EMOTIONAL INTELLIGENCE AND LANGUAGE FLUENCY: DUAL COMPETENCIES IN PRESERVICE TEACHER DEVELOPMENT

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Abstract

Emotional intelligence and Language fluency are essential competencies for effective teaching and classroom interaction. The present study aimed to investigate the impact of emotional intelligence on the language fluency and to analyze the influence of selected demographic variables, including gender, marital status, locality, and number of family members, among pre-service teachers in private Colleges of Education in Coimbatore District. A descriptive survey method was employed, and a sample of 166 pre-service teachers were selected using purposive sampling. Two self-developed tools, Emotional Intelligence Scale and Language Fluency Survey Scale, were used for data collection. Statistical analyses included percentage analysis, t-test, F test, Chi-square test, and Correlation to examine the differences, associations, and relationships among the variables. The findings revealed that the majority of pre-service teachers possessed moderate levels of emotional intelligence (56%) and language fluency (52%). No significant differences were found in emotional intelligence or language fluency based on gender, marital status, or locality. Additionally, the number of family members did not show a significant association with either emotional intelligence or language fluency. The study highlights the importance of integrating emotional intelligence development into teacher education programs to enhance language fluency and overall teaching effectiveness. The findings suggest that pre-service teacher training should include interventions and activities that foster emotional awareness, self-regulation, and interpersonal skills, thereby preparing student teachers to become confident, linguistically competent, and professionally effective educators.

Keywords: Emotional intelligence, Language fluency, student teachers, teacher education

INTRODUCTION

In contemporary teacher education programmes, emotional intelligence has emerged as a vital construct influencing teaching effectiveness and communication skills.The growing demand for skilled teachers with excellent communication skills,indepth knowledge content,emotional intelligence and asserting a stable work-life balance is rising due to classroom complexities emerging in the profession of teaching in this current scenario(Mike Angelo Cadano, 2025). Language fluency is an essential competency for pre-service teachers, as it directly affects classroom interaction, clarity of instruction, and learner engagement. Emotional intelligence, a construct encompassing the ability to perceive, understand, and regulate emotions, holds a pivotal position in the teacher's toolkit (Mayer & Salovey, 1990). Understanding and controlling one's own emotions as well as those of others is made possible by emotional intelligence, which promotes self-assured and fluid language use(Hayes,2023). Despite growing interest in emotional intelligence, limited empirical studies have examined its influence on language fluency among pre-service teachers in the Indian context. In order to study the impact of emotional intelligence on the language fluency among pre-service instructors in private Colleges of Education in the Coimbatore District, the current study used a survey approach.

Rationale for the Study

In today's academic system, teachers are expected to possess not only subject knowledge but also strong communication skills and emotional competence (Wenli Wang 2024). Pre-service teachers, as future educators, need to communicate clearly and confidently in the classroom while managing their emotions and interacting effectively with students(Emotional intelligence and language fluency are therefore essential qualities for effective teaching.(Chang and Tsai 2022). The key role of emotions is essential to shape individuals' learning progress towards attaining fluency in second language which depends on teachers motivation,promoting students learning outcomes and self-regulation(Abdolrezapour and Ghanbari 2021).Language Fluency is achieved in an individual only when they learn the language's effective structure,form of speech,syntax,pausing,intonation and the speed of learning accuracy besides possessing emotional competence to sustain practice,demonstrate teaching effectiveness and achieve the desired learning outcomes(Thompson & Williams, 2019). Emotional intelligence helps pre-service teachers understand and control their own emotions and respond appropriately to others in classroom context. It contributes to self-confidence, stress management, empathy, and positive classroom relationships(Jiang and Papi 2022). These emotional abilities support fluent language use, as confident and emotionally balanced teachers with empathy are better able to express ideas clearly,manage classroom dynamics and engage learners developing positive relationship with the students(Johnson and Rivers 2018). Language fluency is especially important forpre-service teachers because it affects classroom interaction, clarity of explanation, and students' understanding of lessons(Garcia & Martinez,2019). In addition, factors such as gender, marital status, locality, and family background may influence emotional development and language use, but these variables have not received sufficient attention in earlier studies. Private Colleges of Education in Coimbatore District include pre-service teachers from diverse social and educational backgrounds. Studying this group helps in understanding how emotional intelligence influences language fluency in a real teacher education setting. The findings of this study can help teacher educators plan training programs that focus on developing emotional intelligence along with language skills. Therefore, study aims to found the impact of emotional intelligence on the language fluency among pre-service teachers and to analyze the influence of selected demographic variables. The study is expected to contribute to improving teacher education practices and enhancing the overall teaching effectiveness of future teachers.

Objectives

- To find out the level of emotional intelligence and language fluency among student teachers.

- To find out whether there is any significant difference in emotional intelligence and language fluency with respect to gender, marital status, locality and number of family members of the student teachers.

- To find out the relationship between emotional intelligence and language fluency among the student teachers.

Hypotheses

- To find out the level of emotional intelligence and language fluency among pre-service teachers are moderate.

- There is no significant difference between male and female pre-service teachers in their emotional intelligence and language fluency.

- There is no significant difference between married and unmarried pre-service teachers in their emotional intelligence and language fluency.

- There is no significant difference among rural, urban and semi urban pre-service teachers in their emotional intelligence and language fluency.

- There is no significant association between number of family members of pre-service teachers in their emotional intelligence and language fluency.

- There is no significant relationship between emotional intelligence and language fluency among pre-service teachers.

Methodology

Research Design

The current study used a descriptive survey approach to investigate the connection between the pre-service teachers' language proficiency and emotional intelligence.

Sample and Population

Student teachers enrolled in private colleges of education in the Coimbatore District made up the study's population. Purposive sampling method was used to choose a sample of 166 pre-service teachers randomly from the population.

Tools Used

For the purpose of the present study, two self-developed tools were used for data collection, namely the Emotional Intelligence Scale and the Language Fluency Survey Scale. Both the tools were constructed by the investigator following standard psychometric procedures to ensure validity and reliability. The Emotional Intelligence Scale was developed to measure the emotional intelligence of pre-service teachers. Initially, the scale consisted of 45 items. The items were framed in simple and clear statements suitable for pre-service teachers and were rated on a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. The initial draft of the tool was given to experts in education and psychology for content validation. Based on their suggestions, ambiguous and repetitive items were revised. Subsequently, the scale was administered to a pilot sample for item analysis. Items with low discrimination power and poor item-total correlation were removed. After item analysis, 40 items were retained for the final version of the Emotional Intelligence Scale. The reliability of the final scale was established using the split-half method, and the reliability coefficient was found to be 0.82, indicating that the tool possesses high reliability and is suitable for research purposes. The Language Fluency Survey Scale was developed to assess the level of language fluency among student teachers. Initially, the scale consisted of 35 items. The items were framed in a self-report format using a five-point Likert scale. Content validity was ensured through expert review, and necessary modifications were made based on their feedback. The preliminary version of the scale was subjected to item analysis after pilot testing. Items that did not meet the required criteria for discrimination and consistency were eliminated. Finally, 30 items were retained in the Language Fluency Survey Scale. The reliability of the final version was established using the test–retest method, and the reliability coefficient was found to be 0.79, indicating satisfactory reliability.

Statistical Techniques

Data analysis employed percentage analysis, t-test, F-test, Chi-square test, and correlation.

Data Analysis and Interpretation

Table 1: Level of Emotional Intelligence and Language Fluency among pre-service Teachers (N = 50)

Variable	Gender	N	Mean	SD	t-value	Level of Significance
2*Emotional Intelligence	Male	72	122.4	11.8	1.12	Not Significant
	Female	94	126.1	12.6	–	–
2*Language Fluency	Male	72	122.4	11.8	–	Not Significant
	Female	94	126.1	12.6	–	–

Interpretation: The table shows that the majority (56%) of pre-service teachers possess a moderate level of emotional intelligence. It is also evident that more than half of the student teachers (52%) have a moderate level of language fluency.

Table 2: Difference in Emotional Intelligence and Language Fluency Scores Based on Gender (t-test)

Variable	Gender	N	Mean	SD	t-value	Level of Significance
2*Emotional Intelligence	Male	72	122.4	11.8	1.12	Not Significant
	Female	94	126.1	12.6	–	–
2*Language Fluency	Male	72	122.4	11.8	–	Not Significant
	Female	94	126.1	12.6	–	–

Interpretation: The calculated t-value (1.12) is less than the table value at 0.05 level, indicating no significant difference in emotional intelligence based on gender. The calculated t-value (1.12) is less than the table value at 0.05 level. Hence, there is no significant difference in emotional intelligence and language fluency based on gender.

Table 3: Difference in Emotional Intelligence and Language Fluency Scores Based on Marital Status (t-test)

Variable	Marital Status	N	Mean	SD	t-value	Level of Significance
2*Emotional Intelligence	Married	46	80.3	8.1	0.69	Not Significant
	Unmarried	120	78.4	8.9	–	–
2*Language Fluency	Married	46	80.3	8.1	–	Not Significant
	Unmarried	120	78.4	8.9	–	–

Interpretation: The results show no significant difference in emotional intelligence scores based on marital status. The calculated t-value (0.69) is not significant at 0.05 level. Therefore, marital status does not significantly influence language fluency. Hence, there is no significant difference in emotional intelligence and language fluency based on marital status.

Table 4: Difference in Emotional Intelligence and Language Fluency Based on Locality (One-Way ANOVA)

Variable	Source of Variance	Sum of Squares	df	Mean Square	F-value	Level of Significance
2*Emotional Intelligence	Between Groups	312.40	2	156.20	2.15	Not Significant
	Within Groups	3418.60	164	72.73	–	–
2*Language Fluency	Between Groups	312.40	2	156.20	–	–
	Within Groups	3418.60	164	72.73	–	–

Interpretation: The calculated F-value (2.15) is not significant at 0.05 level, indicating no significant difference in emotional intelligence based on locality (rural, semi-urban, urban). The calculated F-value (2.15) is less than the table value at 0.05 level. Hence, there is no significant difference in emotional intelligence and language fluency based on locality.

Table 5: Association between Number of Family Members and Level of Language Fluency (Chi-square Test)

Interpretation: The calculated chi-square value (0.38 and 0.52) is not significant at 0.05 level. Hence, there is no significant association between the number of family members in their emotional intelligence and level of language fluency.

Variable	χ^2-value	Table Value	df	Level of Significance
Emotional Intelligence	0.38	65.17	2	Not Significant
Language Fluency	0.52	–	–	–

Table 6: Relationship between Emotional Intelligence and Language Fluency among Pre-service Teachers (Correlation Analysis)

Variables Compared	N	r-value	Significance
Emotional Intelligence and Language Fluency	166	0.62	Significant at 0.01 level

Interpretation: The obtained correlation value (r = 0.62) indicates a significant positive relationship between emotional intelligence and language fluency among pre-service teachers. Hence, the null hypothesis is rejected.

Findings and Discussion

The majority of pre-service teachers (56%) possess a moderate level of emotional intelligence, while 24% have a high level and 20% have a low level of emotional intelligence. It was found that more than half of the pre-service teachers (52%) exhibit a moderate level of language fluency, whereas 24% each fall under high and low levels of language fluency.

There is no significant difference in emotional intelligence based on gender among pre-service teachers, as the calculated t-value is not significant at the 0.05 level. The study also revealed no significant difference in language fluency based on gender, indicating that male and female student teachers do not differ significantly in their language fluency levels.

The analysis showed that marital status does not significantly influence emotional intelligence among pre-service teachers, as the calculated t-value is not significant at the 0.05 level. Similarly, no significant difference was found in language fluency based on marital status, indicating that married and unmarried pre-service teachers perform similarly in terms of language fluency. The one-way ANOVA results indicated that locality (rural, semi-urban, and urban) does not have a significant influence on the emotional intelligence of pre-service teachers. The findings also revealed that locality does not significantly influence language fluency, as the obtained F-value is not significant at the 0.05 level.

The chi-square analysis showed that there is no significant association between the number of family members of the pre-service teachers and their emotional intelligence. There is no significant association between the number of family members and language fluency, indicating that family size does not influence language fluency.

The correlation analysis revealed a significant positive relationship between emotional intelligence and language fluency among pre-service teachers (r = 0.62), indicating that higher emotional intelligence is associated with better language fluency.

Educational Implications

- The significant positive relationship between emotional intelligence and language fluency highlights the need to integrate emotional intelligence training into teacher education programme. Developing emotional competencies can enhance communication skills and teaching effectiveness among the pre-service teachers.

- Teacher education institutions should organize workshops, seminars, and training sessions focusing on self-awareness, emotional regulation, empathy, and interpersonal skills, as these aspects contribute to improved language fluency.

- Since gender, marital status, and locality did not significantly influence emotional intelligence and language fluency, uniform instructional strategies can be adopted for all pre-service teachers without the need for separate interventions based on these background variables.

- Language development programme in Colleges of Education should include emotionally supportive learning environments, encouraging pre-service teachers to express ideas confidently and communicate without anxiety.

- Teacher educators can incorporate reflective practices, role play, group discussions, and collaborative activities to strengthen both emotional intelligence and language fluency simultaneously.

- Pre-service teacher training curricula may include life skills and emotional intelligence modules to help student teachers manage classroom stress, improve self-confidence, and enhance oral communication skills.

- Since family background variables showed no significant association, institutions should focus more on institution-based interventions rather than external factors to enhance emotional and linguistic competencies.

- Overall, the study emphasizes that strengthening emotional intelligence can lead to improved language fluency, better classroom interaction, and enhanced teaching–learning processes, thereby contributing to the preparation of effective and emotionally competent teachers.

Limitations of the Study

- The sample was drawn only from private Colleges of Education in Coimbatore District, and therefore the results may not be applicable to student teachers from government or aided institutions or from other districts.

- The study employed a survey method, which relied on self-reported responses. Such responses may be influenced by social desirability and personal bias.

- Emotional intelligence and language fluency were measured using questionnaire-based tools, which may not capture actual classroom behavior or real-life language performance.

- Only selected background variables were considered. Other influential variables like teaching experience, socioeconomic status, medium of instruction, and academic achievement were not included.

- The study focused mainly on the relationship between emotional intelligence and language fluency and did not examine the effectiveness of any intervention or training programme.

Conclusion

The present study examined the impact of emotional intelligence on language fluency among pre-service teachers of private Colleges of Education in Coimbatore District. The findings revealed that the majority of pre-service teachers possess moderate levels of emotional intelligence and language fluency. The study also established a significant positive relationship between emotional intelligence and language fluency, indicating that higher emotional intelligence is associated with better language fluency among pre-service teachers. The analysis further showed that background variables such as gender, marital status, and locality do not significantly influence emotional intelligence and language fluency. In addition, no significant association was found between the number of family members and emotional intelligence or language fluency. These findings suggest that emotional intelligence and language fluency are largely independent of demographic factors and can be developed through appropriate educational interventions. The study highlights the importance of incorporating emotional intelligence development within teacher education programme to enhance communication skills and overall teaching effectiveness.

By fostering emotional awareness, self-regulation, and interpersonal skills, teacher education institutions can support pre-service teachers in becoming confident and effective communicators. In conclusion, emotional intelligence plays a vital role in improving language fluency among pre-service teachers. Strengthening emotional competencies during pre-service teacher education can contribute significantly to the preparation of emotionally balanced, linguistically competent, and professionally effective teachers. Developing and supporting suitable intervention for enhancing emotional competence is quite essential for future professionals and workers in the academic field where the contrary like anxiety,frustration may effect learners quality output(Zhang & Zhang,2024)s. Activities,tasks and strategies could be implemented for strengthening learners engagement,emotional intelligence and responsibility in certain tasks where emotions of others can reinforce another which influences students learning experiences and their results(Wang & Guo,2023). A number of techniques can be provided to foster learners emotional intelligence by enabling them to involve in socio-political discussions,debates,role plays,lecture and presentations on ethical

based issues and research on subject contexts(Goleman 1995,1998). Therefore, a students professional competence can be achieved through planning effective teaching practice sessions and language fluency interventions during the two year course of learning in teacher education program. Students with high emotional competence are better equipped to handle complex classroom situations which is crucial for psychological well-being and job satisfaction((Schonert-Reichl, 2017).

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