

Emotional Regulation as a Predictor of Social Responsibility: Insights from Prospective Teachers

T SATHIYA PRIYA

Ph.D.Scholar, Department of
Education, Bharathiar University,
Coimbatore- 641046.
TamilNadu

Dr . T. PREMALATHA

Assistant Professor and Head i/c,
Department of Education (CDOE),
Bharathiar University,
Coimbatore- 641046
TamilNadu

Abstract

In today's modern era, students are struggling to regulate their emotions and are also careless toward others. Every teacher should help students to overcome this problem. This study was conducted to examine how emotional regulation and social responsibility are among prospective teachers entering the teaching profession. For this, a cross-sectional survey method was followed. In this study, 324 prospective teachers from Coimbatore district were selected using cluster sampling. Two standardised tools were used for this study. At the end of this study, it was found that emotional regulation and social responsibility are low among prospective teachers in the Coimbatore district. Therefore, it is necessary for the education stakeholders to pay attention to this issue and work to improve it.

Keywords: Emotions, Emotional regulation, Social responsibility, Prospective teachers, Teacher education

Introduction

Emotional regulation is one of the basic self-characteristics that every human being needs. When humans regulate their emotions and express them properly, it benefits society and others. In today's modern technological era, students face various emotional problems such as anxiety, depression, and isolation. After parents, teachers have a great responsibility to regulate their emotions. Because a teacher's job is not just to impart knowledge but also to interact with students' emotions. A good teacher makes a very good emotional connection with students. It is the teacher's duty to bring students out of their anxiety, stress, and other mental dysregulation and regulate them. Therefore, prospective teachers who will be teaching in the future need to improve their emotional regulation. The main purpose of education is to develop values, customs, and civic qualities in students. A teacher with high moral values and self-regulation can transfer these qualities to students. That is why the connection between emotional regulation and social responsibility is considered important. Therefore, it is the duty of teacher education institutions to develop future teachers who are emotionally regulated and socially responsible.

Review literature

The habit of emotional regulation helps to evaluate how individuals effectively express their emotions (Sanjana N. et al., 2026). The emotional well-being of college students greatly depends on their emotional regulation (Urmila & Swathi, 2025). College students use the cognitive reappraisal technique to suppress negative emotions (Sanjana N. et al., 2026; Lavanya & Manjula, 2017). Emotional regulation is often correlated with positive psychological traits such as confidence and resilience (Urmila & Swathi, 2025).

Social responsibility means working for social well-being and social justice (Poornima, 2025). In educational settings, socially mature teachers demonstrate sound emotional regulation (Bhaskarachary & Magalingam, 2022). Prospective teachers' social responsibilities are developed through taking part in social services. Based on the Bar-On model of emotional intelligence, social responsibility is one of the core components of emotional regulation (Shelton, 2021).

Emotional intelligence and social responsibility were positively related at a moderate level among college students (Landingin et al., 2026).

The positive classroom atmosphere vastly depends on the teacher's social responsibility (Bhaskarachary & Magalingam, 2022). Among college students, emotional regulation guides them to take on social roles (Landingin et al., 2026; Fitriani et al., 2024). Overall, emotional regulation improves communication and social adaptation among prospective teachers (Fitriani et al., 2024).

Research questions

1. To what extent can prospective teachers regulate their emotions?
2. To what extent do prospective teachers express their social responsibilities in their behaviour?
3. Do prospective teachers' emotional regulation and social responsibilities differ significantly based on their gender, location, academic stream, and sibling status?
4. What relationship exists between emotional regulation and social responsibilities among prospective teachers in the Coimbatore district?
5. How much does the prospective teachers' emotional regulation influence their social responsibilities?

Objectives of the study

1. To find out the level of emotional regulation among prospective teachers in the Coimbatore district.
2. To identify the level of social responsibilities among prospective teachers in the Coimbatore district.
3. To determine if any significant difference exists in the emotional regulation and social responsibilities among the prospective teachers based on gender, locality, academic stream, and sibling status.
4. To find if any significant relationship exists between emotional regulation and social responsibilities among prospective teachers.
5. To find whether there is any significant influence of emotional regulation on social responsibilities among prospective teachers.

Hypotheses of the study

1. There is no significant difference in emotional regulation among the prospective teachers based on gender.
2. There is no significant difference in emotional regulation among the prospective teachers based on locality.
3. There is no significant difference in emotional regulation among the prospective teachers based on academic stream.
4. There is no significant difference in emotional regulation among the prospective teachers based on sibling status.
5. There is no significant difference in social responsibilities among the prospective teachers based on gender.
6. There is no significant difference in social responsibilities among the prospective teachers based on locality.
7. There is no significant difference in social responsibilities among the prospective teachers based on academic stream.
8. There is no significant difference in social responsibilities among the prospective teachers based on sibling status.
9. There is no significant relationship between emotional regulation and social responsibilities among the prospective teachers.
10. There is no significant influence of emotional regulation on social responsibilities among the prospective teachers.

Methodology

Method

The main aim of this study is to determine the relationship between emotional regulation and social responsibilities among prospective teachers. In this context, the investigator used a cross-sectional survey.

Sample

The investigator selected 324 prospective teachers (male=119, female=205) from four teacher education institutions in the Coimbatore district using a cluster sampling technique. It represents 14.7% of the study's target population. The majority of the sample were prospective teachers from urban areas (56.17%).

Instrument

The investigator used the Emotional Maturity Inventory, developed by Roth et al. (2009). It is a five-point Likert-type scale (1 = Not at all, 2 = Slightly, 3 = Moderately, 4 = Very much, 5 = Extremely). It has 18 items regarding emotional regulation. To measure the social responsibilities of prospective teachers, the Social Responsibilities Inventory, developed by Baby Shalini and Arunkumar (2018), is used. It has 20 yes-or-no statements. The content validity of both tools is established through expert opinion. The reliability of the tools was assessed using the alpha method, with values of 0.83 and 0.70, respectively.

Results

Frequency analysis was employed to assess the levels of emotional regulation and social responsibility among prospective teachers.

Table 1

Emotional regulation level of prospective teachers

S.No	Level	Score range	N	%
1.	Low	Below 43	324	100%
2.	Moderate	43-66	-	-
3.	High	Above 66	-	-

Table 1 reveals that all the selected prospective teachers' (100%) scores fall under the low category. Hence, prospective teachers in the Coimbatore district exhibited low levels of emotional regulation.

Table 2

The social responsibility level of prospective teachers

S.No	Level	Score range	N	%
1.	Low	Below 7	183	56.48%
2.	Moderate	7-14	141	43.52%
3.	High	Above 14	-	-

Table 2 reveals that 56.48% of prospective teachers' scores fall in the low category, and the remaining 43.52% fall in the moderate category. Hence, the majority of prospective teachers in the Coimbatore district had a low level of social responsibility.

Table 3

Differences in emotional regulation among prospective teachers based on demographic variables

Demographic Variable	Sub variables	N	Mean	S.D.	't'	'p'	Significant at the 0.05 level
Gender	Male	119	28.58	4.128	3.23	.00	Significant
	Female	205	30.08	3.972			
Locality	Rural	142	29.32	4.036	0.82	.41	Not Significant
	Urban	182	29.69	4.132			
Academic Stream	Arts	191	29.09	4.185	2.31	0.02	Significant
	Science	133	30.16	3.875			
Sibling status	Single Child	123	28.11	4.179	5.05	0.00	Significant
	With Siblings	201	30.39	3.789			

Table 3 reveals that the calculated 't' values of 3.23, 2.31, and 5.05 represent differences in emotional regulation among prospective teachers with respect to gender, academic stream, and sibling status, respectively. These values exceed the table value of 1.96 at the 0.05 significance level. As a result, hypotheses 1, 3, and 4 are rejected.

However, the calculated "t" value of 0.82 indicated that prospective teachers' emotional regulation did not vary by locality. This value is less than the table value of 1.96 at the 0.05 significance level. Therefore, hypothesis 2 is accepted.

Table 4

Differences in the social responsibilities among prospective teachers based on demographic variables

Demographic Variable	Sub variables	N	Mean	S.D.	't'	'p'	Significant at the 0.05 level
Gender	Male	119	5.66	1.607	4.66	.00	Significant
	Female	205	6.49	1.504			

Locality	Rural	142	6.23	1.431	0.37	.71	Not Significant
	Urban	182	6.16	1.709			
Academic Stream	Arts	191	5.98	1.549	2.86	.00	Significant
	Science	133	6.49	1.608			
Sibling status	Single child	123	5.37	1.517	7.86	.00	Significant
	With Siblings	201	6.69	1.423			

Table 4 reveals that the calculated 't' values of 4.66, 2.86, and 7.86 represent differences in social responsibilities among prospective teachers with respect to gender, academic stream, and sibling status, respectively. These values exceed the table value of 1.96 at the 0.05 significance level. As a result, hypotheses 5, 7, and 8 are rejected.

However, the calculated "t" value of 0.37 indicated that prospective teachers' social responsibilities did not vary by locality. This value is less than the table value of 1.96 at the 0.05 significance level. Therefore, hypothesis 6 is accepted.

Table 5

Relationship between emotional regulation and social responsibilities

Variable	N	df	'r' value	'p' value	Significant at the 0.05 level
Emotional regulation and social responsibility	324	322	0.509	.00	Significant

Table 5 shows that the calculated Pearson value 0.509 is greater than the table value 0.139 at the 0.05 level of significance. Hence, hypothesis 9 is rejected. Therefore, there is a significant positive correlation between emotional regulation and social responsibilities among the prospective teachers.

Table 6

Influence of emotional regulation on social responsibilities

Regression Weights	Beta Coefficient	R2	F	'p' value	Significant at the 0.05 level
Emotional regulation and social responsibility	0.198	.259	112.45	.00	Significant

A linear regression was run to predict the dependent variable, social responsibilities, from the Independent variable, emotional regulation. This independent variable statistically significantly predicted social responsibility, $F(1, 322) = 112.45, p < .05, R^2 = .259$. The independent variable added statistically significant predictive value. The R^2 value of 0.259 indicated that the predictors explained 25.9% of the variance in the outcome variable.

Discussion

This investigation found that prospective teachers have low levels of emotional regulation and social responsibility. This may be because, in today's money-driven economic environment, it has become normal for everyone to think only of themselves and avoid thinking about others. They may not be able to regulate their emotions under the pressure to complete tasks quickly or attain goals rapidly.

This study found that the emotional regulation of prospective teachers differed by gender, academic stream, and sibling status. Similarly, their social responsibility varied by gender, academic stream, and sibling status. This study found that prospective women teachers exhibited higher levels of emotional regulation than men. This may be because women have grown up with the habit of organising, discipline, and sincerity in any activity since their childhood. This study shows that prospective teachers with a science background exhibited better emotional regulation than those with

an arts background. This may be because science students do their tasks in a systematic, scientific, and regulatory manner. This study found that prospective teachers who are the only child in the house have less emotional regulation, which may be due to their being less likely to develop a sense of self-control in childhood.

Female prospective teachers are better at social responsibility than males because they are raised from a young age to be kind, caring people who do their household duties and are helpful to others in the household. This study found that students in science have higher social responsibility. This may be because students from science backgrounds think they do everything systematically and comprehensively, and that scientific activities should be useful to society. This study observed that Students who are the only child in the house have a lower sense of social responsibility. This may be because they grow up without siblings, which leads to a lack of sharing, caring, and responsible behaviour among them.

This study revealed a significant positive correlation ($r = 0.509$) between emotional regulation and social responsibilities among prospective teachers. Furthermore, regression analysis pointed out that emotional regulation is a statistically significant predictor of social responsibility, explaining 25.9% of the variance in these socially responsible behaviours. One reason for this may be that people who manage their emotions will be more effective at completing their tasks. At the same time, they will also manage their emotions well with those around them, and as a result, they will be more likely to provide them with the necessary help and assistance.

Conclusion

This study found that prospective teachers in the Coimbatore district exhibit low levels of emotional regulation and social responsibility. This study demonstrates a significant positive correlation between emotional regulation and social responsibility among prospective teachers, with emotional regulation accounting for 25.9% of the variance in their socially responsible behaviours. Teacher education institutions should incorporate emotional regulation training into their programs; it is essential for developing socially and emotionally responsible future teachers.

References

- Barik, R., & Das, S. (2023). Emotional regulation among psychology and non-psychology students. *The International Journal of Indian Psychology*, 11(3), 2114–2121. <https://doi.org/10.25215/1103.197>
- Bhaskarachary, S., & Magalingam, A. (2022). Emotional intelligence in relation to social maturity and personality traits - A study. *Journal of Positive School Psychology*, 6(6), 10405–10410. <http://journalppw.com>
- ElBarazi, A. S. (2025). The effect of emotion regulation training on anxiety in college students in Egypt (Randomised control trial). *Journal of Public Health Research*, 14(2), 1–14. <https://doi.org/10.1177/22799036251347030>
- Fitriani, E., Nurasyah, Johannes, & Putri, R. F. (2024). Emotion regulation in psychology in students. *International Journal of Educational Research Excellence (IJERE)*, 3(1), 307–312. <https://doi.org/10.55299/ijere.v3i1.831>
- Ghosh, R., & Guha, D. (2025). Emotional intelligence, social intelligence and family-life adjustment: A gender based study on young adults. *The International Journal of Indian Psychology*, 13(4), 1840–1849. <https://doi.org/10.25215/1304.168>
- Kumari, N., & Sachdeva, P. (2023). A study of the relationship between emotional regulation and psychological distress among undergraduate college students of Jammu district. *The International Journal of Indian Psychology*, 11(3), 1409–1419. <https://doi.org/10.25215/1103.136>
- Landa, I. (2018). Emotion regulation variability and adjustment among college students [Master's thesis, Washington University in St. Louis]. WashU Scholarly Repository. <https://doi.org/10.7936/9wjz-8165>
- Landingin, Q. K. C., Calderon, C. E., Del Rosario, R. A., Jr., Dela Cruz, J. J. M., Domingo, M. A. A., & Dugyonon, J. D. (2026). Emotional intelligence as a predictor of social responsibility among nursing students of the University of La Salette, Inc. *International Journal of Research and Innovation in Social Science (IJRISS)*, 9(12), 3860–3871. <https://doi.org/10.47772/IJRISS.2025.91200301>

- Lavanya, T. P., & Manjula, M. (2017). Emotion regulation and psychological problems among Indian college youth. *Indian Journal of Social Psychiatry*, 33(4), 312–318. <https://doi.org/10.4103/0971-9962.218601>
- Poornima, V. (2025). Socially responsible students: A study on their role in community development. *Academic Research Journal of Science and Technology (ARJST)*, 1(9), 1–9. <https://doi.org/10.63300/>
- Roth, G., et.al.(2009). Emotion regulation inventory. *Developmental Psychology*, 45(4), 1119–1142.
- Sanjana, N., Rao, H. C., & Sampathkumar. (2026). Levels of emotional regulation among college students: The role of gender. *Social Science and Human Research Bulletin*, 3(1), 67– 73. <https://doi.org/10.55677/SSHRB/2026-3050-0109>
- Shalini, C., & Arunkumar, K. (2018). *A study on social responsibilities of B.Ed. student teachers with respect to some selected variables* [M.Ed. Thesis]. Tamilnadu Teachers Education University.
- Shelton, L. D. (2021). Relationship between emotional intelligence, sales, social responsibility, interpersonal relationship, and empathy [Doctoral dissertation, Walden University]. ScholarWorks.
- Tilak, J. B. G. (2021). Social responsibility of higher education institutions in India [Paper presentation]. Erudite Fortnightly Discussion Programme, Andhra Pradesh State Council of Higher Education, India.
- Urmila, J., & Swathi, P. (2025). Relation between psychological capital and emotional regulation in college students. *The International Journal of Indian Psychology*, 13(1), 1588–1595. <https://doi.org/10.25215/1301.151>
- Weires, E. M., de la Paz, L., Whitney, B. M., & Nikolas, M. A. (2025). Emotion dysregulation in college students: Contributions of maladaptive personality traits and momentary affect. *Journal of Psychopathology and Behavioral Assessment*, 47, Article 65. <https://doi.org/10.1007/s10862-025-10243-7>