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Impact of Locus of Control and Some Demographical Variables on Emotional Intelligence of Pupil Teachers

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Abstract: The present study aims to investigate the emotional intelligence of pupil teachers in relation to Locus of control and demographic variables. Normative survey method was adopted, to a sample of 125 Bachelor of Education (B.Ed.) students from the School of Education, Devi Ahilya Vishwavidyalaya, Indore, was selected. Standardized tools, including the Teacher's Emotional Intelligence Inventory **by Shubhra Mangal (2017)** and the Locus of Control Scale **by Hasnain and Joshi** (1992), were used for data collection. The study focuses on examining the relationship and influence of locus of control and Some Demographical Variables Emotional intelligence. The findings are expected to contribute to a better understanding of the psychological factors associated with emotional intelligence among pupil teachers and provide insights for improving teacher education programmes.

Keywords: Emotional Intelligence, Locus of Control, EQ, EI, Gender, Habitat, Stream, Caste Categories

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CONCEPTUAL FRAMEWORK

The present study, entitled "A Study of Emotional Intelligence of Pupil Teachers in Relation to Their Locus of Control and Some Demographical Variables," focuses on understanding the psychological characteristics that influence pupil teachers' behaviour, professional development, and effectiveness. Intelligence is a multidimensional construct that extends beyond rational and cognitive abilities to include emotional and social competencies. Emotions influence human thought, decision-making, behaviour, and interpersonal relationships. Historically, the understanding of intelligence has evolved through the contributions of psychologists such as Edward Thorndike, David Wechsler, Howard Gardner, and others. The recognition that individuals differ in their ability to understand and manage emotions have contributed to the development of the concept of emotional intelligence.

Emotional Intelligence (EI) refers to the ability to perceive, understand, express, and regulate emotions in oneself and others and to use emotional information to guide thinking and behaviour. Emotional intelligence is a concept in the field of psychology that refers to an individual's ability to perceive, understand, express and regulate emotion effectively. Unlike traditional intelligence, which primarily measures cognitive abilities, emotional intelligence focuses on one's mental capacity to recognizing and manage emotions in oneself others. **Daniel Goleman's** EI has the roots in the concept of "social intelligence", first identified byE.L. Thorndike. In 1920, Thorndike defined social intelligence as "the ability to understand and manage men and women, boys and girls to act wisely in human relation". Howard Gardner, a psychologist at the Harvard School of Education who carried out intensive research includes inter-and intrapersonal intelligence as 'personal and social intelligence in his theory of multiple intelligence (Gardner, 1983). The credit for first usage of the term 'Emotional Intelligence' goes to Wayne Leon Payne. He used it in his doctoral thesis. A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire 'in 1985 (Payne 1985**).** Salovey and Mayer (1990) provided a systematic account of emotional intelligence, while Daniel Goleman (1995) popularized the concept through his work. Emotional intelligence encompasses self-awareness, self-management, motivation, empathy, and interpersonal skills. It is particularly relevant to the teaching profession, as teachers need to understand students' emotions, manage classroom situations, maintain positive relationships and respond effectively to professional challenges. Emotional intelligence is commonly discussed through ability, trait, and mixed models, which explain different aspects of emotional competencies and their role in personal and professional functioning. Locus of control and Some Demographical Variables are two additional psychological constructs relevant to understanding pupil teachers. developed within Albert Bandura's Social Cognitive Theory, refers to an individual's belief in their capacity to organize and

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perform actions required to achieve specific goals. It is influenced by mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states. Individuals with strong is generally more willing to face challenges, persist through difficulties, and develop effective strategies. Locus of control, associated with Julian B. Rotter (1954), refers to an individual's beliefs about the causes of events and outcomes in life. Internal locus of control emphasizes personal effort, ability, and decisions, whereas an external locus of control attributes outcomes to factors such as luck, fate, circumstances, or powerful others.

Locus of Control: Developed by Julian B. Rotter in 1954, is a psychological framework that describes how individuals perceive the sources of control over the events in their lives. It is a key concept in social learning theory and is used to understand motivation, personality, and behaviour. Rotter (1954) has been considered as significant contributor to the concept of Locus of control. In general terms it is the degree to which people believe they can bring about positive changes in their lives and keep away from negative changes. In technical terms the Locus of control refers to an individual's generalized expectations relating to where control over succeeding events rests. In other words, it focuses on "who/what is accountable for what happens in one's life". Rotter (1954) as the pioneer of this concept divided Locus of control into two main types as Internal locus of Control and External Locus of Control. Although according to Rotter there are two types of loci of control, but he mentioned that people should be measured for locus of control on a range from internal locus to control through external locus of control.

Person with the Internal Locus of Control have characteristics viz :

- Individuals believe they have control over their life events and outcomes.
- They attribute success or failure to their own actions, decision, effort, or abilities.
- Tend to take responsibility for their achievements and setbacks.
- Often more proactive, motivated, and resilient.

Person with the External Locus of Control have characteristics viz :

- Individuals believe that external forces, such as luck, fate, or powerful others, control their life events.
- They attribute outcomes to circumstances beyond their control.
- Tend to feel less empowered and may exhibit higher levels of stressor passivity.

Table 1 : Differentiation between Internal and External

Internal Locus of Control	External Locus of Control
Base their success on their own work	Attribute their success on outside influence
Believe they control their life	Believe they do not control what happens in their life
Blame oneself for the perceived failure	Place blame on others for perceived failures
Too hard on themselves	Will not accept responsibility for their part in failures

Together, emotional intelligence and locus of control provide a conceptual basis for examining pupil teachers' emotional competencies, beliefs about their capabilities, and perceptions of personal control. The subsequent sections review relevant literature and previous research to identify research gaps in these areas. Emotional Intelligence and Emotional Quotient: Emotional Intelligence (EI) refers to the ability to recognize, understand, express, and regulate one's own emotions and those of others. Salovey and Mayer (1990) emphasized using emotional information to guide thinking and actions, while Goleman (1995) highlighted self-awareness, self-motivation, and emotional management. Emotional Quotient (EQ) reflects these abilities, including self-awareness, self-management, self-motivation, and empathy, which contribute to effective communication, interpersonal relationships, and emotional well-being.

RATIONALE FOR THE STUDY

Teaching is a not only challenging but also very rewarding Profession. Teacher shapes the lives of their student; it is a teacher education that moulds the teachers for the teaching profession. A prospective teacher's attitude towards a teaching plays a significant role in his/her ability to transfer the teaching skill in a real classroom situation. A teacher with the right attitude helps his/her. student to achieve their goal. Effective teacher education is anticipated for effective school education. The role of teacher educators essential in making teacher education programs justly effective and functional. It unanimously accepted that the charge of the quality of education of future teachers rests mainly on the teacher educators. Very little research has been conducted on teacher educators. It is important that teachers and Educators have a realistic image of science and scientists, leaving aside superstitions and pseudoscientific claims that could be transmitted to their students. However, there has been limited research conducted that has focused on EI and locus of control among students studying higher educational programs. The study works This study also aims to relationship between Locus of control and Some demographical Variable on Emotional Intelligence. Based on a comprehensive review of previous research, it was found that the variable of emotional intelligence has been extensively studied, particularly in relation to empirical studies on Emotional intelligence and Locus of Control among school students and teacher. Studies Related to

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relationship between Emotional Intelligence, Locus of Control and some demographical variables are tabulated in the following tables.

Table 2: Relationship between Emotional Intelligence, Locus of Control and different demographic variables

Relationship between Locus of Control and EQ		Gender	Age	Marital Status	Stream/Field
Positive relationship	Devi and Mayuri (2004); Tyagi (2004); Anna, raja and Jose (2005); Gupta and Kauri (2006); Catherine (2007); Darsana (2007); Sukhdeep (2011); Dewaele et al. (2008); Hassan et al. (2009); Siyasanga, Tabrizi, and Zahi (2013); Choudhary and Choudhary (2013); Upadhyaya (2013); Walter and Marcel (2013); Valverde and Rey (2013); Maharana (2013); Asomugha (2020); Chowdhury and Shahabuddin (2017); McKinnon and Lamberts (2014);	Martha and George (2001); Devi and Mayuri (2004); Tyagi (2004); Annaraja and Jose (2005); Gupta and Kauri (2006); Catherine (2007); Darsana (2007); Kumar, Mehta, and Maheshwari (2013); McKinnon and Lamberts (2014); Walter and Marcel (2013);	Kumar, Mehta, and Maheshwari (2013); Chouhan and Singh (2006); McKinnon and Lamberts (2014); Hofman and Kilim (2014); Khan, Flava, and Qazi (2015); McKinnon and Lamberts (2014);	Kumar, Mehta, and Maheshwari (2013); Pal (2012); Shaheen and Jahan (2018); Mishra (1984); Sujata (1989); Asthana (1990); Mamta (1991); Sunita Sukhdeep (2011) Gupta and Kauri (2006); Darsana (2007);	Kumar, Mehta, and Maheshwari (2013); Sukhdeep (2011); Dewaele et al. (2008); Hassan et al. (2009); Siyasanga, Tabrizi, and Zahi (2013); Upadhyaya (2013); Walter and Marcel (2013);
Neutral relationship	Kumar, Mehta, and Maheshwari (2013); Chouhan and Singh (2006); Extremer and Fernández-Berrocal (2006); Busch (1995); Sander and Anand (2003); Finn and Frone (2004); Yuehua Tong and Shangri Song (2004); Dias and Panday (2011); Kumar and Papaia (2012); Pal (2012); Shaheen and Jahan (2018); Mishra (1984); Sujata (1989); Asthana (1990); Mamta (1991); Sunita (1991); Meena (1992); Cheng (1994); Garson and Stanwyck (1997); Rana Özen Kutanis et al. (2011); Fini and Yousefzadeh (2011); Tella, Adeyinka et al. (2011); Ghasemzadeh and Saadat (2011)	Pal (2012); Shaheen and Jahan (2018); Mishra (1984); Sujata (1989); Asthana (1990); Mamta (1991); Sunita (1991); Meena (1992); Cheng (1994); Suchi, Nilgün, and Yaratan (2012); Rupinder Jit (2012)	Nemati 2012); Nodoushan, Ali, and Salmani (2012); Suchi, Nilgün, and Yaratan (2012); Rupinder Jit (2012)	Meena (1992); Cheng (1994); Garson and Stanwyck (1997);	Kumar, Mehta, and Maheshwari (2013); Chouhan and Singh (2006);
Negative relationship	**None**	**None**	**None**	**None**	**None**

OBJECTIVES OF THE STUDY

The objectives of the present study were as:

- To study the influence of Gender, Locus of Control and their interaction on Emotional Intelligence of pupil teachers.
- To study the influence of Age, Locus of Control and their interaction on Emotional Intelligence of pupil teachers.
- To study the influence of Marital Status, Locus of Control and their interaction on Emotional Intelligence of pupil teachers.

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- To study the influence of Stream, Locus of Control and their interaction on the Emotional Intelligence of Pupil teachers.

HYPOTHESES

The following null hypotheses were formulated to be tested as per the objectives mentioned above.

- H_o1—There is no significant influence of Gender, Locus of Control and their interaction on Emotional Intelligence of pupil teachers.
- H_o2—There is no significant influence of Age, Locus of Control and their interaction on Emotional Intelligence of pupil teachers.
- H_o3—There is no significant influence of Marital Status, Locus of Control and their interaction on Emotional Intelligence of pupil teachers.
- H_o4—There is no significant influence of Stream, Locus of Control and their interaction on Emotional Intelligence of pupil teachers.

METHODOLOGY

The study was conducted using the following methodology.

Method of Research

The investigator adopted a normative survey method for the present study.

Population

The population for the present research was pupil teachers.

Sample

The purposive sample was used in the present research. The sample was the Pupil-Teachers of Bachelor of Education (B.Ed.) program of the session (2023 and 2024) studying in School of Education, Devi Ahilya Vishwavidyalaya, Indore.

Tools

In the present study the standardized tools were used.

Table 3: Details of the tools

Sr. No.	Name of the tool	Developed by	Year	Reliability/Validity
1	Teacher's Emotional Intelligence Inventory	Shubhra mangal	2017	test-retest method 0.96. Split half method 0.95 validity =0.55 (short form) validity =0.65
2	Locus of Control scale	Dr. N. Hasnain	1992	test-retest method 0.76.

Delimitation

The present study was delimited to the School of Education, Devi Ahilya Vishwavidyalaya, Indore only.

Data Analysis

Data was analyzed using descriptive (mean, SD, percentage) and Inferential statistics (majorly parametric statistical techniques t-test, ANOVA and Pearson 'r') techniques.

ANALYSIS AND FINDINGS

The objective wise findings are mentioned in the following sections.

Analysis with Respect to Objective —1

To test the *Ho1, under the* objective—1 of the study, sum of squares, mean score F-value, degrees of freedom (df), and level of significance of the Emotional Intelligence of Pupil teachers scores was calculated with respect to variables Gender and Locus of control. Following tables represent the results.

Table 4: Mean, Standard Deviation, sample size (N), of Emotional Intelligence Scores of the Pupil teachers with respect to the categories of Gender and Locus of control.

GENDER	Categories of Locus of Control	Mean	Std. Deviation	N
MALE	Internal	671.50	87.145	12
	Both Internal and External	656.25	51.369	8
	Total	665.40	73.672	20
FEMALE	Internal	634.89	43.409	57
	Both Internal and External	628.87	45.346	48
	Total	632.14	44.193	105
Total	Internal	641.26	54.549	69
	Both Internal and External	632.79	46.760	56
	Total	637.46	51.181	125

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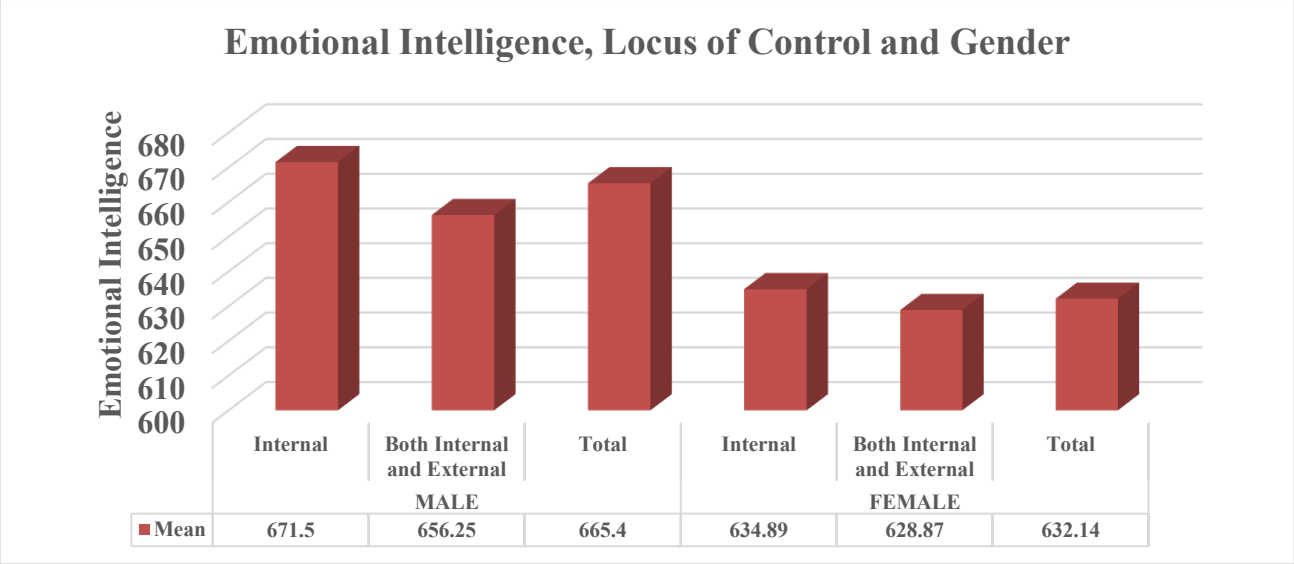

Table 5: Two-way ANOVA summary for Influence of Gender, Locus of Control and their interaction on Emotional Intelligence of Pupil Teachers

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Gender	16592.215	1	16592.215	6.600	.011	.052
Locus of Control	1833.735	1	1833.735	.729	.395	.006
Gender * Locus of Control	345.335	1	345.335	.137	.712	.001
Error	304175.118	121	2513.844			
Corrected Total	324817.088	124				
a. R Squared = .064 (Adjusted R Squared = .040)						

Conclusively, from the Table 5, it is clear that there is a significant main effect Gender, F (1 121) = 6.600, p = 0.011; a significant main effect for Locus of Control F (1,121) = 0.05 no significant interaction effect for Gender and Locus of Control on Emotional Intelligence of pupil teachers.

Finding with respect to the objective—1

- There was significant influence of gender on Emotional Intelligence.
- There was no significant influence of Locus of control on Emotional Intelligence
- There was no significant influence of interaction of Gender and Locus of Control on Emotional Intelligence.

Analysis with Respect to Objective –2

To test the *Ho2, under the* objective—2 of the study, sum of squares, mean score F-value, degrees of freedom (df), and level of significance of the Emotional Intelligence of Pupil teachers scores was calculated with respect to variables Age and Locus of control. Following table and Table represent the results.

Table 6: Mean, Standard Deviation, sample size (N), of Emotional Intelligence Scores of the Pupil teachers with respect to the categories of Age and Locus of Control

AGE	Categories of Locus of Control	Mean	Std. Deviation	N
A	Internal	641.19	56.994	47
	Both Internal and External	633.93	41.832	30
	Total	638.36	51.444	77
B	Internal	641.41	50.198	22
	Both Internal and External	631.46	52.696	26
	Total	636.02	51.265	48
Total	Internal	641.26	54.549	69
	Both Internal and External	632.79	46.760	56
	Total	637.46	51.181	125

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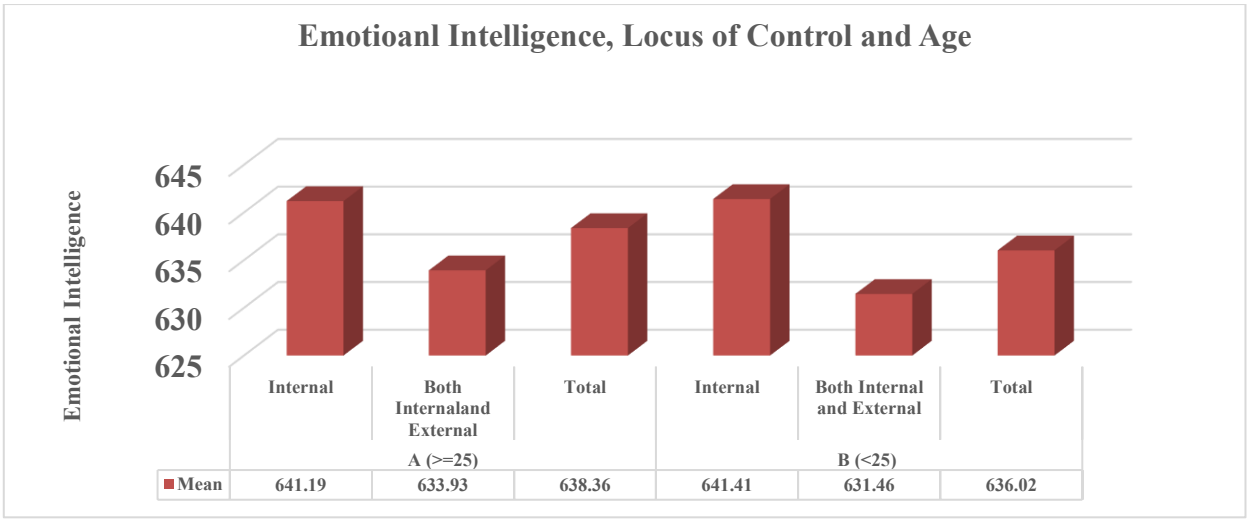

Table 7: Two-way ANOVA summary for Influence of Age, Locus of control and their interaction on Emotional Intelligence of Pupil Teachers

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Age	36.682	1	36.682	.014	.907	.000
Locus Of Control	2137.046	1	2137.046	.802	.372	.007
Age * Locus of Control	52.213	1	52.213	.020	.889	.000
Error	322510.923	121	2665.380			
Corrected Total	324817.088	124				

a. R Squared = .007 (Adjusted R Squared = -.018)

Conclusively, from the Table 7, it is clear that there is a non-significant main effect for Age, F (1, 121) = .014, p = 0.907; a non-significant main effect for Locus of Control, F (1,121) = 0.802, p = 0.372 and a non-significant interaction effect for Self-Efficacy and Locus of Control, F (1, 121) = 0.020, p = 0.889, on Emotional Intelligence of pupil teachers.

Findings with respect to the Objective—2 were

- There was no significant influence of Age on Emotional Intelligence.
- There was no significant influence of Locus of Control on Emotional Intelligence.
- There was no significant influence of interaction of Self efficacy and Locus of Control on Emotional Intelligence.

Analysis with Respect to Objective –3

To test the *Ho3, under the* objective—3 of the study, sum of squares, mean score F-value, degrees of freedom (df), and level of significance of the Emotional Intelligence of Pupil teachers scores was calculated with respect to variables Marital status and Locus of control. Following tables represent the results.

Table 8: Mean, Standard Deviation, sample size (N), of Emotional Intelligence Scores of the Pupil teachers with respect to the categories of Marital Status and Locus of Control

Marital Status	Categories of Locus of Control	Mean	Std. Deviation	N
Married	Internal	628.57	20.574	7
	Both Internal and External	613.00	16.971	2
	Total	625.11	20.015	9
Unmarried	Internal	642.69	57.051	62
	Both Internal and External	633.52	47.415	54
	Total	638.42	52.761	116
Total	Internal	641.26	54.549	69
	Both Internal and External	632.79	46.760	56
	Total	637.46	51.181	125

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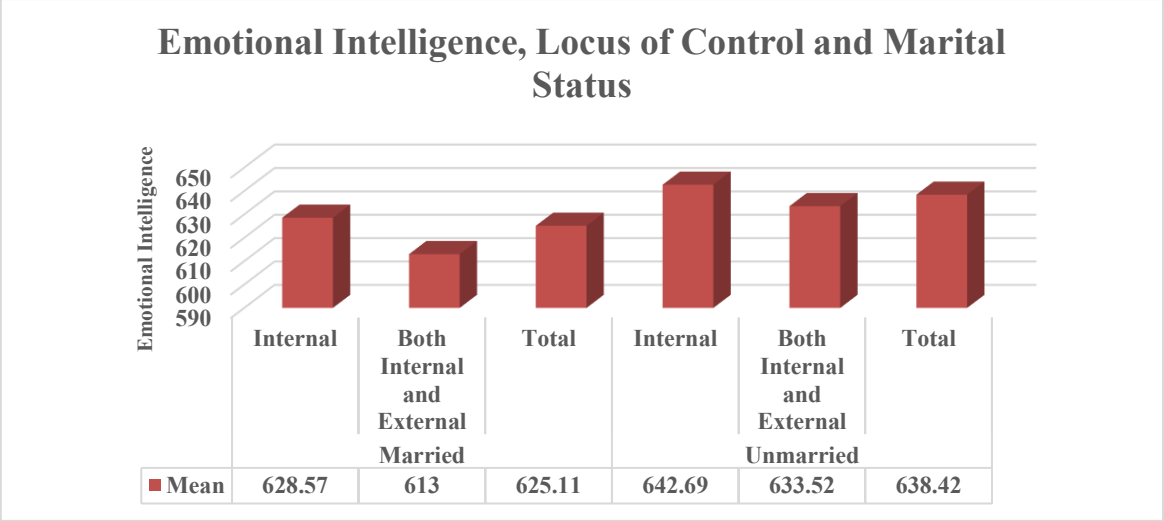

Table 9: Two-way ANOVA summary for Influence of Marital Status, Locus of Control and their interaction on Emotional Intelligence of Pupil Teachers

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Marital Status	1771.167	1	1771.167	.669	.415	.005
Locus of Control	903.886	1	903.886	.341	.560	.003
Marital Status * Locus of Control	60.389	1	60.389	.023	.880	.000
Error	320530.373	121	2649.011			
Corrected Total	324817.088	124				
A. R Squared = .013 (Adjusted R Squared = -.011)						

Conclusively, from the Table 9, it is clear that there is a non-significant main effect for Marital Status, F (1,121) = 0.669, p = 0.415 a non-significant main effect for Locus of Control, F (1,121) = 0.341, p = 0.560 and a non-significant interaction effect for Marital Status and Locus of Control, F (2, 121) = 0.023, p = 0.880, on Emotional Intelligence of pupil teachers.

Findings with respect to the Objective—3 were

- There was no significant influence of Marital Status on Emotional Intelligence.
- There was no significant influence of Locus of Control on Emotional Intelligence.
- There was no significant influence of interaction of Marital Status and Locus of Control on Emotional Intelligence.

Analysis with Respect to Objective –4

To test the *Ho4, under the* objective—4 of the study, sum of squares, mean score F-value, degrees of freedom (df), and level of significance of the Emotional Intelligence of Pupil teachers scores was calculated with respect to variables Stream and Locus of control. Following tables represent the results.

Table 10: Mean, Standard Deviation, sample size (N), of Emotional Intelligence Scores of the Pupil teachers with respect to the categories of Stream and Locus of Control

STREAM	Categories of Locus of Control	Mean	Std. Deviation	N
Arts	Internal	632.11	39.371	18
	Both Internal and External	617.19	20.547	16
	Total	625.09	32.367	34
Science	Internal	648.85	65.139	39
	Both Internal and External	644.79	58.746	28
	Total	647.15	62.120	67
Commerce	Internal	630.33	29.491	12
	Both Internal and External	625.58	33.299	12
	Total	627.96	30.857	24
Total	Internal	641.26	54.549	69
	Both Internal and External	632.79	46.760	56
	Total	637.46	51.181	125

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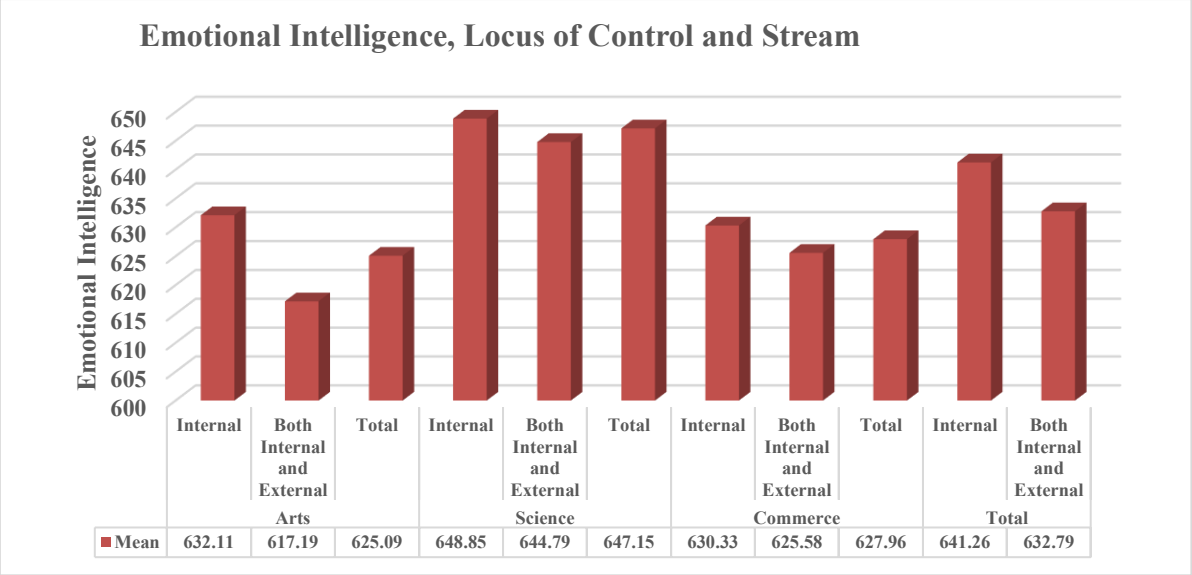

Table 11: Two-way ANOVA summary for Influence of Stream, Locus of Control and their interaction on Emotional Intelligence of Pupil Teachers

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Stream	13411.893	2	6705.947	2.584	.080	.042
Locus of Control	1627.685	1	1627.685	.627	.430	.005
Stream * Locus of Control	701.966	2	350.983	.135	.874	.002
Error	308865.590	119	2595.509			
Corrected Total	324817.088	124				

a. R Squared = .049 (Adjusted R Squared = .009)

Conclusively, from the Table 11, it is clear that there is a non-significant main effect for Stream, F (1, 119) = 2.584, p = 0.080 a non-significant main effect for Locus of Control, F (2,119) = 0.627, p = 0.430 and a non-significant interaction effect for Stream and Locus of Control, F (2, 119) = 0.135, p = 0.874, on Emotional Intelligence of pupil teachers.

Findings with respect to the Objective—4 were

- There was no significant influence of Stream on Emotional Intelligence.
- There was no significant influence of Locus of Control on Emotional Intelligence.
- There was no significant influence of interaction of Stream and Locus of Control on Emotional Intelligence.

DISCUSSION OF FINDINGS

Under objective 1, Influence of Gender, Locus of Control, and Their Interaction on Emotional Intelligence, the findings of the present study revealed that gender had a significant influence on the emotional intelligence of pupil teachers, whereas locus of control and the interaction between gender and locus of control did not have significant influences on emotional intelligence. The significant influence of gender suggests that male and female pupil teachers differed in their emotional intelligence. Gendered roles and expectations may influence the way individuals express and regulate emotions. The findings were in the line with that of Martha and George (2001); Devi and Mayuri (2004); Tyagi (2004); Annaraja and Jose (2005); Gupta and Kauri (2006); Catherine (2007); Darsana (2007); Kumar, Mehta, and Maheshwari (2013); McKinnon and Lamberts (2014); Walter and Marcel (2013). But at the same time the present findings with respect to the variable gender were in opposite to the findings of Pal (2012); Shaheen and Jahan (2018); Mishra (1984);Sujata (1989); Asthana (1990); Mamta (1991); Sunita (1991); Meena (1992); Cheng (1994); Suchi, Nilgün, and Yaratan (2012); and Rupinder Jit (2012).The neutral findings in the reviewed literature suggest that a positive association between locus of control and emotional intelligence is not consistently established across all studies. The present finding is consistent with this general pattern of non-significant or neutral results. Moreover, the non-significant interaction between gender and locus of control indicates that the effect of gender on emotional intelligence did not differ significantly across the categories of locus of control. Thus, the findings suggest that gender may be relevant to variations in emotional intelligence, while locus of control and its combined effect with gender were not statistically significant in the present sample.

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Under the objective—2, Influence of Age, Locus of Control, and Their Interaction on Emotional Intelligence, the non-significant impact of the Age on Emotional Intelligence was found to be in line with the findings of Nemati 2012); Nodoushan, Ali, and Salmani (2012); Suchi, Nilgün, and Yaratan (2012); Rupinder Jit (2012). The neutral findings reported in the literature suggest that demographic or psychological variables do not necessarily demonstrate a consistent association with emotional intelligence across different samples and research settings. Similarly, locus of control did not have a significant influence on emotional intelligence, and the interaction between age and locus of control was also non-significant. Although several studies listed under the positive relationship category, including Dewaele et al. (2008), Hassan et al. (2009), Sukhdeep (2011), Upadhyaya (2013), and Walter and Marcel (2013), indicate that positive relationships have been reported in the reviewed literature, the findings of the present study do not establish a significant influence of locus of control on emotional intelligence. This difference may arise because a correlation between two variables and the effect of a categorical independent variable in an analysis of variance represent different statistical questions. Therefore, the present results indicate that age and locus of control, independently and jointly, did not significantly differentiate emotional intelligence among the pupil teachers studied. But at the same time the present findings with respect to the variable age were in opposite to the findings of Kumar, Mehta, and Maheshwari (2013); Chouhan and Singh (2006); McKinnon and Lamberts (2014); Hofman and Kilim (2014); Khan, Flava, and Qazi (2015); and McKinnon and Lamberts (2014).

Under the objective—3, Influence of Marital Status, Locus of Control, and Their Interaction on Emotional Intelligence, the non-significant impact of the Marital status on Emotional Intelligence was found to be in line with the findings of (1991); Meena (1992); Cheng (1994); Garson and Stanwyck (1997). But at the same time the present findings with respect to the variable Marital status were in opposite to the findings of Kumar, Mehta, and Maheshwari (2013); Pal (2012); Shaheen and Jahan (2018); Mishra (1984); Sujata (1989); Asthana (1990); Mamta (1991); Sunita Sukhdeep (2011); Gupta and Kauri (2006) and Darsana (2007). The present study revealed that marital status did not have a significant influence on the emotional intelligence of pupil teachers. This finding suggests that the emotional intelligence of the pupil teachers did not differ significantly across the marital-status groups examined. The result may be discussed in relation to the neutral findings reported in the literature review, particularly the studies listed under the neutral relationship category, such as Kumar, Mehta, and Maheshwari (2013), Pal (2012), and Shaheen and Jahan (2018), provided that their original findings are relevant to marital status and emotional intelligence. The present study further revealed that locus of control did not have a significant influence on emotional intelligence and that the interaction between marital status and locus of control was also non-significant. Although studies listed under the positive relationship category, such as Devi and Mayuri (2004), Tyagi (2004), Anna Raja and Jose (2005), Gupta and Kauri (2006), and Catherine (2007), may provide a broader context for examining relationships involving emotional intelligence and related psychological variables, their findings cannot be considered directly contradictory to the present results without confirming the variables and statistical methods used. Overall, the findings indicate that marital status and locus of control did not independently or jointly account for statistically significant differences in emotional intelligence in the present sample.

Under the objective—4, Influence of Stream, Locus of Control, and Their Interaction on Emotional Intelligence, the non-significant impact of the stream on Emotional Intelligence was found to be in line with the findings of Kumar, Mehta, and Maheshwari (2013); Chouhan and Singh (2006). The findings of the present study showed that stream or field of study did not have a significant influence on the emotional intelligence of pupil teachers. This suggests that the academic streams represented in the sample did not differ significantly in their emotional intelligence. But at the same time the present findings with respect to the variable stream were in opposite to the findings of Kumar, Mehta, and Maheshwari (2013); Sukhdeep (2011); Dewaele et al. (2008); Hassan et al. (2009); Siyasanga, Tabrizi, and Zahi (2013); Upadhyaya (2013); and Walter and Marcel (2013). Furthermore, locus of control did not have a significant influence on emotional intelligence, and the interaction between stream and locus of control was also non-significant. While studies listed under the positive relationship category, including Kumar, Mehta, and Maheshwari (2013), Sukhdeep (2011), Dewaele et al. (2008), Hassan et al. (2009), and Upadhyaya (2013), provide a basis for considering the possibility of positive associations among psychological variables, the present findings indicate that such an association did not translate into a statistically significant influence of locus of control on emotional intelligence in the analyses conducted. Consequently, stream and locus of control, both independently and in interaction, were not significant factors in explaining differences in emotional intelligence among the pupil teachers studied.

CONCLUSION

The study investigated the influence of psychological—Locus of Control and demographic variables—Gender, Age, Marital Status, Stream on the Emotional Intelligence (EI) of pupil teachers. The findings revealed that most variables, including Self-Efficacy and Age, Marital Status, and Stream, did not significantly impact Emotional Intelligence. However, Gender emerged as a significant factor, both independently and in interaction with Self-Efficacy for Emotional Intelligence. These results suggest that Emotional Intelligence in pupil teachers is largely

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unaffected by internal psychological traits or demographic factors, apart from gender differences.

The findings of the present study, when considered in the context of the positive and neutral relationships reported in the reviewed literature, suggest that the relationship between locus of control and emotional intelligence may not be uniform across research settings and analytical approaches. Although several studies listed under the positive relationship category indicate that positive associations have been reported in previous research, the present study did not reveal a statistically significant influence of locus of control on emotional intelligence in any of the four analyses. This pattern is more compatible with the general observation that associations among psychological variables may vary across samples, instruments, and research designs than with the assumption that a positive relationship must always be observed.

The neutral findings reported in the literature provide a relevant context for understanding the non-significant results concerning locus of control, age, marital status, stream, and their respective interactions with locus of control. However, the present study identified a significant influence of gender on emotional intelligence, indicating that gender-related differences may remain relevant even when other demographic variables do not demonstrate significant effects. The non-significant interaction effects further suggest that the influence of gender, age, marital status, and stream on emotional intelligence did not vary significantly across the categories of locus of control.

The findings of the present study have important implications for teachers, teacher educators, and teacher education institutions. The significant influence of gender on the Emotional Intelligence (EI) of pupil teachers highlights the need to understand individual differences in emotional development and expression. However, such differences should not lead to gender-based stereotypes or differential expectations. Teachers should provide equal opportunities for all learners to develop emotional awareness, emotional regulation, empathy, interpersonal skills, and effective communication. Classroom practices should encourage respectful interaction, emotional expression, cooperation, and constructive conflict resolution among learners irrespective of gender.

For teacher educators, the non-significant influence of Locus of Control on Emotional Intelligence suggests that emotional intelligence development should not be assumed to depend solely on individuals' perceptions of control over life events. Teacher education programmes should incorporate structured activities such as reflective practice, role-playing, group discussions, peer collaboration, case studies, and classroom simulations to strengthen emotional competencies. These activities can help pupil teachers recognize emotions, manage stress, respond empathetically to learners, and handle challenging classroom situations effectively. Teacher educators should also create opportunities for self-reflection so that pupil teachers can understand their emotional responses and develop appropriate professional behaviour.

The non-significant effects of age, marital status, and academic stream indicate that these demographic characteristics should not be used as sole criteria for predicting the emotional intelligence of pupil teachers. Teacher education institutions should therefore adopt inclusive and need-based approaches to emotional development rather than if individuals belonging to a particular age group, marital-status category, or academic stream possess higher or lower emotional intelligence. Opportunities for emotional learning and professional development should be accessible to all pupil teachers.

Furthermore, the non-significant interaction effects suggest that the influence of gender, age, marital status, and stream on Emotional Intelligence did not vary significantly across the categories of Locus of Control in the present sample. Accordingly, teacher educators should emphasize universal emotional competency development while remaining sensitive to individual needs. Emotional intelligence assessment, where appropriate, should be used for developmental feedback rather than labelling or selecting pupil teachers based on demographic characteristics.

Overall, the findings emphasize the importance of integrating emotional intelligence development into pre-service and in-service teacher education. Teacher educators should model emotionally intelligent behaviour, establish supportive learning environments, and provide opportunities for pupil teachers to practise empathy, self-regulation, interpersonal communication, and responsible decision-making. Such initiatives may contribute to teachers' professional competence, classroom relationships, and the creation of emotionally supportive educational environments. Nevertheless, the non-significant findings should not be interpreted as proof that Locus of Control or demographic variables have no relationship with Emotional Intelligence; further research is needed to clarify these relationships across diverse teacher education settings.

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