

# Emotional Intelligence of Pre-Service Secondary School Teachers in Relation to Gender and Academic Stream

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**Abstract**—Emotional intelligence (EI) is essential in shaping how an individual understand and manage their emotions, build relationships, and navigate life's challenges. In the Present study an attempt has been made to investigate the Emotional intelligence of Pre-service secondary school teachers with respect to their gender and academic stream. To achieve the objective of present study a sample of 1113 Pre-service secondary school teachers selected randomly from different B.Ed. Training institutions situated in five districts of Himachal Pradesh. The requisite data is collected from the selected subjects by using the Emotional Intelligence Scale constructed and standardized by researcher herself. For analysis of the data, the statistical technique two way ANOVA was employed. The results indicates no gender-wise and academic stream-wise significant difference in emotional intelligence of pre-service teachers. Further, the study found that gender and academic stream (in combination with each other) significantly influence the emotional intelligence of Pre-service secondary school teachers. The present study further highlights the suggestions to promote emotional intelligence of pre-service secondary school teachers irrespective to their gender and academic stream.

**Key words**— Emotional Intelligence, Academic stream, Pre-service Secondary School Teacher

## I. CONCEPTUAL FRAMEWORK

### Emotional Intelligence

Emotional intelligence plays a pivotal role in designing the personality; build up the ability in self adaptation for solving stress problems and pressures of life in competing status of an individual. Emotional intelligence is the ability to recognize, acknowledge, manage and handle emotions in such a way that promotes personal growth. Emotional intelligence (EI) is one such factor which is instrumental in situations that call upon students to adjust successfully from one environment to another

(Hettich, 2000). Emotional intelligence play vital role in human performance and the management of successful learning organizations. Emotions and intelligence intelligences are two phases of a coin because sometimes emotions help in taking right decision while sometimes intelligence helps in provoking emotions (Mayer and Salovey 1997).

### Definitions of Emotional Intelligence

According to Woolfolk et.al.(2008) “Emotional intelligence is the ability to process emotional information accurately and efficiently.”

Bradberry et. al. (2009) stated that emotional intelligence is the ability, capacity, and skill or in the case of the trait emotional intelligence, a self-perceived ability, to identify access and manage the emotion of one's self, of others and of groups. It is a part of art of managing people at the workplace”.

### Rationale of the study

In today's fast-moving world, teachers play a pivotal role in shaping the future of nation. The teacher requires emotional, spiritual, and social competence to manage effectively their diverse responsibility. The teaching profession demand strong interpersonal and intrapersonal skills, dedication and passion. However, teachers often face high levels of job stress due to work-related issues, such as heavy workloads, demanding students, and high expectations from parents and society. To handle these challenges, emotional intelligence is essential for teachers to resolve issues, manage stress, and create a supportive learning environment. Emotional intelligence enables teachers to communicate effectively, build strong relationships, and make informed decisions. By developing emotional intelligence, teachers can better manage their emotions, empathize with students and colleagues, and create a positive classroom atmosphere. This, in

turn, can lead to improved teacher well-being, increased job satisfaction, and enhanced student outcomes. To understand the influence of academic stream on emotional intelligence among pre-service secondary school teachers is essential for improving the quality of teacher education. Emotional intelligence plays important role in teaching effectiveness, influencing area such as classroom management, student-teacher relationship and professional resilience.

The present study provides valuable insight into how academic background may shape the emotional competencies of future educators. The findings of the research can guide teachers training institutions in assessing and enhancing their program by integrating emotional intelligence development across various stream .Such interventions can help all pre-service teachers, regardless of their academic specialization, to equipped with the emotional and interpersonal skills , which is needed in diverse classroom setting.

## II. REVIEW OF RELATED LITERATURE

Indu and Kumari (2013) examined emotional intelligence among undergraduate and postgraduate students from various colleges in Coimbatore. The study found no gender differences but significant differences between undergraduate and postgraduate students, with postgraduates showing higher emotional intelligence. There found no significant differences between arts, science, and commerce students overall, but specific skills varied.

Kumar and Maruthaiveeran (2014) studied emotional intelligence among higher secondary school teachers in Karur district. The study found no significant differences in emotional intelligence based on gender, locality, or subject specialization, though type of school had a significant effect.

Labhane and Baviskar (2015) compared self-concept and emotional intelligence between arts and science college students. The study found no significant difference in self-concept between the two groups, but there was a significant difference in emotional intelligence, with arts and science students differing in this regard.

Subramanyam. K., (2021) conducted a study on emotional intelligence among prospective teachers in relation to gender and stream. Finding of the

study revealed that gender and stream have significant impact on emotional intelligence among prospective teachers. He found that Female are high emotional intelligence than male. Teacher trainees of studying science subjects are high emotional intelligence than the teacher trainees of studying social science subjects.

Paul and Dutt (2023) studied the impact of gender on emotional intelligence and found no significant difference in emotional intelligence of male and female young adults.

Agarwal and Gupta (2024) carried out a study on Emotional intelligence and its impact on teacher's effectiveness. Findings revealed that there is positive correlation between emotional intelligence and teacher's effectiveness. They suggest that enhancing teacher's emotional intelligence leads to improved teaching practices and better student outcomes.

## III. OBJECTIVES OF THE STUDY

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

1. To study the emotional intelligence of pre-service secondary school in relation to gender
2. To study the emotional intelligence of pre-service secondary school in relation to their type of academic stream i.e. arts and science stream.
3. To study the interactional effect of gender and academic stream on emotional intelligence of pre-service secondary school teachers.

## IV. HYPOTHESES OF THE STUDY

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

1. There will be no significant difference in the emotional intelligence of male and female pre-service secondary school teachers.
2. There will be no significant difference in emotional intelligence of pre-service secondary school teachers in relation to academic stream.
3. There will be no significant interaction effect of gender and academic stream on emotional intelligence of pre-service secondary school teachers.

**VARIABLES OF THE STUDY**

In the present study, following variables has been taken under investigation.

- Dependent variable: Emotional Intelligence is taken as dependent variable.
- Independent variable: Academic stream and gender is taken as independent variables.

**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.

**METHODOLOGY**

In the present investigation the researcher has used descriptive research method

Table -1 Mean Emotional Intelligence scores of male and female pre-service teachers with respect to their academic stream

Sr.No.	Gender		Type of Academic Stream		
			Arts	Science	Total
1	Male (219)	Mean	269.93	273.25	271.42
		S.D	25.70	27.47	26.50
		N	121	98	219
2	Female (894)	Mean	272.98	265.71	269.45
		S.D	24.15	26.37	25.50
		N	460	434	894
3	Total (1113)	Mean	272.35	267.09	269.84
		S.D	24.49	26.71	25.70
		N	581	532	1113

**STATISTICAL TECHNIQUES USED**

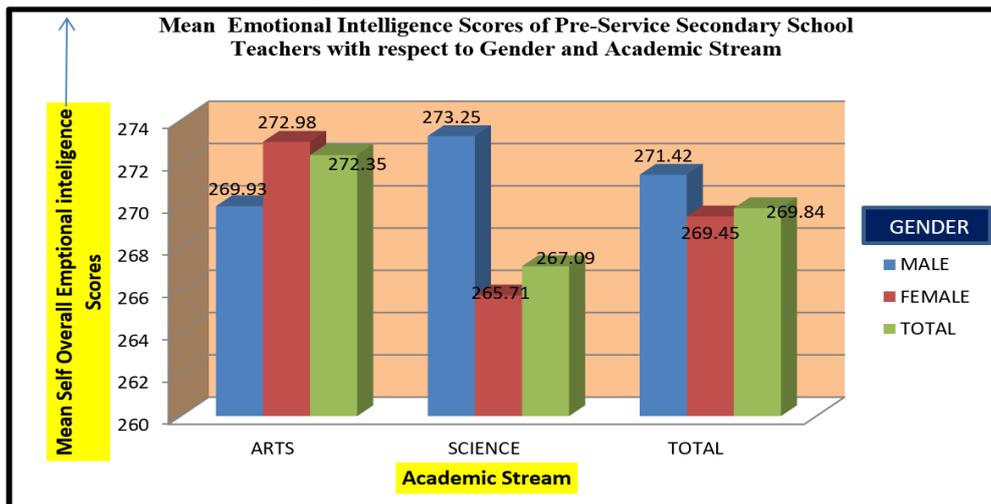
For achieving the objectives of the present study following statistical techniques were used:

1. Descriptive statistics.
2. Analysis of Variance (Two-way ANOVA)

**V. ANALYSIS AND INTERPRETATION OF DATA**

In order to study the main effects of gender and type of academic stream on emotional intelligence of pre-service secondary school students along with their interactional effect, analysis of variance (2x2 factor design) involving two types of gender i.e. male and female and three type of academic stream i.e. arts and science was applied on mean emotional intelligence scores. The mean emotional intelligence scores of male and female pre-service secondary school teachers with respect to their type of academic stream are given in table-1.

The graphical representation of mean Emotional Intelligence scores of male and female Pre-service secondary school teachers with respect to their type of academic stream is shown in Figure-1



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 4.36

Table No- 2: Summary of the Results of Analysis of Variance For Emotional Intelligence Scores of Pre-Service Secondary School Teachers

S.No	Sources of variation	Sum of Squares	Degree of freedom (df)	Mean Square (Variance )	'F' Ratio
1	Gender(A)	879.538	1	879.538	1.352NS
2	Academic Stream (B)	683.581	1	683.581	1.051NS
3	Gender x Academic stream (AXB)	4899.334	1	4899.334	7.530**
4	Error variance	721594.876	1109	650.672	
5	Total	734712.852	1112		

\*\*indicates significant at 0.01 Level of significance

NS indicates not significant

Table value for df 1 and 1107=3.84 at 0.05 level of significance

Table value for df 1 and 1107=6.64 at 0.01 level of significance

#### EMOTIONAL INTELLIGENCE OF PRE-SERVICE SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR GENDER

From the Table-2 shows that the calculated value of 'F' for the main effect of gender on emotional of pre-service secondary school teachers, irrespective to their academic stream, for df 1 and 1107 came out to be 1.352 which is less than the table value of 'F' (3.84 ) even at 0.05 level of significance. Hence, Hypothesis no.1 stated that, "male and female pre-service secondary school teachers do not differ significantly from each others in Emotional Intelligence." was accepted. Hence, it may be interpreted male and female pre-service secondary school teachers possess similar level of emotional intelligence. This is also evident from mean scores that male and female pre-service secondary school teachers which came out to be 271.42 and 269.45 respectively. However the mean score of male pre-services secondary school teachers is slightly higher than female counterparts. But the results are not statistically significant. The findings of present study supported by Binulal (2015) The study contradicts to the findings of the Katyal and Awasthi (2005) who found that girls had higher emotional intelligence than boys.

#### EFFECT OF ACADEMIC STREAM ON EMOTIONAL INTELLIGENCE PRE-SERVICES SECONDARY SCHOOL TEACHERS

Further, table-2 indicates that he obtained value of 'F' for the main effect of academic stream on emotional intelligence score of pre-service secondary school teachers irrespective of their gender for  $d_f$  1 and 1107 came out to be 1.05 which is much less than the table value(3.84) even at 0.05 level of significance. Hence, Hypothesis no.2 stated that, "There will be no significance difference in the overall emotional intelligence of Pre-service secondary school teachers with respect to their academic stream." was accepted. Hence, it may be interpreted that the arts and science stream pre-service secondary school teachers do not differ significantly in their emotional intelligence.

However, the mean table-1 indicates that the mean score of pre-service secondary school teachers belongs to arts Stream (272.35) is slightly higher than science stream (267.09) but differences are not statistically significant.

The findings of the study supported by the findings of Khati (2013) who also found no significant differences in emotional intelligence of arts and science stream post graduate students however, the findings of present study contradicted to the study of Subramanyam (2021) he found that teacher trainees of science subjects are high emotional intelligence than the teacher trainees of social science subjects.

#### INTERACTIONAL EFFECT OF GENDER AND ACADEMIC STREAM ON EEMOTIONAL INTELLIGENCE OF PRE-SERVICE SECONDARY SCHOOL TEACHERS

Table-2 predict that the calculated value of 'F' for the interactional effect of gender and academic stream on emotional intelligence scores of pre-service secondary school teachers came out to be 7.530 which is higher than the table value (3.84 ) at 0.01 level of significance for  $d_f$  1 and 1107, Hence,

the hypothesis no.3 stated that, “There will be no significant Interactional effect of Gender and Academic Stream on emotional intelligence of Pre-service Secondary School teachers.” was rejected. It may be interpreted that the gender and academic stream have significant effect on overall emotional intelligence of pre-service secondary school teachers.

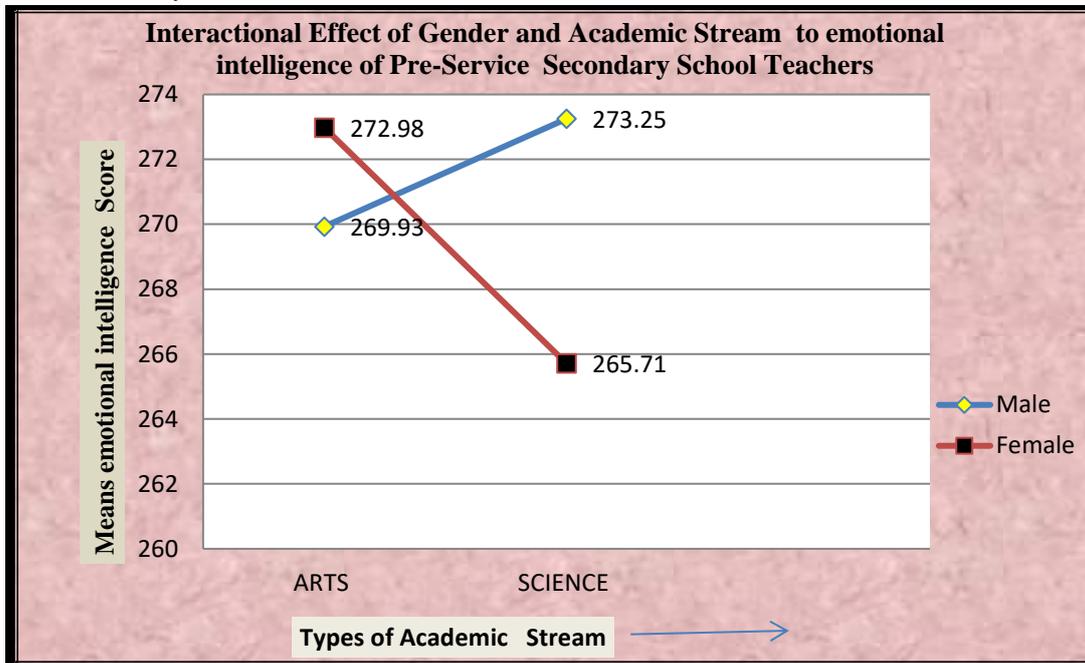
Further, It may be inferred that differences in the means emotional intelligence of male and female pre-service secondary school teachers are not same for the different type of academic stream i.e. arts and science. It can be evident from the mean table -1 that the mean score of Male science pre-service teachers (273.25) is significantly higher than female science (265.71) whereas, the mean score of female arts (272.98) pre-service secondary school teachers

is significantly higher than female arts counterparts (269.93).

From the above analysis it may be concluded that male science pre-service secondary school teachers are emotionally more intelligent than female science counterparts. However, male pre-service secondary school teachers in both science and arts stream exhibit higher emotional intelligence compare to their female counterparts.

The findings of the study supported by the findings of Subramanyam (2021) he also reported that gender and stream have significant impact on emotional intelligence of prospective teachers. The significant interactional effect of gender and academic stream on emotional intelligence of pre-service secondary school teachers

Figure -2: The Significant interactional effect of Gender and Academic Stream on Emotional Intelligence of Pre-service Secondary School Teachers



VI. FINDINGS OF THE STUDY

- The present study found no significant independent effect of gender and academic stream on emotional intelligence of pre-service secondary school teachers.
- The results found that the combination of gender and academic stream (arts or science) affects emotional intelligence in pre-service secondary school teachers. Overall, males tended to have higher emotional intelligence than females, especially in the science stream.

VII. EDUCATIONAL IMPLICATION OF THE PRESENT RESEARCH

On the basis of findings of the present study, following suggestions has been given by investigator to teachers, parents and policymakers in the form of educational implications to enhance the emotional intelligence of pre-service secondary school teachers.

- ❖ Special attention must be given by parents towards their ward to manage their emotions with respect to specific situation.
- ❖ Parents must be creating nurturing home-marked by warmth, open communication, and

emotional support environment that enhance self-awareness, empathy, and emotional regulation among their wards.

- ❖ Every family member should be actively cultivate emotional intelligence through open discussions, emotional validation, and strong parent-child relationships.
- ❖ Teacher training can focus on inclusive education, lifelong learning, , universal emotional intelligence skills, for both Arts and Science stream pupil -teachers.
- ❖ By tailoring the training to address these specific needs, educators can create a more supportive and effective learning environment.

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