



# Impact Of Family Environment On Emotional Intelligence Of Pre-Service Secondary School Teachers

<sup>1</sup>Dr. Sita Devi ,<sup>2</sup>Ms. Karuna Sharma

<sup>1</sup>Assistant Professor (Education)

<sup>1</sup>Abhilashi College of Education ,Nerchowk ,Mandi, (H.P),India

<sup>2</sup>Ph.D. Research Scholar,

School of Education, Humanities and Basic Sciences,  
Abhilashi University, Chailchowk, Mandi .H.P.

**Abstract:** In the Present study an attempt has been made to investigate the Impact of Family environment on Emotional intelligence of Pre-Service secondary school teachers. 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 the researcher herself and Family Environment Scale developed by Bhatia and Chadha (2012). For analysis of the data, the statistical technique Independent sample t-test was employed. The findings of the study revealed that type of family environment significantly affects the emotional intelligence of Pre-service secondary school teachers. The present study further highlights the suggestions for creating good family environment as well as interventions that promote emotional intelligence among pre-service secondary school teachers.

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

## CONCEPTUAL FRAMEWORK

### Emotional intelligence

In the words of Goleman (1996) “Emotional intelligence is 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.”

According to Goleman (1995), People who are emotionally intelligent are better able to control their emotional impulses than those who are not; they have self- awareness and the ability to think about and express their feelings; they have empathy for others feelings and insight into how others think; they can

postpone gratification; they are optimistic and generally positive; and they have an easy time understanding the dynamics of relationships.

Cooper and Swaf (1997) “Emotional intelligence is the personal ability to perceive, understand and apply the power of knowing the mood as the ground of forces and data to build-up association to influence people”

Vinod Sanwal (2004) defined emotional intelligence as “the awareness of use of emotions and their utilization within the parameters of individual cognitive styles to cope with situations and problems”.

A high level of the Emotional Intelligence helps a person to build strong and good relationships, improve their status in society, involved in critical thinking, and avoid conflict. The Emotional Intelligence helps a person to think deeper about himself and react accordingly in difficult situations. It helps in achieving the goals including career and personal both. It also helps an individual to understand his or her feelings. It enables a person to interpret his or her own emotions in a positive manner and also understand and manage the emotions of another person. By practicing the emotional intelligence, the behaviour of an individual automatically changes and understands emotions and feelings in a better way.

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. In the modern world, education is getting widened and there is a cut-throat competition among students to excel. Students feel difficult to control their emotions in order to face various situations in school life. It is imperative to manage the stress and strain to keep pace with the demands of the world. It is the prime responsibility of teachers to develop students of tomorrow with a positive and constructive attitude towards life. Teachers play a significant role in redesigning society through the development of a child given to them in schools. The child should learn joyfully without any stress with the help of the teachers (Paul & Jemila, 2018). An emotionally intelligent teacher will show empathy towards children, parents, and peers. Twenty first century learners need is someone who is more sensitive towards their behaviour, academic performance, and Inter-relationship management. Hence, it is vital to have an eloquent bond between teachers and the students.

Teaching is a demanding profession that requires managing a heavy workload and can be frustrating, especially when dealing with unmotivated or disruptive students. Teachers who cultivate emotional skills and consistently demonstrate emotional intelligence tend to achieve greater success and recognition in their professional careers. Asian College of Teachers (2020), suggested that a teacher has some limitations to communicate with students at an emotional level.

Emotional intelligence of an individual affected by various internal as well external factors. Family environment is one of them because it makes the child to control their relationship with parents and other family members. That atmosphere is directly affected by the emotional stability of the teacher. A teacher who is emotionally unstable can have a detrimental effect upon all of those students who are associated with him or her. So, there was a great need to study the emotional intelligence of pre service teachers in relation to family environment. 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).

## Family Environment

Family is the most important system for a child who fosters the growth and development. Ozcinar (2006) opined that family is a primary socialization context and considered as an important factor influencing child development. Vanwell (2000) emphasized that-family members are very important factors influencing survival, thus, strong emotional bonds evolved to foster long term commitment among parents, children and relatives. A person's home environment has an effect on their behavior, emotions, and general state of mind given that most individuals are creatures of habit. A good Family Environment will have a sense of love, empathy, self-motivation, mutual help, based on the strong bond between families, and contributes considerably to build a child's holistic personality. Therefore, it is essential to explore and understand the family environment of pre-service secondary school teachers which is responsible for their emotional potentials.

## REVIEW OF THE RELATED LITERATURE

Robert and Kadhiravan (2019) conducted a study on Influence of family environment on emotional intelligence among Youth. They found that family environment had significant influence on the emotional intelligence of youth.

Irfan and Kausar (2020) studied on Family Environment as predictors of emotional intelligence among Adolescents and found that family environment and the emotional intelligence have a significant positive relationship.

Esh (2021) expressed that, "The foundation of emotional intelligence is laid within early interactions between parents and children, shaping their ability to navigate relationships and personal emotions later in life." This study emphasizes the evaluative role of childhood occurrence in emotional development and suggests that fostering secure attachment styles can enhance emotional intelligence in adulthood.

Muhibbin and Patmisari et.al.(2023) studied an analysis of factors affecting student wellbeing: Emotional intelligence, family and school environment. The research aims to identify the role of family and school environments in predicting emotional intelligence and student well-being. It also examines whether or not emotional intelligence acts as a mediator. A total of 500 senior high school students from 16 private high schools in Pematang District, Indonesia, completed this survey in the 2020-2021 academic year. Data analysis was carried out using Structural Equation Modeling (SEM) analysis with Partial Least Square (SEM-PLS). The findings of the study revealed that emotional intelligence was not an essential mediator in the relationship between the family environment and student well-being.

Gaur and Gupta (2024) found that "supportive parental behaviors-including emotional availability, constructive feedback, and nurturing guidance enhance adolescents' ability to understand and manage their emotions while also fostering resilience and social competence

Sharma and Raina (2024) investigated the impact of family environment and emotional intelligence on the academic achievement of Elementary School Students. They found a positive correlation between elementary school student's Family Environment and Emotional Intelligence.

From the above studies, it may be seen that no attempt has been made in the state of Himachal Pradesh to examine the impact of Family Environment on emotional Intelligence of Pre-Service senior secondary school teachers. In the light of this, the present problem was taken for investigation.

### **Objective of the study**

1. To study the impact of different types of family environment on the emotional intelligence of pre-service secondary school students

### **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 impact of good and average family environment on emotional intelligence of pre-service secondary school teachers.
2. There will be no significant impact of good and poor family environment on emotional intelligence of pre-service secondary school teachers.
3. There will be no significant impact of average and poor family environment on emotional intelligence of pre-service secondary school teachers.

### **Variables of the study**

In the present study Emotional Intelligence is dependent variable and Family Environment is independent variable.

### **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 t-test were 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 their different types of family environment t-test was applied and the detailed description was given under table -1.

**Table-1**

**Table showing Mean, S.D. and t-values for different types of Family Environment Pre-service secondary school teachers on Emotional Intelligence scores**

Sr.No.	Group	N	Mean	S.D.	Comparison group	df	t-values
1.	Good family Environment (G1)	192	289.34	24.09	G1&G2	916	11.396**
2.	Average Family Environment (G2)	726	268.31	22.39	G2&G3	265	5.524**
3.	Poor Family Environment (G3)	195	256.36	27.88	G1&G3	385	12.463**

\*\* indicates value is significant at 0.01 level of significance

Table value at 0.01 level of significance =2.59 for respective df

### **Comparison between Emotional Intelligence of Good and Average Family Environment Pre-service Secondary School Teachers**

It is evident from the table -1 that calculated t-value for difference between the mean scores of good and average family environment pre-service secondary school teachers on 'emotional intelligence' came out to be 11.396 which is greater than the table value 2.59 for df 916 at 0.01 level of significance. Hence the hypothesis no.1 that, **“There will be no significant impact of good and average family environment on emotional intelligence of pre-service secondary school teachers.”** was rejected. It may be interpreted that there is a significant impact of good and average family environment on emotional intelligence of pre-service secondary school teachers. Further table depicts that the mean scores of good family environment pre-service secondary school teachers (289.34) is significantly higher than the average (268.31) counterparts. From the above analysis it can be inferred that the teachers who belongs to good family environment possesses high emotional intelligent as compare to average family environment. The present findings ia supportedby the findings of Robert and Kadhiravan (2019) they also found that family environment had a significant influence on the emotional intelligence of youth.

### Comparison between Emotional Intelligence of Average and Poor Family Environment Pre-service Secondary School Teachers

Table-1 further depicts that computed  $t$ -value for difference between the mean scores of average and poor family environment pre-service secondary school teachers on 'emotional intelligence' came out to be 5.524 which is greater than the table value 2.59 for  $df$  726 at 0.01 level of significance. Hence the hypothesis No.2 that, **"There will be no significant impact of average and poor family environment on emotional intelligence of pre-service secondary school teachers."** was rejected. It may be interpreted that there is a significant impact of average and poor family environment on emotional intelligence of pre-service secondary school teachers. Further table depicts that the mean scores of average family environment pre-service secondary school teachers (268.31) is significantly higher than the poor (256.36) counterparts. From the above analysis it can be concluded that the pre-service secondary school teachers who belongs to average family environment possesses high emotional intelligent as compare to poor family environment.

### Comparison between Emotional Intelligence of Good and Poor Family Environment Pre-service Secondary school teachers

Table-1 further shows that computed  $t$ -value for difference between the mean scores of good and poor family environment pre-service secondary school teachers on 'emotional intelligence' came out to be 12.463 which is greater than the table value 2.59 for  $df$  726 at 0.01 level of significance. Hence the hypothesis No.3 that, **"There will be no significant impact of good and poor family environment on emotional intelligence of pre-service secondary school teachers."** was rejected. It may be interpreted that there is a significant impact of good and poor family environment on emotional intelligence of pre-service secondary school teachers. Further table depicts that the mean scores of good family environment pre-service secondary school teachers (289.34) is significantly higher than the poor (256.36) counterparts. From the above analysis it can be inferred that the pre-service secondary school teachers who belongs to good family environment possesses high emotional intelligent as compare to poor family environment.

The present findings is substantiated by Sagar and Singh(2019) , Kadhiravan (2019), Irfan and Kausar (2020) they also found that poor family environment students had low level of emotional intelligence and students who belongs to good family environment had possessed high level of emotional intelligence.

Figure -1 shows the significant differences in 'emotional intelligence' of pre-service secondary school teachers belonging to good average and poor family environment.

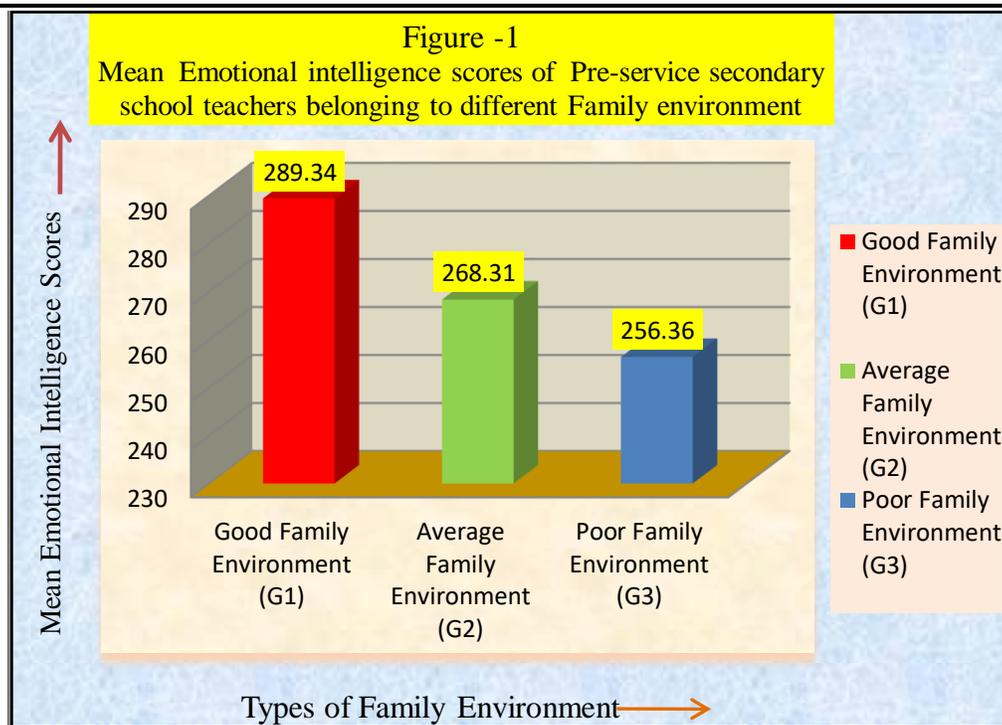


Figure -1 clearly indicates that the pre-service secondary school teachers belonging to good and average family environment possesses high emotional intelligence as compared to poor counterparts.

### EDUCATIONAL IMPLICATIONS OF THE PRESENT RESEARCH

On the basis of above discussions it has been concluded that emotional intelligence significantly affected by the types of family environment of pre-service secondary school teachers. Some Educational implications has been made on the basis of findings of the study:-

- Teacher Education institutions as well as parents have to provide democratic environment to the pre-service secondary school teachers so that they can freely share their feelings and emotions.
- All teachers training institutions must organize various Guidance and Counseling session for pre-service secondary school teachers as well their parents regarding to understand their emotional capacities and deal with them accordingly.
- Teacher Educators must be encouraged pre-service teachers to engage in reflective, restorative practices and classroom based interventions such as socio-emotional learning programs, mindfulness initiatives for the better development of self-awareness ,self-regulation and empathy among them.
- Pre-service teachers must be encouraged to participated in different types of group activities, sports, team work art and craft so that they can understand the peer relationship as well their emotions.

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