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SECONDARY LEVEL PRE-SERVICE TEACHERS EMOTIONAL INTELLIGENCE IN RELATION TO PROFESSIONAL AND PERSONAL VARIABLES

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ABSTRACT

The present study is intended to understand Emotional Intelligence of Secondary level Pre-service teachers on the basis of Professional and Personal Variables. The objectives of the study are to find the relationship between Emotional Intelligence and selected Professional and Personal Variables of the Pre-service teachers in Chennai district and to differentiate their Level of Emotional Intelligence based on selected Professional and Personal variables. The sample of the study consists of 250 Secondary level Pre-service teachers from Chennai district of Tamil Nadu in India. The results show that there is a significant positive relationship between Emotional Intelligence and Professional variable namely Teacher Effectiveness. Significant difference exists in Emotional Intelligence and Personal variable based on Parental Education, Parental Occupation, Parental Income and Socio-economic Status of the Pre-service teacher.

KEY WORDS: *Emotional Intelligence, Professional Variables, Personal Variables, Secondary level Pre-service Teachers, Teacher Effectiveness, Parental Education, Parental Occupation, Parental Income and Socio-economic Status.*

INTRODUCTION

Intelligence is the most common word of everyday usage. Intelligence is the most important variable in all fields because it is the ability to think, learn from experience, solve problems, and adapt to new situations. These various synonyms in general refer to various kinds of abilities, such as ability to understand, reasoning power, mental alertness, ability to grasp relationships, ability to form good association, ability to grasp the complexities of problems and solve them etc. Thus, the concept of intelligence is complex and multidimensional in nature that represents boundless potentialities of human beings. The classical approaches of intelligence emphasized the cognitive abilities and defined intelligence in terms of single index of cognitive ability and intelligence is a global capacity, not unitary. Hence, there are many intelligences rather than single intelligence. Accordingly, many new approaches to intelligence have been put forward. In Contemporary Approach Howard Gardner puts forth a new and different view of human intellectual competencies. Gardner's theory of multiple intelligences accounts for the diverse range of important adult capacities by considering a diverse range of abilities, each of which he values as highly as traditional conceptions of 'intelligence'. Emotional Intelligence is the abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think: to empathize, and to hope. The main areas are: knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships.

Profession-related variables are crucial determinants of the professional success of every individual, especially in the field of teaching where the role is multifaceted and dynamic. Each profession has its own unique demands, and teaching, in particular, requires a combination of cognitive, emotional, and practical competencies. The effectiveness of a teacher largely depends on how well these professional variables are developed and implemented in the classroom. In the teaching profession, variables such as lesson planning play a foundational role, as systematic and well-structured plans help in achieving instructional objectives efficiently. Teaching strategies are equally important, as they determine how content is delivered and understood by diverse learners. A teacher's subject competence ensures accuracy, depth, and clarity of knowledge, which directly influences student learning outcomes. The effective use of teaching-learning materials enhances students' interest and facilitates better understanding of concepts. Skills such as clear explanation, questioning techniques, and promoting classroom discussion encourage active participation and critical thinking among students. Furthermore, classroom management is essential for maintaining discipline and creating a conducive learning environment, while the ability to direct student activities ensures engagement and meaningful learning experiences. In addition, a teacher's personality traits, such as confidence, patience, empathy, and enthusiasm, significantly impact both emotional development and professional effectiveness. These professional variables collectively contribute to the overall quality of teaching and play a vital role in shaping successful educators.

Personal variables such as parental education, parental occupation, parental income and socio-economic play a crucial role in emotional development. These factors influence how individuals understand, express, and regulate their emotions. In the context of teachers, well-developed emotional

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competencies help in maintaining positive classroom interactions, managing stress, and building healthy relationships with students. Teachers with strong personal attributes, especially high emotional intelligence, demonstrate better teaching effectiveness, classroom management, and decision-making skills. Personal variables also enhance adaptability, empathy, and professional commitment. Thus, emotional development shaped by personal variables significantly contributes to improving teachers' overall performance and effectiveness in the educational setting.

Justification of the study

A review of various studies on emotional intelligence among teachers reveals that several factors have been identified as correlates, predictors, and outcomes of emotional intelligence. However, the findings are not always consistent, particularly with regard to the relationship between emotional intelligence and professional as well as personal variables. The inconsistency in results may be due to differences in research tools, sample characteristics, and varying conceptualizations of emotional intelligence adopted by different researchers. Many studies emphasize that emotional intelligence plays a vital role in enhancing teaching effectiveness, classroom management, and interpersonal relationships. At the same time, personal variables such as gender, age, family background, and socio-economic status, along with professional variables like teaching skills, subject competence, and classroom practices, are found to influence emotional development to varying degrees. It is also observed that emotional intelligence is shaped not only by individual traits but also by environmental and professional experiences. In the context of secondary level pre-service teachers, who are in the formative stage of their teaching career, the development of emotional intelligence becomes highly essential. Understanding how personal and professional variables relate to emotional intelligence will help in improving teacher training programmes and preparing emotionally competent teachers. Therefore, the present study is undertaken to examine the relationship between emotional intelligence and selected personal and professional variables among secondary level pre-service teachers.

Need and Significance of the study

In the present educational scenario, the role of teachers has become more complex and demanding, requiring not only subject knowledge and pedagogical skills but also strong emotional competencies. Emotional intelligence plays a vital role in helping teachers understand their own emotions as well as those of their students, thereby promoting effective teaching-learning processes. For secondary level pre-service teachers, who are in the initial stage of their professional preparation, the development of emotional intelligence is essential for ensuring future success in the teaching profession.

The need for the present study arises from the fact that emotional intelligence influences various aspects of teaching such as classroom management, decision-making, interpersonal relationships, and stress management. Although several studies have examined emotional intelligence, there is a lack of consistent findings regarding its relationship with personal and professional variables. Moreover, limited research has specifically focused on secondary level pre-service teachers, particularly in relation to how their background and professional competencies contribute to emotional development.

The significance of this study lies in its potential to provide insights into the role of personal variables such as gender, parental education, occupation, income, and socio-economic status, along with professional variables like teaching skills, subject competence, and classroom practices in shaping emotional intelligence. The findings of the study will be useful for teacher educators, curriculum planners, and policymakers in designing effective teacher education programmes that foster emotional competencies. It will also help pre-service teachers to understand the importance of emotional intelligence in improving their teaching effectiveness and professional growth. Thus, the study contributes to enhancing the quality of teacher education and, ultimately, the quality of school education.

Review of Related Studies

Kalpana Shee et al. (2025) examined the relationship between parental variables and emotional intelligence among students. The study revealed that parental factors such as occupation, education, and family relationships have a statistically significant but weak influence on emotional intelligence. The findings indicated that while supportive family conditions contribute to emotional development, the strength of the relationship is relatively low. The study emphasized that emotional intelligence is shaped by multiple factors beyond family background. It concluded that parental occupation alone plays a limited role.

Mondal (2025) examined the relationship between socio-economic status (SES), emotional intelligence, and teacher achievement among secondary student teachers in West Bengal. The study revealed that socio-economic status — comprising parental education, occupation, and income— significantly influences emotional intelligence and teacher achievement. Student teachers from higher socio-economic status backgrounds demonstrated better emotional intelligence due to access to educational resources and supportive family environments. The study also found that socio-economic status and Emotional Intelligence jointly predict teacher achievement. This suggests that family background plays an important role in shaping emotional competencies among student teachers, which in turn affects their professional readiness and effectiveness in teaching.

Jain et al. (2025) examined the relationship between parental factors and emotional intelligence among students. The study found a positive but low association between socio-economic variables, including parental income, and emotional intelligence. It highlighted that while financial stability may provide better opportunities and resources, it does not strongly determine emotional development. The findings emphasized that emotional intelligence is more significantly influenced by parental support, communication, and the overall home environment. The study concluded that parental income plays only a minor role, and emotional intelligence is largely shaped by interpersonal experiences and individual differences.

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Agrawal and Gupta (2024) explored the impact of emotional intelligence on teacher effectiveness among secondary school educators. The study revealed that teachers with high emotional intelligence excelled in classroom management, instructional delivery, and student engagement. Emotional intelligence enabled teachers to respond appropriately to classroom challenges and maintain a supportive learning atmosphere. Teachers with average emotional intelligence showed moderate levels of teaching effectiveness, indicating some limitations in emotional regulation and interpersonal skills. The findings highlighted that emotional intelligence significantly contributes to various dimensions of teacher effectiveness and recommended the inclusion of emotional intelligence development programs in teacher training to enhance overall teaching performance.

Alluru and Suneela (2023) studied emotional competence among pre-service teachers in India. The findings revealed that parental occupation had a significant influence on emotional competence, whereas parental education showed little or no significant effect**.** Emotional intelligence levels among student teachers were generally average, but variations were linked to socio-demographic factors such as occupation and environment.

The study implies that occupational background shapes exposure, communication patterns, and emotional experiences, which influence Emotional Intelligence.

Maamari and Salloum (2023) examined the role of emotional intelligence in enhancing teacher effectiveness among university instructors. The study found that teachers with high emotional intelligence demonstrated superior teaching performance, particularly in maintaining positive classroom environments and fostering student engagement. Emotional intelligence helped teachers regulate their emotions, understand student needs, and build strong interpersonal relationships. The findings also revealed that personality traits can strengthen the influence of emotional intelligence on teaching effectiveness. Teachers with average emotional intelligence showed moderate effectiveness, indicating that higher levels of Emotional Intelligence are essential for achieving better educational outcomes and improving overall teaching quality.

K. K. Singh (2015) found that emotional intelligence has a significant positive influence on teaching effectiveness, as emotionally intelligent teachers demonstrate better classroom management, interpersonal skills, and instructional performance.

R. K. Sharma (2014) studied the role of emotional intelligence in relation to personal and family variables. The study revealed that emotional intelligence is significantly influenced by factors such as parental education and family environment. Individuals from educated and supportive families were found to possess higher emotional intelligence, as they receive better emotional guidance and encouragement. The findings also indicated that emotional intelligence enhances interpersonal relationships, adjustment, and overall functioning. The study concluded that emotional intelligence is shaped not only by individual abilities but also by family background, highlighting the importance of parental education in emotional development.

Corcoran and Tormey (2012) examined emotional intelligence levels among pre-service teachers using the ability model of Emotional Intelligence. The study found that most student teachers demonstrated average to below-average emotional intelligence levels, with notable variation across emotional skills. Despite these moderate levels, emotional intelligence remained important for teaching-related competencies such as classroom interaction and emotional regulation. The study did not find strong evidence linking background variables like socio-economic status or parental characteristics to Emotional Intelligence levels.

Meaning of terms used in the study

1. Emotional Intelligence is one's ability to know and regulate one's own emotions and to regulate the relationship with others on the basis of the self-awareness.
2. Professional variable is the behavioural outcomes arising out of classroom preference of the teacher which indicate the knowledge, skill and personal qualities required for effective teaching.
3. Personal variable is related to a person and their family and parents like parental education, parental occupation, parental income and socio-economic status.
4. Secondary level Pre-service teachers are the teachers undergoing B.Ed training programme.

Hypotheses

The hypothesis of the study is:

1. To find whether there is significant relationship between emotional intelligence with teacher effectiveness, parental education, parental occupation, parental income and socio-economic status of secondary level pre-service teachers
2. Whether there is a significant difference exist in between high, average and low the emotional intelligence groups when paired comparisons are made of three groups with respect to the mean scores of professional and personal variables of the study.

Methodology

The sample of 250 secondary level pre-service teachers were selected using random sampling method from various teacher education college of Chennai district. The investigator adopted the tool "Test of Emotional Intelligence" (Wlliam Dane, 2004), A Scale of Teacher effectiveness (Tony Joseph, 2004), The Kerela Socio-economic Scale (Nair, A.S., 1976). These tools are again standardized by conducting a pilot study on the sample of 50 pre-service teachers in in Kancheepuram district.

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RESULT AND DISCUSSION

Relationship between Emotional Intelligence and Teacher Effectiveness, Emotional Intelligence and Parental Education,

Table 1

Correlation between Emotional Intelligence and Teacher Effectiveness, Emotional Intelligence and Parental Education of Secondary level Pre-service Teachers

S.No.	Variable	N	r	Significance
1	**Emotional Intelligence**	250	0.54	Significance at 0.01 level
	Teacher Effectiveness	250		
2	**Emotional Intelligence**	250	0.27	Significance at 0.01 level
	Parental Education	250		
3	**Emotional Intelligence**	250	0.18	Significance at 0.01 level
	Parental Occupation	250		
4	**Emotional Intelligence**	250	0.12	Significance at 0.05 level
	Parental Income	250		
5	**Emotional Intelligence**	250	0.27	Significance at 0.01 level
	Socio-economic Status	250		

Table 1 shows that there is moderate positive relationship between emotional intelligence and teacher effectiveness of secondary level pre-service teachers (0.59). These results are in conformity with previous findings of K. K. Singh (2015) and S. Mangal (2013), there is low positive relationship between emotional intelligence and parental education of secondary level pre-service teachers (0.27). These results are in conformity with previous findings of R. K. Sharma (2014) and S. Mangal (2013), there is low positive relationship between emotional intelligence and parental occupation of secondary level pre-service teachers (0.18) there is low positive relationship between emotional intelligence and parental income of secondary level pre-service teachers (0.12), there is low positive relationship between emotional intelligence and socio-economic status of secondary level pre-service teachers (0.27). These results are in conformity with previous findings of Kalpana Shee et al. (2025) and Poorvi Jain et al. (2025). Hence, hypothesis, emotional intelligence is significantly and positively related with teacher effectiveness, parental education, parental occupation, parental income and socio-economic status of Secondary level Pre-service Teachers" is accepted.

Three groups of Emotional intelligence

To determine the second hypothesis of the study the whole sample is categorized into different levels viz., High Emotional Intelligence (HEI), Average Emotional Intelligence (AEI), Low Emotional Intelligence (LEI) based on the scores obtained in the Test of Emotional Intelligence. For this, mean (M) and standard deviation (SD) values were calculated. Subjects who scores on Emotional Intelligence in between M+SD and M-SD were classified as Average Emotional Intelligence. Subjects who scores was below M-SD in Emotional Intelligence test were classified as low Emotional Intelligence and Subjects who scores was above M+SD in Emotional Intelligence test were classified as High Emotional Intelligece. Thus, the Average Emotional Intelligence group consisted of 184, High Emotional Intelligence group consisted of 34 and Low Emotional Intelligence group consisted of 42 secondary level pre-service teachers.

t- Ratio for Emotional Intelligence of Secondary level Pre-service teachers

Table 2

Difference between Different Levels of Emotional Intelligence with Professional and Personal Variables of Secondary level Pre-service teachers

Variables	Emotional Intelligence						Critical Ratios		
	HEI		AEI		LEI		HEI-AEI	AEI-LEI	HEI-LEI
	Mean	SD	Mean	SD	Mean	SD			
Teacher Effectiveness	75.33	6.54	70.89	8.01	59.64	6.81	6.79	16.89	26.24
Parental Education	121.36	31.01	99.57	29.56	110.62	80.52	8.04	1.94	2.08
Parental Occupation	61.89	30.52	41.56	29.99	49.59	39.85	7.53	2.55	3.87
Parental Income	41.63	30.01	25.67	23.58	34.00	45.00	6.62	2.30	2.10
Socio-economic status	195.89	68.58	159.62	69.32	178.00	95.00	5.88	2.10	2.30

Table 2 shows mean and Standard Deviation for the three groups High Emotional Intelligence (HEI), Average Emotional Intelligence (AEI), Low Emotional Intelligence (LEI). The groups were compared by using two-tailed test of significance for HEI-AEI, AEI-LEI, HEI-LEI. The result of paired comparison of the mean scores of three groups of emotional intelligence with respect to the selected professional and personal variables are given int the table 2.

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t- Ratio for High Emotional Intelligence -Average Emotional Intelligence Pair of Secondary level Pre-service teachers

Table 3

Difference between High Emotional Intelligence -Average Emotional Intelligence Pair of Secondary level Pre-service teachers

Variables	t-value	significance
Teacher Effectiveness	6.79	Significant at 0.01 level
Parental Education	8.04	Significant at 0.01 level
Parental Occupation	7.53	Significant at 0.01 level
Parental Income	6.62	Significant at 0.01 level
Socio-economic status	5.88	Significant at 0.01 level

Table 3 shows the t-value between High Emotional Intelligence - Average Emotional Intelligence Pair of Secondary level Pre-service teachers. The t-value at 248 df in order to be significant at 0.05 and 0.01 level should 1.97 and 2.59. Obtained t value is greater than 2.59, hence it is significant at 0.01 level. This shows that there is significant difference in the High Emotional Intelligence -Average Emotional Intelligence Pair of Secondary level Pre-service teachers professional and personal variables. Results are supported to the findings of Agrawal, R., & Gupta, P. (2024) and Mondal (2025). Hence, hypothesis, significant difference exists in the level of emotional and professional and personal variables stands accepted.

t- Ratio for Average Emotional Intelligence- Low Emotional Intelligence Pair of Secondary level Pre-service teachers

Table 4

Difference between Average Emotional Intelligence- Low Emotional Intelligence Pair of Secondary level Pre-service teachers

Variables	t-value	significance
Teacher Effectiveness	16.89	Significant at 0.01 level
Parental Education	1.94	Not Significant at 0.01 level
Parental Occupation	2.55	Not Significant at 0.01 level
Parental Income	2.30	Not Significant at 0.01 level
Socio-economic status	2.10	Not Significant at 0.01 level

Table 4 shows the t-value between Average Emotional Intelligence – Low Emotional Intelligence Pair of Secondary level Pre-service teachers. The result shows that there is significant difference in the Average Emotional Intelligence – Low Emotional Intelligence Pair of Secondary level Pre-service teachers professional and not significant with personal variables such as Parental Education, Parental Occupation, Parental Income and Socio-economic Status. Results are supported to the findings of Corcoran and Tormey (2012). Hence, hypothesis, significant difference exists in the level of emotional and professional variables stands accepted.

t- Ratio for High Emotional Intelligence- Low Emotional Intelligence Pair of Secondary level Pre-service teachers

Table 5

Difference between High Emotional Intelligence- Low Emotional Intelligence Pair of Secondary level Pre-service teachers

Variables	t-value	significance
Teacher Effectiveness	26.24	Significant at 0.01 level
Parental Education	2.08	Not Significant at 0.01 level
Parental Occupation	3.87	Significant at 0.01 level
Parental Income	2.10	Not Significant at 0.01 level
Socio-economic status	2.30	Not Significant at 0.01 level

Table 5 shows the t-value between High Emotional Intelligence - Low Emotional Intelligence Pair of Secondary level Pre-service teachers. The result shows that there is significant difference in the High Emotional Intelligence - Low Emotional Intelligence Pair of Secondary level Pre-service teachers professional and parental occupation and not significant with parental education, parental income and socio-economic status. Results are supported to the findings of Alluru and Suneela (2023) Hence, hypothesis, significant difference exists in the level of emotional and professional and parental occupation stands accepted.

CONCLUSION

The study Secondary level Pre-service Teachers Emotional Intelligence in relation to Professional and Personal Variables revealed, there is a moderate positive relationship between emotional intelligence and Pre-service Teachers professional and personal variables and significant difference exist High Emotional Intelligence -Average Emotional Intelligence Pair of Secondary level Pre-service teachers professional and personal variables, Average Emotional Intelligence – Low Emotional Intelligence Pair of Secondary level Pre-service teachers professional and not significant with personal variable, High Emotional Intelligence - Low Emotional Intelligence Pair of Secondary level Pre-service teachers professional and parental

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occupation and not significant with parental education, parental income and socio-economic status.

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