more, 13-M.Ed.,) out of 628 of every 13, Districts for an assortment of information. Finally, we choose and consider for 800 pre-administered instructors to be secured for a variety of information and went about as respondents. The data from the Pre-Service Teachers and concerned Principals of the Teacher Education Colleges for the Opinionnaire and collected the fundamental data about the Influence of Emotional Intelligence and organic components on the exhibition with the prior authorization from the Pre-Service Teachers clarify its need and significance in the exploration morals. A concise direction is given before circulating the tool. Cardinal directions are given to Pre-Service Teachers. No time limit is saved for replying to the instrument, yet practically all Pre-Service Teachers addressed and gave instructions about tools. Henceforth 800 pre-administration educators are chosen from Teacher Education Colleges in Andhra Pradesh.

IV. FINDINGS, DISCUSSIONS, AND INTERPRETATION

STATISTICAL COMPUTATIONS

As the current investigation is of a more significant amount of subjective, gathered information was broke down utilizing both subjective and quantitative methods. Quantitative information tested with straightforward factual strategies has been completed by the engaging factual investigation, for example, ascertaining proportions of focal propensity computing balances of scattering invalid speculation, the utilized agent. The't used invalid theories information connected to coordinated gatherings. Investigation difference with Scheme's Post Hoc Test (if ANOVA is huge) utilized to discover the impact, assuming any, of the factors considered. The information was coded and arranged for examination using the factual bundle for a Software program for Social Sciences (S.P.S.S.).

Table 2. Mean comparison between opinion based on their blood group towards Emotional Intelligence of Pre-service teachers in Andhra Pradesh

Area	Blood Group	N	Mean	Std. Dev.	F-value	p-value
Self Awareness	A+	112	37.57	5.48	0.56 ^{NS}	0.79
	A-	70	37.71	4.85		
	B+	136	37.36	5.13		
	B-	82	37.05	5.68		
	AB+	117	36.71	5.64		

	AB-	91	36.89	5.51		
	O+	124	36.56	6.06		
	O-	68	37.06	5.40		
Managing Emotions	A+	112	34.94	5.11	0.75 NS	0.63
	A-	70	34.07	4.35		
	B+	136	34.01	5.12		
	B-	82	34.07	4.74		
	AB+	117	33.79	4.31		
	AB-	91	33.65	4.32		
	O+	124	34.48	5.29		
	O-	68	34.16	5.10		
Motivating oneself	A+	112	35.68	4.57	1.21 NS	0.29
	A-	70	36.47	3.38		
	B+	136	35.15	4.92		
	B-	82	36.00	4.28		
	AB+	117	35.43	4.59		
	AB-	91	35.66	4.57		
	O+	124	34.77	5.13		

	O-	68	35.16	4.91		
Empathy	A+	112	35.81	5.23	1.03 NS	0.41
	A-	70	36.20	4.35		
	B+	136	35.54	4.84		
	B-	82	35.80	4.81		
	AB+	117	34.92	5.10		
	AB-	91	36.35	4.56		
	O+	124	35.10	5.89		
	O-	68	35.09	5.32		
Social Skill	A+	112	37.43	5.10	2.99*	0.05
	A-	70	38.59	4.50		
	B+	136	37.32	4.72		
	B-	82	37.80	5.70		
	AB+	117	36.65	4.77		
	AB-	91	37.70	4.73		
	O+	124	36.54	5.58		
	O-	68	38.12	4.53		
Emotional Intelligence	A+	112	181.43	19.74	0.92 NS	0.49

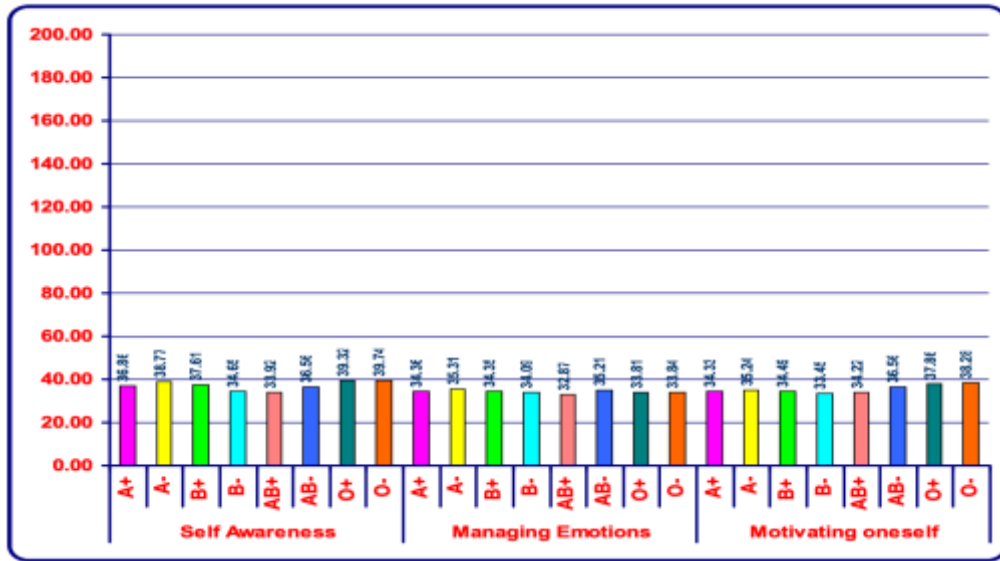
	A-	70	183.04	15.92		
	B+	136	179.38	18.89		
	B-	82	180.73	20.77		
	AB+	117	177.50	18.69		
	AB-	91	180.25	18.06		
	O+	124	177.45	21.94		
	O-	68	179.59	19.88		

*Significant at 0.05 level and NS: Not Significant

Table 2 observed that there is no significant difference between the perceptions of Pre-service teachers based on their blood group with respect to Self Awareness, Managing Emotions, Motivating Oneself, Empathy and Overall perceptions towards Emotional Intelligence of pre-service teachers in Andhra Pradesh. The 'F'-values are found to be 0.56, 0.75, 1.21, 1.03 and 0.92 and the p-values are 0.79, 0.63, 0.29, 0.41 and 0.49 which are not significant. Hence, the null hypothesis is accepted.

With respect to Social Skills, the mean perceptions scores of Pre-service teachers based on their blood group, A+ group pre-service teachers was 37.43, A- group pre-service teachers was 38.59, B+ group pre-service teachers was 37.32, B- group pre-service teachers were 37.80, AB+ group pre-service teachers was 36.65, A.B.- group pre-service teachers was 37.70, O- group pre-service teachers was 36.54 and O- group pre-service teachers was 38.12. The S.D. values are found to be 5.10, 4.50, 4.72, 5.70, 4.77, 4.73, 5.58, and 4.53, respectively. The 'F' – value is found to be 2.99, and the p-value is 0.05, which is significant at the 0.05 level. It shows that there is a significant difference among pre-service teachers' opinions based on their blood group's respect for Social Skills towards the Emotional Intelligence of pre-service teachers in Andhra Pradesh. Hence, the null hypothesis is rejected.

Graph-1 A: Mean comparison among pre-service teachers perceptions based on their Blood Group towards Emotional Intelligence of Pre-service teachers in Andhra Pradesh



Graph-1 B: Mean comparison among pre-service teachers perceptions based on their Blood Group towards Emotional Intelligence of Pre-service teachers in Andhra Pradesh

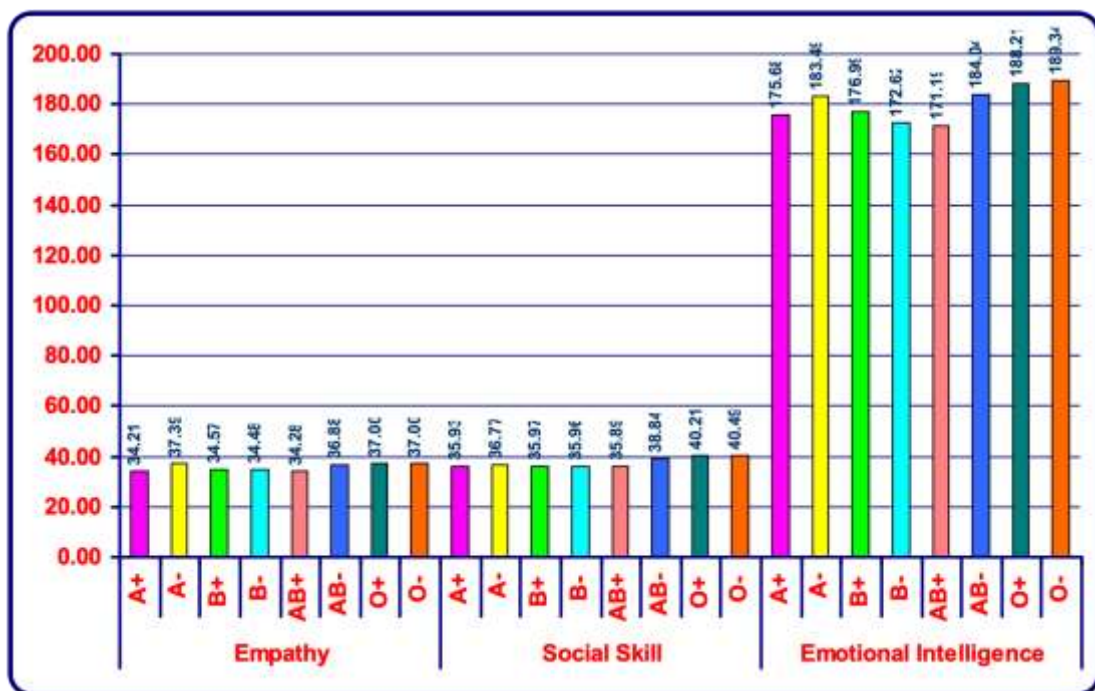


Table 3. Mean comparison between opinion based on their blood group towards performance factors of pre-service teachers in Andhra Pradesh

Area	Blood Group	N	Mean	Std. Dev.	F-value	p-value
Comfort	A+	112	43.60	5.07	0.99 ^{NS}	0.44
	A-	70	43.77	4.39		
	B+	136	43.26	5.30		
	B-	82	42.93	5.41		
	AB+	117	42.86	4.76		
	AB-	91	43.98	5.09		
	O+	124	42.45	6.02		
	O-	68	42.84	6.01		
Empathy	A+	112	43.55	5.44	0.39 ^{NS}	0.91
	A-	70	44.39	4.86		
	B+	136	43.82	5.26		
	B-	82	43.76	5.30		
	AB+	117	43.84	5.81		
	AB-	91	44.59	5.08		
	O+	124	43.81	6.35		
	O-	68	43.59	6.12		

Decision Making	A+	112	44.94	6.09	3.05*	0.04
	A-	70	46.56	5.93		
	B+	136	44.66	6.52		
	B-	82	46.60	6.39		
	AB+	117	44.75	6.19		
	AB-	91	45.44	6.36		
	O+	124	44.95	6.43		
	O-	68	45.82	5.78		
Leadership	A+	112	44.77	5.07	0.58 ^{NS}	0.78
	A-	70	44.61	4.60		
	B+	136	43.74	5.24		

	B-	82	44.68	4.75		
	AB+	117	44.15	5.11		
	AB-	91	44.65	5.44		
	O+	124	43.98	6.32		
	O-	68	44.49	5.29		
Performance Factors	A+	112	176.86	17.39	0.65 ^{NS}	0.72

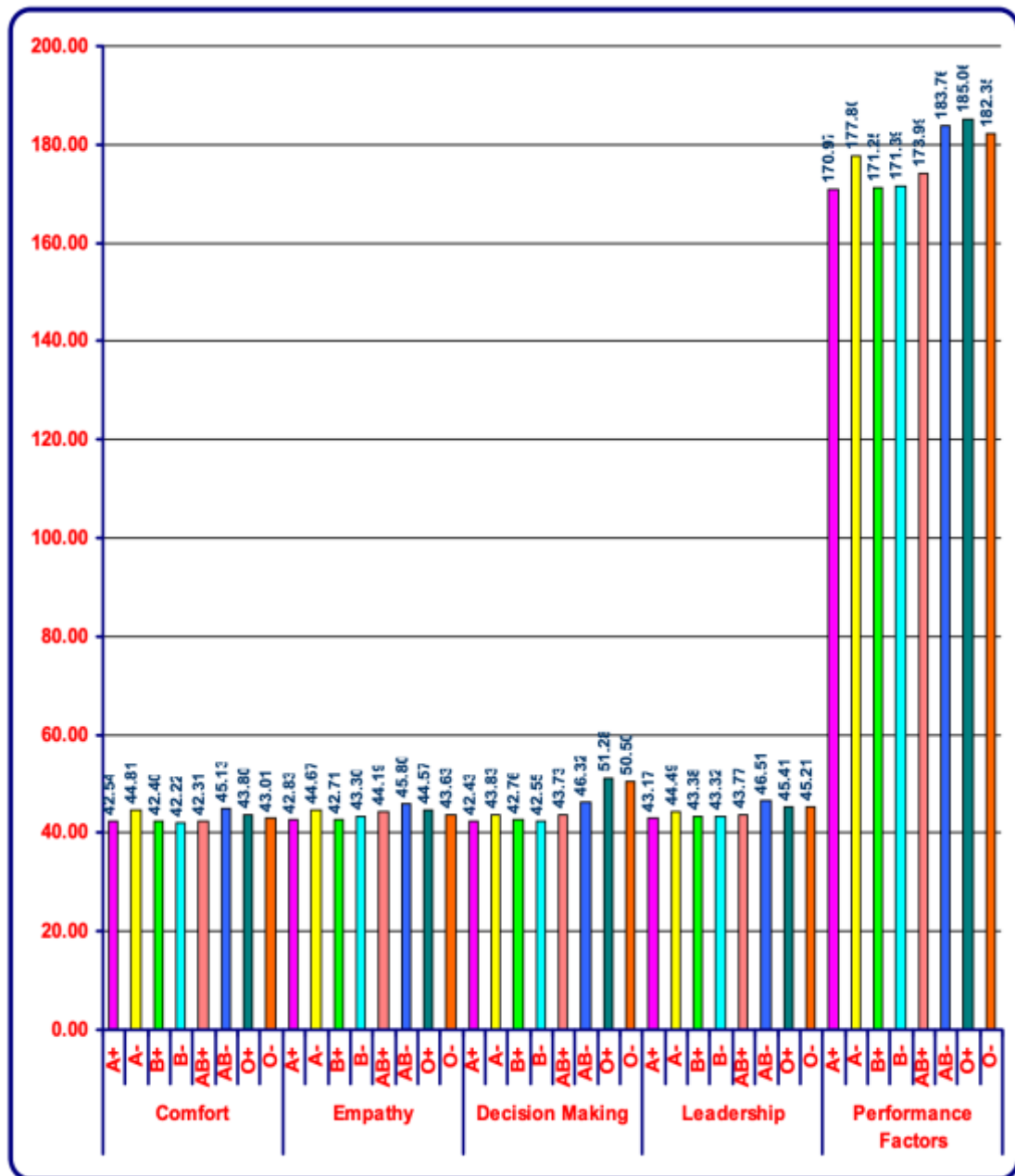
	A-	70	179.33	15.00		
	B+	136	175.49	18.46		
	B-	82	177.96	18.79		
	AB+	117	175.61	17.94		
	AB-	91	178.66	18.54		
	O+	124	175.19	22.06		
	O-	68	176.74	19.86		

*Significant at 0.05 level and NS: Not Significant

Table-3 observed no significant difference between pre-service teachers' perceptions of their blood group regarding Comfort, Empathy, Leadership, and overall perceptions towards Performance Factors of pre-service teachers in Andhra Pradesh. The 'F'-values are found to be 0.99, 0.39, 0.58 and 0.65 and the p-values are 0.44, 0.91, 0.78 and 0.72 which are not significant. Hence, the null hypothesis is accepted.

With respect to Decision Making, the mean perceptions scores of Pre-service teachers based on their blood group, A+ group pre-service teachers was 44.94, A- group pre-service teachers was 46.56, B+ group pre-service teachers was 44.66, B- group pre-service teachers was 46.60, AB+ group pre-service teachers was 44.75, A.B.- group pre-service teachers was 45.44, O+ group pre-service teachers was 44.95 and O- group pre-service teachers was 45.82. The S.D. values are found to be 6.09, 5.93, 6.52, 6.39, 6.19, 6.36, 6.43, and 5.78, respectively. The 'F' – value is found to be 3.05, and the p-value is 0.04, which is significant at 0.05 level shows that there is a significant difference among pre-service teachers' opinions based on their blood group with respect to Decision Making towards Performance Factors of pre-service teachers in Andhra Pradesh. Hence, the null hypothesis is rejected.

Graph 3. Mean comparison among pre-service teachers perceptions based on their Blood Group towards performance factors of Pre-service teachers in Andhra Pradesh



Findings from Biological Factors

1. There is no significant difference between the perceptions of Pre-service teachers based on their blood group with respect to Self Awareness, Managing Emotions, Motivating Oneself, Empathy and Overall perceptions towards Emotional Intelligence of pre-service teachers in Andhra Pradesh is in line with the findings of this study are, in a way, consistent and support with the outcomes are the results showed that no significant differences between the charter traits of between the groups of individuals with various blood groups, those of Barakat's (2007), Naveen Kumar, et al. (2015).

2. There is a significant difference between the perceptions of Pre-service teachers based on their

blood group concerning Social Skills towards the Emotional Intelligence of pre-service teachers in Andhra Pradesh. Is in line with the findings of this study are, in a way, consistent, and support with the outcomes are the results co-related significance difference between E.I. with blood type, those of Barakat's (2007).

3. There is no significant difference between pre-service teachers' perceptions of their blood group with respect to Comfort, Empathy, Leadership, and overall perceptions towards Performance Factors of pre-service teachers in Andhra Pradesh.

4. There is a significant difference between pre-service teachers' perceptions of their blood group and the Decision Making towards Performance Factors of pre-service teachers in Andhra Pradesh.

5. There is a significant difference between the perceptions of Pre-service teachers based on their blood pressure with respect to Self Awareness, Managing Emotions and Motivating Oneself, empathy towards Emotional Intelligence, and Performance of pre-service teachers in Andhra Pradesh is in line with the findings of this study are, in a way, consistent and support with the results are significant differences on E.I. than the patients with the blood pressure and heart problems, those of Kantariya Ashoke s, Desi Minakshi d (2016).

V. CONCLUSIONS

Pre-Service educators are communicated high recognitions concerning Self Awareness, Managing Emotions, Motivating oneself, Empathy, Social Skills, and in general observations towards Emotional Intelligence of Pre-Service Teachers in Andhra Pradesh. However, pre-administration educators are communicated high discernments as for Comfort, Empathy, Decision Making, Leadership, and in general observations towards Performance Factors of re-Service Teachers in Andhra Pradesh.

There is a critical connection between self-awareness, Managing Emotions, Motivating oneself, Empathy, and Social Skills towards Emotional Intelligence of pre-administration instructors in Andhra Pradesh. However, there is an enormous relationship between's Comfort, Empathy, Decision Making, and Leadership towards Performance Factors of re-Service Teachers in Andhra Pradesh.

Conclusions on Biological Factors

According to their blood group, all the pre-service teachers who are having with different blood groups Self Awareness, Social Skills towards Emotional Intelligence of pre-service teachers in Andhra Pradesh. Whereas 'A-' blood group high perceptions concerning Social Skill towards Emotional Intelligence of pre-service teachers in Andhra Pradesh than that of A+, B+, B-, AB+, AB-, O+. And O- blood group and all who are having with different blood groups expressed the same opinion concerning Comfort, Empathy, Leadership, and overall perceptions towards Performance Factors of pre-service teachers in Andhra Pradesh. Whereas 'B-' expressed high perceptions concerning Social Skill towards Performance Factors of pre-service teachers in Andhra Pradesh in Andhra Pradesh than that of A+, A-, B+, AB+, AB-, O+, and O- blood group pre-service teachers.

VI. SUGGESTIONS

1. Pre-service teachers should develop their emotional competencies (Influence of Biological Factors), which will produce the same among them.
2. Pre-service teachers must educate on the Influence of Biological Factors on emotional and physical wellbeing.
3. Strategic competency in teaching can be created in pre-service teachers using emotional Intelligence.
4. The concept of emotional Intelligence (Influence of Biological Factors) may be incorporated into the teacher education curriculum to revitalize the teacher education program.
5. Pre-service teachers must learn the power of humor and the beauty of emotional and physical wellbeing.

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