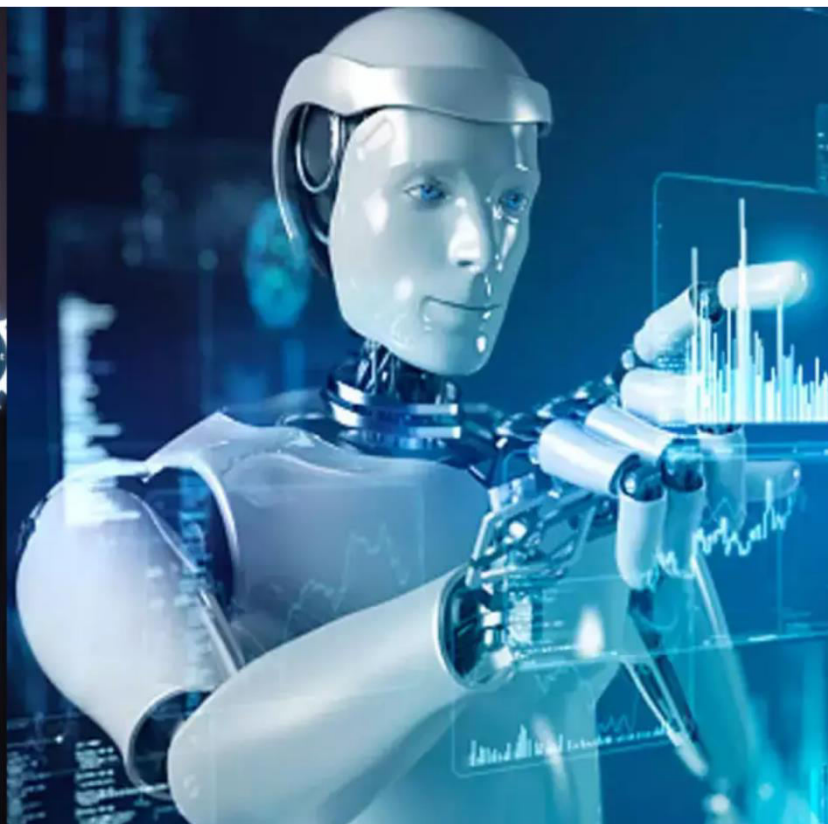




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The Role of Emotional Intelligence and Locus of Control in the Development of Future Female Educators

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ABSTRACT: The teaching profession demands more than just academic knowledge; it requires emotional sensitivity, adaptability, and resilience—qualities deeply linked to emotional intelligence (EI) and locus of control (LoC). This study explores the interrelationship between emotional intelligence and locus of control in shaping the professional identity and personal development of future female educators. Drawing on psychological and educational frameworks, the research examines how a strong internal locus of control, combined with well-developed emotional intelligence, contributes to greater self-efficacy, classroom management skills, and overall well-being among women preparing to enter the teaching profession. The findings underscore the importance of integrating EI and LoC-focused interventions in teacher education programs to foster self-aware, reflective, and empowered educators who can thrive in dynamic educational environments. The study holds particular relevance in the context of increasing challenges in the teaching landscape and the need for emotionally resilient and self-regulated professionals.

KEYWORDS: Emotional Intelligence, Locus of Control, Female Educators, Teacher Education, Self-Efficacy, Resilience, Professional Development

I. INTRODUCTION

The teaching profession is a multidimensional role that extends far beyond the delivery of curriculum. It requires a harmonious blend of cognitive, emotional, and interpersonal skills. For future educators—particularly women who often face unique sociocultural expectations and professional challenges—emotional intelligence (EI) and locus of control (LoC) emerge as vital psychological constructs that significantly influence their effectiveness and development. Emotional intelligence, defined as the ability to perceive, understand, regulate, and manage emotions in oneself and others, plays a pivotal role in fostering empathy, managing stress, and building positive classroom relationships. Similarly, locus of control—whether individuals perceive control over their lives as internal (self-driven) or external (influenced by outside forces)—shapes motivation, decision-making, and coping strategies.

In the context of teacher education, these attributes are particularly crucial. Female teacher trainees often juggle multiple roles and face societal pressures that demand emotional resilience and a strong sense of self-efficacy. An internal locus of control can empower them to take initiative, accept responsibility, and maintain a proactive stance in both personal and professional arenas. When coupled with high emotional intelligence, it equips them to manage classroom dynamics effectively, build trust with students, and adapt to the ever-changing educational landscape.

This paper explores the interplay between emotional intelligence and locus of control and their collective impact on the development of future female educators. By understanding these psychological traits, teacher education programs can better support the holistic development of women educators—fostering not only academic preparedness but also emotional and psychological readiness for the demands of teaching.

OBJECTIVES OF THE STUDY

The study evolves around the following objectives: -

1. To study the Emotional intelligence of the female teacher trainees pursuing integrated courses.
2. To study the locus of control of the female teacher trainees pursuing integrated courses.

3. To compare the locus of control of the female teacher trainees pursuing integrated courses in the arts and science stream.
- 4 To study the relationship between the Emotional intelligence and locus of control of the female teacher trainees pursuing integrated courses.

II. HYPOTHESIS OF THE STUDY

1. There are variations in the level of Emotional intelligence of the female teacher trainees pursuing integrated courses in the arts and science stream.
2. There is no significant difference between the Emotional Intelligence of the female teacher trainees pursuing integrated courses in the arts and science stream.
3. There is no significant difference between the locus of control of the female teacher trainees pursuing integrated courses in the arts and science stream.
4. There is no significant relationship between Emotional intelligence and locus of control of the female teacher trainees pursuing integrated courses in the arts stream.
5. There is no significant relationship between Emotional intelligence and locus of control of the female teacher trainees pursuing integrated courses in the science stream.
6. There is no significant relationship between Emotional intelligence and locus of control of the female teacher trainees pursuing integrated courses.

III. RESEARCH METHODOLOGY

Following is the description of the research methodology used for the current study:-

Method: The study was done using the descriptive survey method considering the nature of the study.

Sample: The sample was collected from 175 female teacher trainees pursuing integrated B.Ed. Courses in arts and science stream from the colleges in Jaipur city only; using random-sampling method. Out of these 150 of the sample was finally selected for the study; 75 of each arts and science stream respectively.

Tools: The s Emotional standardize inventory were used for studying Emotional intelligence and locus of control of the students. The details of which are as follows: -

1. **Emotional Intelligence-** Emotional Intelligence Inventory by S.K Mangal,& Shubhra Mangal
2. **Locus of Control-** Levenson's Locus of Control Scale, prepared by Sanjay Vohra

Statistics Used: For analyzing the data collected following statistics were used: -

1. Descriptive Statistics: Mean, Standard Deviation
2. Inferential Statistics: Critical Ratio, Karl Pearson's Product-Moment Correlation

ANALYSIS AND INTERPRETATION

The analysis and interpretation of the data have been done keeping in consideration the objectives and hypotheses of the study. The investigation is conducted on the group of teacher trainees of both arts and science streams in relation to their Emotional intelligence and Locus Of Control. The description of the calculation and results obtained are being systematically presented as follows: -

HYPOTHESIS – 1:

There are variations in the level of Emotional intelligence of the female teacher trainees pursuing integrated courses in the arts and science stream.

For testing the current hypothesis, the researcher tried to find out the distribution of the sample according to the level of Emotional Intelligence.

Table: Level of Emotional Intelligence of Female Teacher Trainees

Range	N	Percentage
High	40	26.67%
Moderate	90	60.00%
Low	20	13.33%

Distribution of Emotional Intelligence Levels Among Female Teacher Trainees

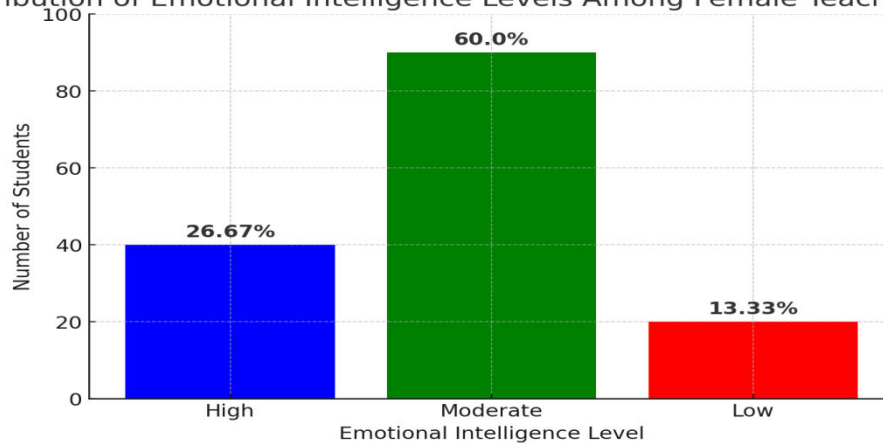


Table 1. presents the distribution of emotional intelligence levels among a sample of 150 female teacher trainees enrolled in integrated arts and science programs. The results indicate that 40 trainees (26.67%) exhibit a high level of emotional intelligence, 90 trainees (60.00%) demonstrate a moderate level, and 20 trainees (13.33%) have a low level of emotional intelligence. The classification of emotional intelligence levels was based on the norms provided in the assessment manual.

These findings suggest a variation in the emotional intelligence levels of the teacher trainees. The majority fall within the moderate range, with a significant proportion displaying high emotional intelligence. Given this variation, the hypothesis positing differences in the levels of emotional intelligence among teacher trainees is supported. Thus, it seems that there is variation in the level of emotional intelligence of the teacher trainees pursuing integrated courses in the arts and science stream. Hence, the hypothesis is **accepted**.

Hypothesis – 2

There is no significant difference between the emotional intelligence of female teacher trainees pursuing integrated courses in the arts and science stream.

To test this hypothesis, **Mean** and **Standard Deviation (SD)** were calculated for descriptive analysis. e **Critical Ratio (CR)** was computed to determine the significance of the difference between arts and science stream students in relation to their level of emotional intelligence.

Table2: Mean, S.D, and Critical Ratio of Emotional Intelligence of Arts and Science Female Teacher Trainee;

Stream	Mean	SD	CR	Level of Significance
Arts	61.15	11.00	3.673	Significant at 0.01 level
Science	65.93	10.76		

(df = 148, table value = 2.576 at 0.01 level of significant

figure-2. Mean and S.D. of the Scores of Arts and Science Female Teacher Trainees for Emotional Intelligence

Table 2 depicts the Mean, S.D., and Critical Ratio of the scores of the level of emotional intelligence of the female teacher trainees pursuing integrated courses in the arts and science stream. The table shows the Mean and S.D. of the scores of the level of emotional intelligence for Arts stream is 61.15 and 11.00 and the same for the Science stream students is 65.93 and 10.76 respectively. The Critical Ratio value of the data is calculated as 3.673, which is greater than the table value at the 0.01 level of significance 2.576.

Therefore, there is a significant difference between the level of emotional intelligence of the female teacher trainees of arts and science stream. Hence, the hypothesis is rejected.

HYPOTHESIS – 3:

There is no significant difference between the locus of control of the female teacher trainees pursuing integrated courses in the arts and science stream.

For testing the current hypothesis, for descriptive analysis Mean and Standard deviation are calculated; and to study the significance of the difference between arts and science stream students in relation to their Locus of Control, the Critical Ratio is calculated.

Table- 3. Mean, S.D., and Critical Ratio of the scores of Arts and Science female teacher trainees for Locus of Control

Stream	Mean	SD	CR	Level of significance
Arts	87.02	5.782	10.23	0.001
Science	96.16	5.556		

df -148 table value 2.576 at .001 level of significance

Figure- 3. Mean and S.D. the scores of Arts and Science female teacher trainees for Locus of control

Table 3 depicts the Mean, S.D., and Critical Ratio of the scores of the level of spiritual intelligence of the female teacher trainees pursuing integrated courses in the arts and science stream. The table shows the Mean and S.D. of the scores of the Locus of Control for the Arts stream are 87.02 and 5.782 and the same for the Science stream students are 96.16 and 5.556 respectively. The Critical Ratio value of the data is calculated as 10.23, which is greater than the table value at the 0.01 level of significance 2.576. Therefore, there is a **significant** difference between the Locus of Control of the female teacher trainees of arts and science stream. Hence, the hypothesis is **rejected**.

HYPOTHESIS – 4:

There is no significant relationship between emotional intelligence and locus of control of the female teacher trainees pursuing integrated courses in the arts stream.

To test the above hypothesis, the Product Moment Coefficient of Correlation was calculated between the scores of levels of Emotional Intelligence and their Locus of Control of trainees in the arts stream. The obtained r-value after applying the statistical formula is shown in the following table:

Table- 4 Correlation Coefficient Between the Scores of Levels of Emotional Intelligence and Their Locus of Control of Trainees in the Arts Stream

VARIABLE ARTS	N	r-VALUE	LEVEL OF SIGNIFICANCE
EMOTIONAL INTELLIGENCE	75	0.0412	Insignificant at 0.01 level of significance
LOCUS OF CONTROL	75		

df = 73, table value 0.286 at 0.01 level of significance

Mean and S.D. of the Scores of Arts and Science Female Teacher Trainees for Emotional Intelligence

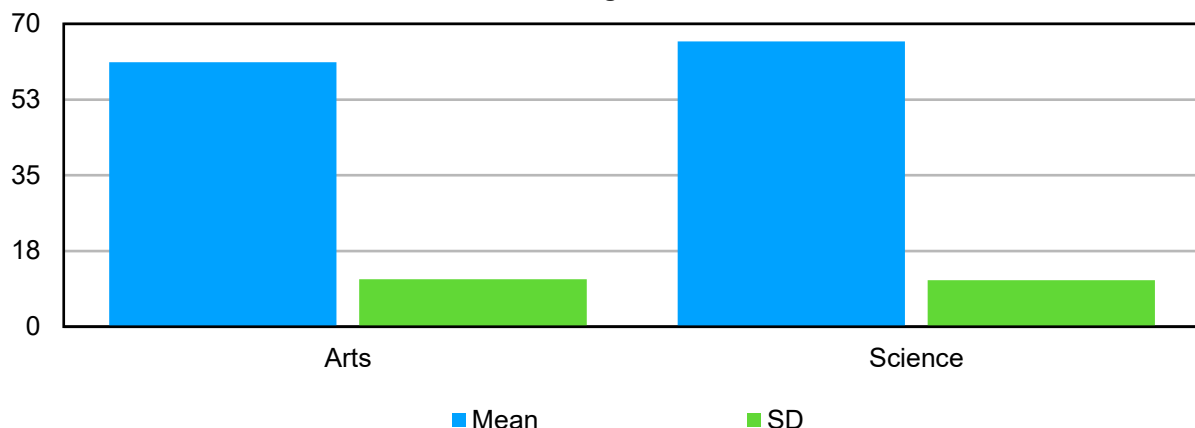


Table-4 shows that the calculated correlation coefficient value between the scores of levels of Emotional Intelligence and their Locus of Control of trainees in the arts stream (N=75) is **0.0412**. The result indicates an **insignificant positive relationship** between the scores of levels of Emotional Intelligence and their Locus of Control of trainees in the arts stream, as the calculated value (0.0412) is less than the tabulated value (0.286) at df = 73 at the 0.01 level of significance. This suggests that changes in one variable insignificantly affect the other variable. Thus, there is an **insignificant positive relationship** between the trainees with levels of Emotional Intelligence and their Locus of Control. Hence, the hypothesis is accepted.

HYPOTHESIS – 5:

There is no significant relationship between emotional intelligence and locus of control of the female teacher trainees pursuing integrated courses in the science stream.

To test the above hypothesis, the Product Moment Coefficient of Correlation was calculated between the scores of levels of Emotional Intelligence and their Locus of Control of trainees in the science stream. The obtained r-value after applying the statistical formula is shown in the following table:

Table- 5 Correlation Coefficient Between the Scores of Levels of Emotional Intelligence and Their Locus of Control of Trainees in the Science Stream

VARIABLE SCIENCE	N	r-VALUE	LEVEL OF SIGNIFICANCE
EMOTIONAL INTELLIGENCE	75	-0.0473	Insignificant at 0.01 level of significance
LOCUS OF CONTROL	75		

df = 73, table value 0.286 at 0.01 level of significance

Table-5 shows that the calculated correlation coefficient value between the scores of levels of Emotional Intelligence and their Locus of Control of trainees in the science stream (N=75) is **-0.0473**. The result indicates an **insignificant negative relationship** between the scores of levels of Emotional Intelligence and their Locus of Control of trainees in the science stream, as the calculated value (-0.0473) is less than the tabulated value (0.286) at df = 73 at the 0.01 level of significance. This suggests that changes in one variable insignificantly affect the other variable.

Thus, there is an **insignificant negative relationship** between the trainees with levels of Emotional Intelligence and their Locus of Control. Hence, the hypothesis is **accepted**.

HYPOTHESIS – 6:

There is no significant relationship between emotional intelligence and locus of control of the female teacher trainees pursuing integrated courses.

To test the above hypothesis, the Product Moment Coefficient of Correlation was calculated between the scores of levels of Emotional Intelligence and their Locus of Control of the female teacher trainees pursuing integrated courses. The obtained r-value after applying the statistical formula is shown in the following table:

Table- 6 Correlation Coefficient Between the Scores of Levels of Emotional Intelligence and Their Locus of Control of Female Teacher Trainees Pursuing Integrated Courses

VARIABLE TOTAL	N	r-VALUE	LEVEL OF SIGNIFICANCE
EMOTIONAL INTELLIGENCE	150	-0.1934	Significant at 0.01 level of significance
LOCUS OF CONTROL	150		

df = 148, table value 0.182 at 0.01 level of significance

Chart-3 Mean and S.D THE SCORE OF ARTS AND sCIENCE TEACHER TRAINEES FOR LOCUS of CONTROL

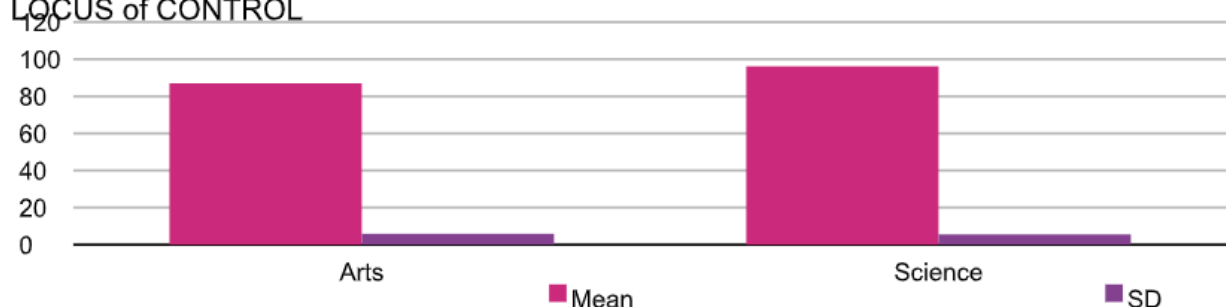


Table-6 shows that the calculated correlation coefficient value between the scores of levels of Emotional Intelligence and their Locus of Control of female teacher trainees pursuing integrated courses (N=150) is **-0.1934**. The result indicates a **significant negative relationship** between the scores of levels of Emotional Intelligence and their Locus of Control, as the calculated value (-0.1934) is **greater than** the tabulated value (0.182) at $df = 148$ at the 0.01 level of significance. This suggests that changes in one variable significantly affect the other variable.

Thus, there is a **significant negative relationship** between the scores of levels of Emotional Intelligence and the Locus of Control of the female teacher trainees pursuing integrated courses. Hence, the hypothesis is **rejected**

IV. FINDINGS

After the analysis of the data following facts were found: -

1. There was variation in the level of emotional intelligence of the students. Out of 150, 40, 26.67% of the students were found with high emotional intelligence, 60.00% with moderate emotional intelligence, and 13.33% with low emotional intelligence.
2. There was a significant difference found in the level of emotional intelligence of female teacher trainees pursuing integrated courses in the arts and science stream.
3. There was a significant difference found in the level of locus of control of female teacher trainees pursuing integrated courses in the arts and science stream.
4. There was an insignificant positive correlation between emotional intelligence and their locus of control students of the arts stream. This implies that the locus of control is not affected by the level of emotional intelligence of the students of the Arts stream.
5. There was an insignificant negative correlation between emotional intelligence and their locus of control students of the science stream. This implies that the locus of control is not affected by the level of emotional intelligence of the students of the Science stream.
6. There was an insignificant negative correlation between emotional intelligence and the locus of control of the students. This implies that the locus of control is not affected by the level of emotional intelligence of the teacher trainees pursuing integrated courses.
7. The positive correlation between the emotional intelligence and locus of control of trainees of the Arts stream and the apparently negative correlation between the emotional intelligence and locus of control of trainees of the Science stream reveals that the scientific attitude developed in the science stream students hamper their emotional belief and thus enhancing emotional have an inverse relation with their locus of control.

V. CONCLUSION

The study conducted among female teacher trainees in Jaipur explored the relationship between Emotional Intelligence (EI) and Locus of Control (LoC). It found a predominantly negative correlation, indicating that higher EI does not necessarily align with a strong internal LoC. This implies that individuals with high emotional awareness and regulation may still attribute life outcomes to external factors like fate, societal norms, or spirituality. The findings highlight the complex, culturally influenced interplay between EI and LoC and call for further research into how personal and sociocultural factors shape these traits. The study also suggests the need for educational interventions to foster both emotional intelligence and a stronger internal sense of control.

IMPLICATIONS (for Emotional Intelligence)

Emotionally Intelligent Learning Strategies:

Stream-Specific Training:

Integrated EI and LoC Development Programs:

Support for Low EI Students:

Educational Policy Reform:

Collaborative and Reflective Practices: Further Research Directions:

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