



Research Article

Emotional Intelligence of Prospective Secondary School Teachers in Relation to Different Levels of Academic Achievement

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DOI: <https://doi.org/10.5281/zenodo.21096201>

Abstract

The current investigation examines the emotional intelligence of prospective secondary school teachers, specifically in relation to their academic achievement, across five key dimensions: self-awareness, self-regulation, self-motivation, empathy, and social skills, and overall emotional intelligence. A random sample of 1113 pre-service secondary school teachers were drawn from various teachers' training institutions across six districts in Himachal Pradesh. Data were collected using the researcher-developed and standardised Emotional Intelligence Scale, and academic achievement was evaluated in terms of graduation grades. The data was analysed using a Two-way Analysis of Variance (ANOVA), which revealed that academic achievement had no significant effect on five dimensions of emotional intelligence.

Manuscript Information

- ISSN No: 2583-7397
- Received: 19-05-2026
- Accepted: 27-06-2026
- Published: 30-06-2026
- IJCRM:5(3); 2026: 1308-1312
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- Plagiarism Checked: Yes
- Peer Review Process: Yes

How to Cite this Article

Sharma K. Emotional Intelligence of Prospective Secondary School Teachers in Relation to Different Levels of Academic Achievement. Int J Contemp Res Multidiscip. 2026;5(3):1308-1312.

Access this Article Online



www.multiarticlesjournal.com

KEYWORDS: Emotional Intelligence, Academic Achievement, Prospective Secondary School Teachers

1. INTRODUCTION

Emotional intelligence is the ability to recognize one's own emotions and those of the people around us. Emotional Intelligence is an important type of intelligence needed to get success in various situations. A person who are aware of emotions for himself and others and regulate accordingly can be called emotionally intelligence.

According to Goleman (1996), emotional intelligence encompasses the ability to motivate oneself, persist through frustration, control impulses, delay gratification, regulate one's moods, empathize with others, and maintain a sense of hope.

Dimensions of Emotional Intelligence

- **Self-awareness:** It refers to the ability to understand and recognize one's emotions and their impact on decision making and behaviour.
- **Self-regulation:** managing one's emotions impulses and reactions. It is about staying calm under presser.
- **Self- Motivation:** Self-motivation is the internal drive to, pursue personal and professional growth, being resilient, staying focus maintain determination and achieve personal goals.
- **Empathy:** It is the ability and skill of understanding others' emotions, need and prospective, consider the emotions of others and promote healthy relationship.
- **Social Skills:** A social skill is the ability to navigate emotions effectively, communicating, influencing others and build strong relationships.

Emotional Intelligence is particularly crucial in the teaching profession as it directly impacts the overall classroom environment and the quality of education. Individuals who excel at balancing their personal and professional lives are typically highly emotionally intelligent, and they are also able to identify the emotional status of their students, understand emotional disturbances, and grasp the emotional status of their students, which enables them to respond with empathy and understanding. This ability helps identify students' learning difficulties, motivational challenges, and emotional distress early on, allowing for timely interventions, which can prevent drug addiction and reduce suicidal cases. Teachers who possess emotional intelligence can model self-regulation for students, remaining calm in stressful or conflict situations. Social skills enable teachers to establish and maintain healthy relationships with students, parents, and colleagues, facilitating effective communication. Teachers with high emotional intelligence act as role models for their students, showing them how to manage their emotions and respond appropriately, while also demonstrating empathy. This not only enhances students' social and emotional development, but also fosters a culture of mutual respect and cooperation in the classroom.

Academic Achievement

Academic achievement is a multifaceted construct that reflect an individual level of expertise and knowledge in various subjects, serving as a crucial indicator of educational progress. It encompasses the acquisition of skill, proficiencies and knowledge imparted through instruction and is influenced by a complex interplay of intellectual and non-intellectual factors.

These factors include intelligence, personality traits, mental abilities, socioeconomic background, parental education, family income and occupation. As a key outcome of education academic achievement is a vital aspect of human development reflecting cognitive, physical, emotional and social growth.

Crow and Crow (1969) defined academic achievement as the extent to which a learner benefits from instruction in a particular area of study, indicating that achievement is a measure of the skills and knowledge imparted to the learner.

2. REVIEW OF RELATED LITERATURE

Mohzan *et al.* (2012) ^[9] investigated the impact of emotional intelligence on academic achievement among education students, finding a positive correlation between emotional intelligence and academic achievement. The findings highlighted the emotional intelligence value in shaping teaching effectiveness, implying that nurturing emotional intelligence in pre-service teachers could boost their academic and professional outcomes.

Rani and Kaur (2014) investigated the academic achievement of 100 teacher trainees, comprising 50 male and 50 female participants, with 25 from the arts faculty. The study observed the significant relationship between academic achievement and emotional intelligence and of teacher-trainees.

Roy, Sinha, and Suman (2013) ^[7] investigated the link between academic achievement motivation and emotional intelligence in a sample of 105 students in their 12th year of study, finding low positive correlations between emotional intelligence and academic motivation that varied according to motivation levels.

Shusma *et al.* (2014) ^[8] examined the relationship between Emotional Intelligence and Academic Achievement in student-teachers at Colleges of Education, using a sample of 899 student-teachers and statistical techniques including mean, standard deviation, ANOVA, t-test, and correlation analysis. The study found that female student-teachers in colleges of education significantly outperform their male counterparts in terms of academic achievement.

Meher (2021) ^[3] observed a study on Emotional Intelligence and Academic Performance of Four-Year Integrated B.Ed. Trainees studying at Gangadhar University, Sambalpur. It also revealed that students with higher emotional intelligence scores are performing better than the students having lower emotional intelligence scores. At last, it revealed a positive impact of emotional intelligence on the academic performance of four-year integrated B.Ed. trainees.

Bahubali and Reddy (2017) ^[5] conducted a correlation study on emotional intelligence and academic achievement of B.Ed. students. Teacher trainees with high, average, and low academic abilities. A sample of 120 B.Ed. students. The present study focused on teacher trainees randomly selected from B.Ed. colleges affiliated to Bangalore University. The researchers took academic achievement as the marks obtained by students in the semester I examination of the B.Ed. course. The study's findings showed a significant positive correlation between emotional intelligence and academic achievement. Teacher trainees with high emotional intelligence achieved better academic results than those with low emotional intelligence.

3. OBJECTIVE OF THE STUDY

1. To examine the emotional intelligence of prospective secondary school teachers in relation to their varying levels of Academic Achievement.
2. To examine combine effect of gender and Academic Achievement levels on the emotional intelligence of prospective secondary school teachers.

4. HYPOTHESIS OF THE STUDY

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

1. The emotional intelligence of prospective secondary school teachers does not differ significantly in relation to their academic achievement.
2. Gender and academic achievement do not have a combine effect on the emotional intelligence of prospective secondary school teachers.

SAMPLE OF THE STUDY

The investigator in the present study selected 1113 prospective secondary school teachers from Mandi, Kullu, Kangra, Bilaspur, and Hamirpur of various self-funded B.Ed. institutions. Training Institution Affiliated to Sardar Patel University, Mandi, and Himachal Pradesh University Shimla of Himachal Pradesh.

Tool Used

In the present investigation the researcher used Emotional Intelligence Scale developed and standardised by investigator herself and applied descriptive research method.

Statistical Techniques Used

A two-way Analysis of variance (ANOVA) was used to compare the emotional intelligence of prospective secondary

school teachers across three different levels of academic achievement.

5. ANALYSIS AND INTERPRETATION OF DATA

The investigator has carried out a descriptive analysis of the data. A two-way analysis of variance (ANOVA) was conducted to compare the emotional intelligence of prospective secondary school teachers in relation to gender and their varying levels of academic achievement, and the results are presented in the table below.

Mean Emotional intelligence scores of Prospective Teachers with respect to Gender and Academic Achievement.

A two-way ANOVA, with a 2x3 factorial design, was employed to investigate the main effects of gender and academic achievement, and their interaction, on the total emotional intelligence scores of prospective secondary school teachers. The design comprised two genders (male and female) and three levels of academic achievement (high, average, and low). The mean overall emotional intelligence scores are presented in Table 1, categorized by gender and academic achievement level.

Table 1: Emotional Intelligence Score of Prospective Secondary School Teachers with respect to Gender and Academic Achievement, shown in Mean

Sr. No.	Gender		Academic Achievement			
			High	Average	Low	Total
1	Male (219)	Mean	273.93	270.76	271.02	271.42
		SD	30.12	26.96	20.28	26.50
		N	42	139	38	219
2	Female (894)	Mean	271.06	268.75	269.54	269.45
		SD	27.69	24.07	27.28	25.51
		N	227	537	130	894
3	Total (1113)	Mean	271.51	269.17	269.88	269.84
		SD	28.04	24.69	25.82	25.70
		N	269	676	168	1113

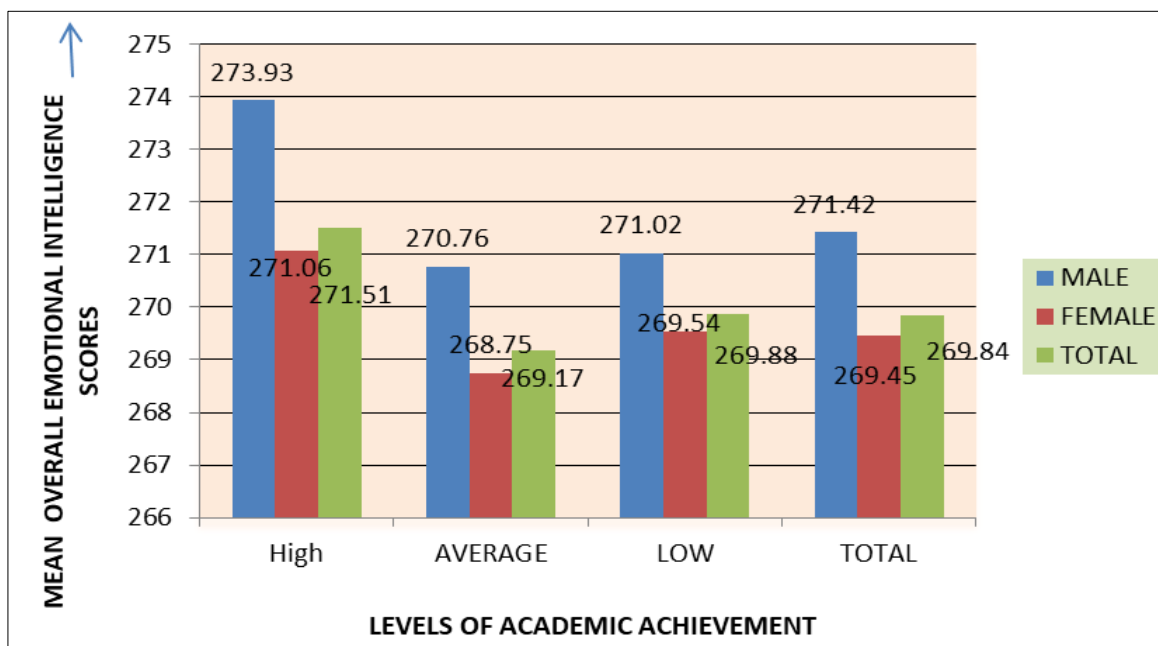


Fig 1: Pictorial representation of Means Emotional Intelligence scores of Pre-service Secondary School Teachers with respect to Gender and academic achievement is given.

From the mean overall Emotional Intelligence scores of male and female pre-service secondary school teachers, F' values

were computed. The results are given in the Table 2.

Table 2: Summary of the Results of Analysis of Variance for Overall Emotional Intelligence Scores of Pre-service Secondary School Teachers

Sr. No	Sources of Variance	Sum of Squares	df	Mean Square (Variance)	'F' Ratio
1	Gender(A)	568.286	1	568.286	0.858NS
2	Academic achievement (B)	804.136	2	402.068	0.607NS
3	Gender x Academic Achievement (AXB)	32.894	2	16.447	0.025NS
4	Error variance	732851.812	1107	662.016	
5	Total	734712.852	1112		

For df 1/1107: 3.84 (0.05 level), 6.64 (0.01 level), For df 2/1107: 2.99 (0.05 level), 4.60 (0.01 level)
NS: - not significant.

Emotional Intelligence of perspective secondary school teachers in relation to their different level of academic achievement.

The analysis of variance (ANOVA) results in table-2 revealed that F-value for academic achievement's impact of emotional intelligence is 0.067(df=2,1107) falling short of the critical value (2.99) at 0.05 significance. This leads to the acceptance of hypothesis 1, suggesting that prospective teachers with varying academic achievement levels (high, average, low) exhibit similar emotional intelligence profiles. The mean table-1 also reveals that the mean emotional intelligence scores of high, average, and low achiever pre-service secondary school teachers were 271.51, 269.17, and 269.88 respectively, indicating that the scores are almost identical.

Interactional Effect of Gender and different levels of Academic Achievement on emotional intelligence of prospective secondary school teachers.

The interactional effect of gender and academic achievement on emotional intelligence scores of prospective secondary school teachers is not significant, as the calculated F-value (0.025) with 2 and 1107 degrees of freedom is below the critical value (2.99) at a 0.05 level of significance. Hence, hypothesis No. 2 that gender and academic achievement do not jointly influence emotional intelligence of prospective secondary school teachers.

6. CONCLUSION

The research discovered that academic achievement had no substantial effect on the emotional intelligence of potential secondary school teachers. No significant interaction effect was found between gender and academic achievement in relation to the emotional intelligence of pre-service secondary school teachers. Emotional intelligence is implied to be a fundamental and core attribute among prospective secondary school teachers, unaffected by gender or academic performance. Emotional intelligence seems to develop through life experiences, interactions, and professional training, rather than being linked to academic marks or gender. This sends a positive message to teacher training institutions, indicating that every trainee teacher has the potential to develop robust emotional skills. Emotional intelligence training programs should be designed to be accessible to all teachers, regardless of academic performance, to ensure equal opportunities for professional growth. Instead of linking emotional intelligence to academic performance or gender, it should be fostered through supportive

learning environments, reflective practices, and meaningful teaching experiences that promote personal and professional growth. A universal approach can be adopted to enhance emotional intelligence skills, which can benefit all teachers regardless of their background or academic performance.

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Karuna Sharma is an Assistant Professor at Abhilashi College of Education, Ner-Chowk, Mandi, Himachal Pradesh, India. She is engaged in teaching and academic research in the field of education. Her professional interests include teacher education, educational psychology, and pedagogical development, contributing to the advancement of quality education and learner-centered practices.