

EMOTIONAL INTELLIGENCE OF PRE-SERVICE SECONDARY SCHOOL TEACHERS (DIMENSION WISE AND OVER ALL) IN RELATION TO THEIR GENDER AND FAMILY ENVIRONMENT

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The present study investigates the impact of Family Environment on Five dimensions of Emotional Intelligence of Pre-service Secondary School Teachers. A Random sample of 1113 pre-service Secondary School Teachers was drawn from various teachers training institutions located across six district of Himachal Pradesh .Data were collected using the emotional Intelligence Scale developed and standardized by the researcher, along with the family Environment Scale by Bhatia and Chadha .The data were analyzed using the Two way Analysis of Variance (ANOVA).Findings revealed that the type of family Environment has a significant influence on five dimensions of emotional intelligence ie self awareness, self regulation, self motivation, empathy and social skill of Pre-service Secondary School Teachers. The study further provides suggestions for fostering a positive environment and outlines interventions aimed at enhancing different aspects of emotional intelligence ie self awareness, self regulation, self motivation, empathy and social skill among pre-service secondary school teachers.

Key words: Emotional Intelligence, Dimensions, Family Environment, Pre-service Secondary School Teachers.

CONCEPTUAL FRAMEWORK

Emotional Intelligence

Emotional Intelligence is the ability to apprehend own's emotions and others' emotions and use them in the right way to guide one's actions and thinking. Emotional Intelligence is one of the types of intelligence needed for success in various kinds of situations. Those who are aware of emotions for themselves and others and regulate accordingly can be tagged as emotionally intelligence. Wayne Payne introduces the term "Emotional Intelligence" in 1985 for the first time in their doctoral thesis 'A Study of Emotion: Developing 'Emotional Intelligence' A article is published in 1987 by Keith Beasley in Mensa Magazine used the term " Emotional Quotient". In 1990, John Mayer and Peter Salovey published their landmark article,"Emotional Intelligence', in the journal imagination, cognition and personality. In the year 1995 the concept of Emotional Intelligence became popular after the publications of Daniel Goleman's book "Emotional Intelligence: why it can matter more than IQ".

Mayer and Peter Salovey (1995) defined Emotional intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it.

Goleman (1996) defined emotional intelligence as the ability to motivate oneself, persist despite frustrations, control impulses, delay gratification, regulate moods, empathize with others and maintain hope.

Dimensions of Emotional Intelligence

- **Self-awareness:** It refers to the ability to recognize and understand one's emotions and their impact on behavior and decision making.
- **Self-regulation:** The capacity to manage and control one,s emotions in various situations.
- **Self- Motivation:** Self-motivation is the internal drive to achieve personal goals, maintain determination, and pursue personal and professional growth.
- **Empathy:** It is the skill of perceiving and understanding others' emotions, consider the emotions of others and foster healthy relationship.
- **Social Skills:** Social skills combine social awareness with the ability to manage emotions in relationships effectively.

Emotional intelligence is essential for effectively managing one' own emotions and understanding the feeling of others. It helps individuals respond thoughtfully rather than react impulsively, which improve communication, decision making and problem solving. People with high emotional intelligence are often more resilient in stressful situations, maintain better relationship, and create a positive atmosphere in both personal and professional setting.

Emotional Intelligence is particularly crucial in teaching profession because it directly influences the quality of education and overall classroom environment. A highly emotionally intelligent person can manage personal and profession life can easily identify the emotional status of students, emotional disturbance and interpret the emotional status of their students which allow them to respond with empathy and understanding. This ability help in identifying students learning difficulties, motivational challenges, and emotional distress early, enabling timely interventions, can stop students from drug addition, decrease suicidal cases. Emotional intelligence also serves as a role model for students, by regulating their own emotions; teachers can remain calm in stressful or conflict situations. Strong social-skill allows teaches to build meaningful relationship with students, parents, colleagues, promoting effective communication. Emotional intelligent teachers also serve as role models for students, demonstrating appropriate emotional responses, self control and empathy. This is not only enhances students social and emotional development but also contributes to a culture of mutul respect and cooperation in classroom.

FAMILY ENVIRONMENT

Family is the most important system for a child which fosters the growth and development. Ozcinar (2006) opined that family is a primary socialization context and considered as an important factor influencing child development. A family is an important unit of society. It is the main source of a person's growth and development and plays a big role in building the emotional intelligence of a child. Emotional intelligence helps people in making decisions, understanding others, and maintaining good relationships. The family environment strongly affects a person's overall growth. From birth to death, family conditions shape behavior and lifestyle. The family environment includes many things such as love, care, values, attitudes, and way of living. It also depends on parents' education, job, and financial status. When a person has high emotional intelligence, they are able to build strong relationships, improve their position in society, think critically, and handle conflicts better. It also helps them to know themselves, control their emotions, and reach both personal and career goals. By practicing emotional intelligence, people learn to understand their own and others' feelings in a positive way. This leads to better behavior and healthier relationships. According to Goleman (1995), emotionally intelligent people can control their emotions better. They are aware of their own feelings, can express them properly, and understand the feelings of others. They stay positive, can wait for rewards, and manage relationships well. Different models of emotional intelligence have led to different tools for measuring it, though many of them focus on similar ideas.

RATIONAL OF THE STUDY: Emotional intelligence is key factor in every sphere of human life. In today's world enormous competition is going on and everyone wants to excel in their lives and careers. High emotional intelligence develops the ability to tolerate stress, maintain an optimistic outlook, and develops an ability to overcome the day today problems in an intelligent manner. Study Emotional intelligence dimension wise and overall, in relation to gender and family environment is very important because these factors can shape emotional awareness and regulation. Family environment shapes emotional development as early experience at home influence how individual recognize ,express and regulate emotions. The Study provides insights for teacher education program to develop targeted strategies that strengthened the emotional competences of future teachers ultimately fostering more supportive and effective learning environment.

REVIEW OF RELATED LITERATURE

Chikkanagoudar (2015) A study conducted among 240 secondary school children aged 12-15 in Dharwad, Karnataka, found a significant link between academic achievement and emotional intelligence, with high-achieving students exhibiting higher emotional intelligence levels compared to their low-achieving peers. The study also revealed significant differences in certain aspects of family environment between high and low achievers, including cohesion, expressiveness, acceptance, and organization. Furthermore, specific family environment dimensions, such as cohesion and expressiveness, had a significant impact on children's overall emotional quotient. Demographic factors like age, gender, parental education level, and socioeconomic status also influenced children's emotional intelligence, highlighting the importance of a supportive family environment in fostering emotional intelligence and academic achievement.

Jerslina and Devaki (2016) examined emotional intelligence among prospective teachers across gender. Results showed that female student teachers had higher overall emotional intelligence than males. However, no significant gender difference was found in self-awareness, while in interpersonal awareness (empathy), males scored slightly higher in the "good" range, and most females fell in the "average" range. The study concluded that self-awareness is essential for pre-service teachers, and most student teachers possessed only average levels of interpersonal awareness.

Kumar (2020) examine a study on the emotional intelligence of higher secondary school students. The objectives of the study was to find out the level of emotional intelligence of Higher secondary school students, difference between the emotional intelligence of males and females and the differences between the emotional intelligence of arts and science of higher secondary school students. The study was conducted on the eleventh-class students in Pattukkottai educational district. The data were collected from 300 subjects of higher secondary students drawn from three higher schools at randomly. Descriptive Analysis (Mean, Standard deviation) and Differential Analysis (t - Values) used as statistical technique. The study revealed that the female students had better than the male

students on their emotional intelligence. Further he found no significant difference between arts and science higher secondary school students on their emotional intelligence

Khatoon, and Sharma, (2021). Study examined the relationship between family environment and academic achievement among senior secondary school students. The findings indicate a positive correlation between family environment and academic achievement, suggesting that a supportive family environment is crucial for students' academic success. The study's results have implications for parents, educators, and policymakers seeking to improve students' academic outcomes. Overall, the study provides valuable insights into the importance of family environment in shaping students' academic achievement

Kumar and Randhawa (2022) examined emotional intelligence among 400 adolescents across gender and school type. Results showed that females scored higher in overall emotional intelligence than males. No significant gender differences were found in self-awareness, managing emotions, empathy, and handling relations, though males had slightly higher mean scores in empathy and handling relations. A significant difference emerged in motivating oneself, where females were more self-motivated than males.

Paul and Dutt (2023) studied the Impact of gender on emotional intelligence to compare the emotional intelligence level of males and females in the age group of 18-25. Method: T test was used to compare the emotional intelligence level between of males and females. A Sample of 120 young adults ranging from 18-25 years of age has taken. They found that that no significant difference in the emotional intelligence of males and females.

Saboowala et al.,(2023) carried out research on the level of emotional intelligence among adolescent students based on gender. The present research study adopted a quantitative research methodology used a descriptive survey in order to collect data. Assessing Emotions Scale, developed by Schutte, Malouff, and Bhullar (1998), was used and convenient sampling technique was adopted, rather they found a significant difference between the emotional intelligence of male and female Junior College Students. Study found that female Secondary School Students had a greater level of emotional intelligence than male Secondary School Students.

OBJECTIVE OF THE STUDY

1. To study the emotional intelligence (dimension wise and overall) of different pre-service secondary school teachers in relation to their gender.
2. To study the emotional intelligence(dimension wise and overall) of pre-service secondary school teachers in relation to their family environment
3. To study the interactional effect of gender and family environment on emotional intelligence of pre-service secondary school teachers.

HYPOTHESIS OF THE STUDY

Following hypotheses has been formulated by the researcher for the present investigation as given below:

1. There is no gender-wise difference in the Emotional intelligence of pre-service secondary school teachers with respect to following:
 - a) Self-awareness
 - b) Self-regulation
 - c) Self-motivation
 - d) Empathy
 - e) Social Skills
 - f) Overall.
2. There is no significant difference in Emotional intelligence of pre-service secondary school teachers in relation their types of family environment with respect to following
 - a) Self-awareness
 - b) Self-regulation
 - c) Self-motivation
 - d) Empathy
 - e) Social Skills
 - f) Overall.
3. There is no interactional effect of gender and family environment on emotional Intelligence of pre-service secondary school teachers with respect to following:
 - a) Self-awareness

- b) Self-regulation
- c) Self-motivation
- d) Empathy
- e) Social Skills
- f) Overall.

SAMPLE OF THE STUDY

In the present investigation researcher has selected 1113 Pre-service secondary school teachers from Five districts namely Mandi, Kullu, Kangra, Bilaspur and Hamirpur of different Self-financed B.Ed. Training Institution Affiliated to Himachal Pradesh University Shimla and Sardar Patel University, Mandi, Himachal Pradesh.

TOOL USED

Emotional Intelligence Scale developed and standardized by investigator herself. Family Environment scale developed by Bhatia and Chadha (2012).

METHODOLOGY

In the present investigation the researcher has used descriptive research method.

STATISTICAL TECHNIQUES USED

For comparing the Emotional intelligence of pre-service secondary school teachers belonging to three different types of family environment two way Analysis of variance (ANOVA) was applied.

ANALYSIS AND INTERPRETATION OF DATA

The data has been analyzed by the investigator in the form descriptive analysis. To compare the Emotional intelligence of pre-service secondary school teachers with respect to gender and their different types of family environment two way analysis of variance (ANOVA) was applied and the detailed description was given under table.

Mean Self-awareness, Self-regulation, self-motivation, empathy, social skill and overall Emotional intelligence scores of Pre-service Teachers with respect to Gender and types of Family Environment

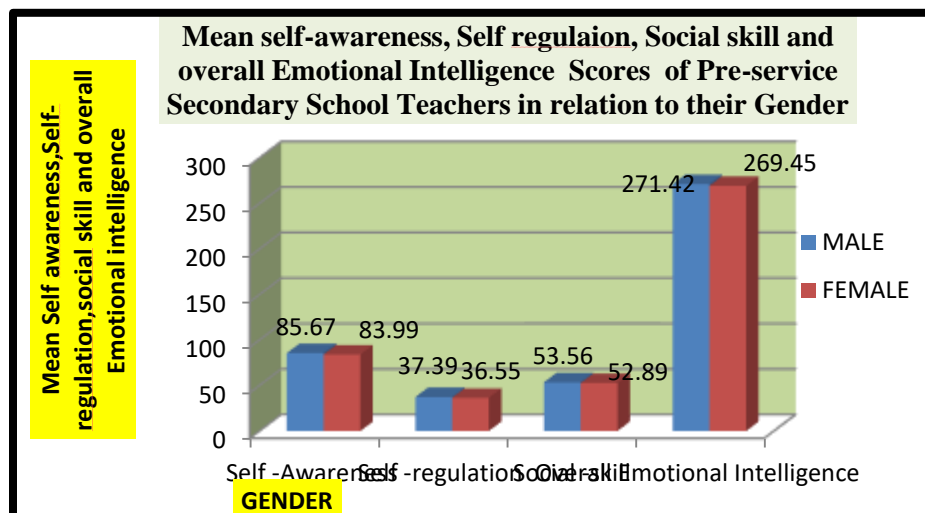
Table-1

Sr.No.	Gender		Types of Family Environment			
			Good	Average	Poor	Total
1.	Male (219)	Mean	93.73	85.22	82.88	85.67
		S.D.	11.37	7.94	11.07	9.68
		N	26	141	52	219
2.	Female(894)	Mean	89.46	83.55	79.49	83.99
		S.D.	9.73	9.16	9.90	9.85
		N	166	585	143	894
3	Total (1113)	Mean	90.04	83.87	80.39	84.33
		S.D.	10.05	8.96	10.31	9.83
		N	192	726	195	1113
Self-regulation						
1	Male (219)	Mean	41.19	37.25	35.88	37.39
		S.D.	4.56	4.19	5.23	4.73
		N	26	141	52	219
2	Female (894)	Mean	38.94	36.38	34.44	36.55
		S.D.	4.75	4.58	5.27	4.91
		N	166	585	143	894
3	Total (1113)	Mean	39.25	36.55	34.82	36.71
		S.D.	4.77559	4.52600	5.290	4.88
		N	192	726	195	1113
Self-motivation						
1	Male(219)	Mean	66.42	59.18	57.98	59.76
		S.D.	8.06	7.15	8.53	7.97
		N	26	141	52	219
2	Female (894)	Mean	63.46	59.52	56.79	59.82
		S.D.	7.33	6.92	8.46	7.52
		N	166	585	143	894
3	Total (1113)	Mean	63.86	59.45	57.11	59.81
		S.D.	7.47	6.95	8.47	7.60
		N	192	726	195	1113
Empathy						
1	Male(219)	Mean	38.76	35.21	32.67	35.03
		S.D.	3.65	3.91	5.44	4.61
		N	26	141	52	219
2	Female(894)	Mean	38.54	36.06	34.04	36.20
		S.D.	3.40	3.60	4.64	3.97
		N	166	585	143	894
3	Total(1113)	Mean	38.57	35.89	33.68	35.97
		S.D.	3.42	3.67	4.89	4.13
		N	192	726	195	1113
Social-skill						
1	Male(219)	Mean	60.76	53.35	50.52	53.56

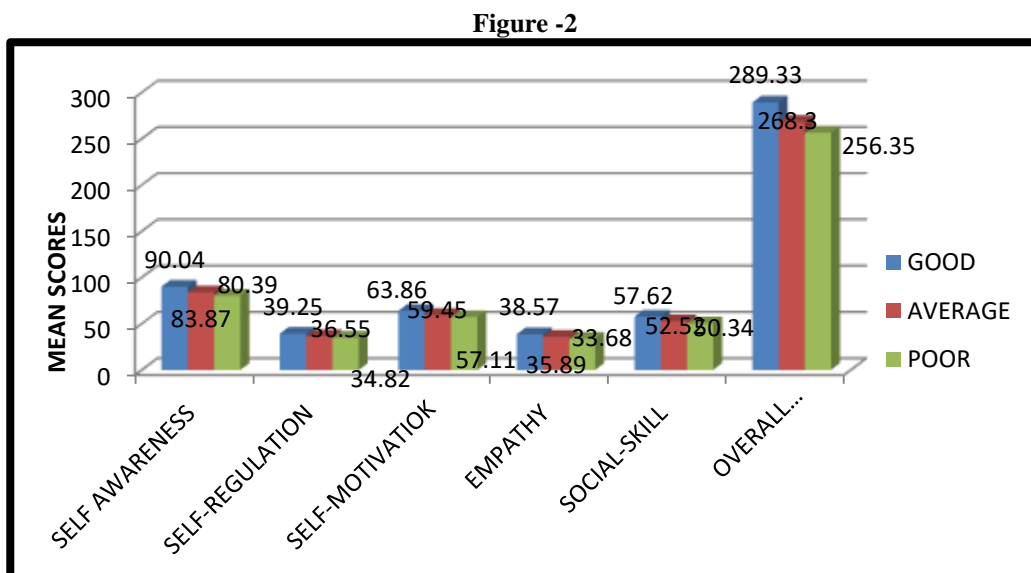
		S.D.	5.39	6.63	6.288	7.02
		N	26	141	52	219
2	Female(894)	Mean	57.12	52.32	50.27	52.89
		S.D.	6.97	6.43	6.85	6.94
		N	166	585	143	894
3	Total(1113)	Mean	57.62	52.52	50.34	53.02
		S.D.	6.88	6.48	6.69	6.96
		N	192	726	195	1113
Overall Emotional Intelligence						
1	Male(219)	Mean	300.88	270.21	259.94	271.42
		S.D.	24.22	21.46	29.47	26.50
		N	26	141	52	219
2	Female(894)	Mean	287.53	267.84	255.05	269.45
		S.D.	23.52	22.61	27.26	25.50
		N	166	585	143	894
3	Total(1113)	Mean	289.33	268.30	256.35	269.84
		S.D.	23.99	22.39	27.87	25.70
		N	192	726	195	1113

The Graphical representation of mean Emotional Intelligence scores (dimension wise and overall) of Pre-service secondary school teachers with respect to their gender is shown in Figure-1

Figure-1



Mean Self-awareness, Self-regulation, self-motivation, empathy, social skill and overall Emotional intelligence scores of Pre-service Teachers with respect to Types of Family Environment is shown in figure-2



From the mean emotional intelligence scores of male and female pre-service secondary school teachers 'F' values were computed. The results were given in the Table No- 2:

Summary of the Results of Analysis of Variance for Emotional Intelligence Scores of Pre-Service Secondary School Teachers

Table-2

Sr. No.	Sources of Variation	Sum of Squares	Degree of freedom (df)	Mean Square (Variance)	'F' Ratio
Self-awareness					
1.	Gender(A)	1097.361	1	1097.361	12.532**
2.	Family Environment(B)	6196.68	2	3098.324	35.384**
3.	Gender x Family Environment (AXB)	176.652	2	88.326	1.009NS
4.	Error Variance	96932	1107	87.563	
5.	Total	107524.609	1112		
Self-regulation					
1	Gender(A)	260.657	1	260.657	11.845**
2	Family environment(B)	1366.120	2	683.060	31.040**
3	Gender x family Environment (AXB)	39.699	2	19.850	0.902NS
4	Error variance	24360.106	1107	87.563	
5	Total	26586.282	1112		
Self-Motivation					
1	Gender(A)	182.580	1	182.580	3.400 NS

2	Family Environment(B)	3336.316	2	1668.158	31.065**
3	Gender x Family Environment (AXB)	233.256	2	116.628	2.172NS
4	Error variance	59444.795	1107	53.699	
5	Total	64366.081	1112		
Empathy					
1	Gender(A)	50.186	1	50.186	3.361NS
2	Family Environment(B)	1601.295	2	800.648	53.614*
3	Gender x Family Environment (AXB)	36.517	2	18.258	1.223NS
4	Error Variance	16531.321	1107	14.933	
5	Total	19012.022	1112		
Social -skill					
1	Gender(A)	303.248	1	303.248	7.021**
2	Family Environment(B)	4217.899	2	2108.950	48.829**
3	Gender x Family Environment (AXB)	172.658	2	86.329	1.999 NS
4	Error Variance	47811.660	1107	43.190	
5	Total	53868.438	1112		
Overall Emotional Intelligence					
1	Gender(A)	5345.557	1	5345.557	9.560**
2	Family Environment(B)	76911.772	2	38455.886	68.772**
3	Gender x Family Environment (AXB)	2276.576	2	1138.288	2.036 NS
4	Error variance	619007.411	1107	559.176	
5	Total	734712.852	1112		

**indicates significant at 0.01 Level of significance

NS indicates not significant

Table value for df 1/ 1107=3.84 and for df 2/1107=2.99 at 0.05 level of significance.

Table value for df 1/1107=6.64 and for df 2/1107=4.60 at 0.01 level of significance.

Emotional Intelligence (dimension wise and overall) of pre-service secondary school teachers in relation to gender

From the Table-2 showed that The calculated value of 'F' for the main effect of Gender for df 1 and 1107 came out be 2.532** on Self-awareness, 11.845** on self-regulation,7.021**on social skill and (9.560**)on overall emotional intelligence of Pre-service secondary school teachers with respect to their family environment which is significantly higher than the table value (3.84) at 0.05 level of significance. Hence, it may be inferred that gender has significant influence on the self-awareness, self regulation, social skill and overall emotional intelligence of pre-service secondary school teachers. On the other hand self motivation with F value 3.400 and empathy with F value of 3.361 found non-significant. Hence it can be said that male and female possess similar level of emotional intelligence in self-motivation and empathy. Hence hypothesis no 1 stated that There is no gender-wise difference in the Emotional

intelligence of pre-service secondary school teachers with respect to following dimensions :1(a)Self-awareness,1(b) Self-regulation,1(e) Social Skills and 1(f) Overall emotional intelligence was rejected ,on the other hand hypothesis 1with respect to followings dimensions:1 (c) Self-motivation ,1(d) Empathy was accepted .

It is evident from the mean table-1: A analysis of emotional intelligence among pre-service secondary school teachers revealed significant gender differences. From the mean table it showed that, male teachers demonstrated higher Self awareness (85.67), self-regulation (37.39) and social skills (53.56) compared to their female counterparts (84.33, 36.55, 52.89,) respectively. On the contrary, both genders exhibited similar levels of self-motivation (male-59.76, female-59.81), and empathy (male-35.03 female-36.20). Overall, male teachers displayed higher emotional intelligence (271.42,) than female teachers (269.45). These findings emphasize the need for specific measures to enhance self-awareness, self regulation, social skill and overall emotional intelligence among pre-service secondary school teachers, especially females."

Emotional Intelligence (Dimension wise and overall) of Pre-Service Secondary School Teachers in Relation to their Family Environment.

From the table 2 The obtained value of 'F' for the main effect of family environment for df 2 and 1107, came out on 35.384** on self-awareness, 31.040** on self regulation, 31.065**on self motivation, 53.614* on empathy, 48.829** on social skill and 68.772** on overall emotional intelligence score of Pre-service secondary school teachers came out to be 68.772 which is greater than the table value (4.60) at 0.01 level of significance. Hence, Hypothesis no. 2(a,b,c,d,e,f) stated that, "There is no significance difference in Emotional Intelligence of Pre-service secondary school teachers with respect to their type of family environment." was rejected. From above analysis, it may be interpreted that the Pre-service secondary school teachers having different types of family environment differ significantly in overall emotional intelligence.

Further the mean Table-1 indicate that the mean Self-awareness(93.73), Self regulation(41.19), self motivation (66.42), empathy(38.76) , social skill and overall emotional intelligence of Pre-service secondary school teachers belongs to good family environment is higher followed by average and poor counterparts .From the above, it can be interpreted that Pre-service secondary school teachers having good family environment demonstrate higher emotional intelligence in all dimensions i.e (Self-awareness, Self regulation, self motivation, empathy, social skill and overall) in comparison to average and poor family environment. It clearly said that family is a most important factor in emotional development of an individual.

Interactional Effect of Gender and Family Environment on Self awareness, Self regulation, Self motivation, empathy, social skill and Overall Emotional Intelligence.

The calculated value of 'F' for the interactional effect of Gender and family environment on all dimensions ie (self-awareness, self-regulation, self-motivation , empathy, social skill and overall emotional intelligence of pre-service secondary school teachers came out to be (1.009, 0.902, 2.172, 1.223, 1.999,2.036)which are less than the table value (2.99) even at 0.05 level of significance for df 2 and 1107.Hence, the hypothesis no.3(a,b,c,d,e,f) stated that, "There is no significant Interactional effect of Gender and Family Environment on (self-awareness, self-regulation, self-motivation , empathy, social skill and overall) Emotional Intelligence of Pre-service Secondary School teachers ." was accepted . Further it may be said that family environment and gender (in a combination of each other) did not affect the Emotional intelligence of pre-service secondary school teachers.

CONCLUSION

This study revealed that family environment is a significant factor influencing the emotional intelligence of Pre-service teachers. Thus, to nurture emotional intelligence in pre-service secondary school teachers, it's crucial to provide a supportive environment that includes loving care, positive parenting, and a stable family setup. Teacher training programs can collaborate with families to promote a supportive environment, enhancing emotional intelligence. Educators can design interventions to help pre-service teachers from average and poor family environment to develop emotional intelligence skills. Educators can develop universal programs to enhance emotional intelligence, benefiting all pre-service teachers regardless of gender and family background. If emotional intelligence is increased in teachers, they would be more effective in handling their responsibility; teachers can improve their teaching skills, manage stress, and provide high-quality education to their students.

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