

## CROSS-VARIABLE ANALYSIS OF PSYCHOLOGICAL CAPITAL, EMPATHY, AND LANGUAGE CREATIVITY AMONG TEACHER TRAINEES AT EXTREME LEVELS

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### **Abstract**

The present study examines the cross-variable relationships among Psychological Capital, Empathy, and Language Creativity among teacher trainees, with a specific focus on individuals exhibiting extreme levels (very high and very low) of these variables. The objective was to determine whether these variables are interrelated and influence one another. A sample of 250 fourth-semester teacher trainees was selected from seven B.Ed. colleges in Dehradun district, Uttarakhand. Standardized tools were employed for data collection. The findings indicate that extreme levels of one variable do not significantly influence the others. The study highlights the need for integrated development of these competencies in teacher education programs

### **Keywords**

Psychological Capital, Empathy, Language Creativity, Teacher Trainees, Teacher Education.

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## **Introduction**

The future of our nation depends on teachers, as they play a crucial role in shaping the minds of the younger generation. Because of this responsibility, society has traditionally held the teaching profession in high esteem. According to NEP (2020, 5.1, p. 20), teacher education has transformed from a disorganized practice into a professional and systematic field, acknowledging that effective teaching necessitates more than just subject expertise. In modern education, the comprehensive development of learners is deeply influenced by the readiness of teachers, which is determined by three essential factors: Psychological Capital, Empathy, and Language Creativity.

Psychological Capital denotes a positive psychological condition characterized by hope, optimism, resilience, and self-efficacy, as suggested by Fred Luthans. For teacher trainees, it serves as a vital resource that equips them to handle the diverse challenges of the teaching profession, including lesson planning, classroom management, and addressing varied learner needs. Hope, efficacy, resilience, and optimism share common elements such as agency, purpose, and control. They highlight the importance of a positive outlook on situations and the likelihood of success based on effort and persistence (Luthans et al., 2007, p. 550). In the absence of sufficient psychological strength, teachers may adopt negative attitudes, which can impede both their effectiveness and the learning experiences of their students.

Empathy, which is closely linked to emotional intelligence as highlighted by Daniel Goleman, refers to the capacity to understand and share the feelings of others from their perspective. Edward Titchener, an American psychologist, introduced the term “empathy” from the German word *Einfühlung*. He described empathy as “feeling with.” Some have referred to it as “in-feeling” or “feeling into,” although there are different interpretations. The development of empathy may begin with the physical “mirroring” behaviour of parents and adults toward children. Within an educational setting, empathy enables educators to connect with students, recognize their unique differences, and respond thoughtfully to their emotional and academic needs. It goes beyond sympathy by promoting active support and unbiased understanding, thereby nurturing a positive and inclusive classroom environment.

Language Creativity is another essential skill that empowers teachers to convey ideas effectively and meaningfully. On both personal and societal levels, creativity is crucial. It helps individuals solve practical problems, while at a broader level, innovative thinkers drive progress in art, science, and technology, as noted by Robert Sternberg (1999). J. P. Guilford (1950, 1951) identified seven abilities, and curiosity has been widely recognized as the eighth. All these abilities are closely linked to language, enhancing its creative use. Teaching is inherently a communicative

endeavour, and the ability to present material in an engaging, relatable, and innovative manner enhances students' understanding and interest. The creative use of language helps teachers connect academic concepts with real-world experiences, making learning more dynamic and impactful. However, such creativity can only be fostered through structured training provided in teacher education programs

### **Need and Significance**

Psychological Capital, Empathy, and Language Creativity represent three interrelated dimensions of teacher development aligned with the cognitive, affective, and Psychomotor (skill-based) domains proposed by Benjamin Bloom. Despite their theoretical interconnectedness, teacher education programs often address these competencies in isolation, raising concerns about the lack of holistic professional preparation among B.Ed. trainees.

The need for this study arises from the growing demand for teachers who are not only knowledgeable but also emotionally intelligent, resilient, and creatively expressive. In contemporary classrooms characterized by diversity, complexity, and rapid change, the ability to integrate psychological strength, empathetic understanding, and effective communication is essential. However, if these competencies develop independently, it may limit teachers' overall effectiveness and adaptability.

The significance of this study lies in its attempt to examine whether B.Ed. training programs foster the simultaneous and interconnected development of these crucial traits. The findings can provide valuable insights for improving teacher education by emphasizing integrated training approaches, ultimately contributing to the preparation of well-rounded educators capable of addressing modern educational challenges in a comprehensive and impactful manner.

### **Operational Definition of the Variables**

#### **Psychological Capital**

Psychological Capital refers to an individual's positive psychological state characterized by Hope, Self-efficacy, Resilience and Optimism. It enables the teacher trainees to remain confident, adaptive, and motivated in challenging situations.

#### **Empathy**

Empathy is the ability to understand and share the feelings of others. It includes third person Perspective, Sympathy, Emotional identification and Interpersonal understanding. Empathy helps teacher trainees connect with students emotionally and socially.

#### **Language Creativity**

Language Creativity refers to the innovative and effective use of language to express ideas. It includes Fluency, Flexibility, Originality and Elaboration. It plays a crucial role in making teaching meaningful and engaging.

### **Teacher Trainees**

Teacher Trainees are those aspirants who are pursuing their professional teaching course for being teachers in Schools.

### **Objectives of the Study**

1. To identify Teacher trainees with Extreme Level (very high and very low) of Psychological Capital and analyse their Empathy and Language Creativity.
2. To identify Teacher trainees with Extreme Level (very high and very low) of Empathy and analyse their Psychological Capital and Language Creativity.
3. To identify Teacher trainees with Extreme Level (very high and very low) of Language Creativity and analyse their Psychological Capital and Empathy

### **Methodology**

#### **Sample**

The sample consisted of 250 fourth-semester teacher trainees selected from seven B.Ed. colleges in Dehradun district, Uttarakhand.

#### **Tools**

The following standardized tools were used:

1. Psychological Capital Scale (Dr. Reena Rani & Ms. Menka Chaudhary)
2. Empathy Scale (Prof. C.G. Venkatesh Murthy)
3. Language Creativity Test (Prof. S.P. Malhotra & Dr. Sucheta Kumari)

### **Delimitations**

1. The study was limited to teacher trainees enrolled in a two-year B.Ed. program.
2. The study included only fourth-semester trainees from selected colleges in Dehradun district.

### **Results and Analysis**

**Table: 1.1**

**Teacher Trainees with Extreme level of Psychological Capital and their Empathy and Language Creativity**

<b>S. No.</b>	<b>Psychological Capital</b>	<b>Percent of B.Ed. trainees N=(250)</b>	<b>Empathy</b>	<b>Language Creativity</b>
1	Very High	4%	Average level of empathy	Low
2	VeryLow	9.6%	Average level of empathy	Very Low

Entries in table 1.1 reveal the following:

1. 4% of the total teacher trainees fall in the very high Psychological Capital

category. These trainees exhibit an average level of empathy and a low level of language creativity.

2. On the other hand, 9.6% of the trainees fall in the very low Psychological Capital category. This group also shows an average level of empathy, while their language creativity is very low.

This indicates that both very high and very low levels of Psychological Capital are associated with similar levels of empathy (average) and generally low levels of language creativity. Therefore, no clear relationship is observed between Psychological Capital and the other two variables.

**Table: 1.2**

**Teacher Trainees with Extreme level of Empathy and their Psychological Capital and Language Creativity**

S. No.	Empathy	PercentOf B.Ed. trainees (N=250)	Psychological Capital	Language Creativity
1	Very High (Empathy)	23.6%	Average	Low
2	Very Low (Non-Empathy)	30%	Average	Low

Entries in table 1.2 reveal the following:

1. 23.6% of the teacher trainees fall in the very high empathy category. These trainees show an average level of Psychological Capital and a low level of language creativity.
2. Similarly, 30% of the trainees fall in the very low empathy category. This group also demonstrates an average level of Psychological Capital and a low level of language creativity.

The similarity in outcomes across both extreme groups suggests that empathy levels do not significantly influence Psychological Capital or Language Creativity.

**Table: 1.3**

**Teacher Trainees with Extreme level of Language Creativity and their Psychological Capital and Language Creativity**

S. No.	Language Creativity	Percent of B.Ed. Trainees (N=250)	Psychological Capital	Empathy
1	Very High	5.2%	Average	Ambempath
2	Very Low	21.0%	Average	Ambempath

Entries in table 1.2 reveal the following:

1. 5.2% of the teacher trainees fall in the very high language creativity category.

These trainees show average levels of Psychological Capital and empathy.

2. In contrast, a larger proportion, 21%, falls in the very low language creativity category. This group also demonstrates average Psychological Capital and average empathy.

This pattern suggests that both high and low levels of Language Creativity are associated with similar levels of Psychological Capital and empathy, indicating no significant relationship among these variables.

### **Findings**

1. Psychological Capital does not significantly influence Empathy or Language Creativity.
2. Empathy does not significantly affect Psychological Capital or Language Creativity.
3. Language Creativity does not significantly influence Psychological Capital or Empathy.
4. Most trainees fall within average levels of Psychological Capital and Empathy.
5. Language Creativity is generally low among trainees.

### **Discussion**

The findings point towards a gap; they expose a fundamental weakness within teacher education programs. Instead of functioning in an integrated manner Psychological Capital, Empathy, and Linguistic Creativity, the three core competencies are evolving along separate and disconnected paths. This disconnection undermines the principal objective of professional teacher training, which is to develop teachers who can think, feel, and communicate in a cohesive approach.

This lack of meaningful interrelationships implies that the current framework for teacher education needs to organically integrate the development of these competences.

The compartmentalized design of teacher education programs could be one reason for this independence. While empathy is usually fostered through social engagement and emotional awareness, psychological capital is frequently indirectly produced through personal experiences and circumstances that build resilience. On the other hand, exposure to surroundings rich in language, pedagogical training, and cognitive flexibility play a major role in Language Creativity.

The results support the theoretical view that, despite their interconnectedness, cognitive, affective, and behavioral competences need specialized, context-specific treatments to be integrated. For example, a teacher candidate with high psychological

capital might be self-assured and persistent, but they might not have the language skills necessary for innovative classroom communication. Likewise, an empathic trainee might be sensitive to students' emotions, but they might lack the innovative techniques necessary to convert that comprehension into successful teaching methods.

### **Educational Implications**

The findings have important implications for teacher education, curriculum design, and pedagogy.

1. There is a need to move from fragmented skill development to a more integrated approach. Teacher education programs should design learning experiences where Psychological Capital, Empathy, and Language Creativity are developed together. For instance, reflective practices can be combined with creative lesson planning to build both emotional awareness and communication skills.
2. Language Creativity should be strengthened through structured activities such as storytelling, role-play, creative writing, and interactive teaching methods. Teacher Training programs need to include hands-on training for language creativity.
3. Empathy can be developed through experiential learning, including classroom simulations, case studies, peer interaction, and community engagement. Activities that boost empathy and emotional intelligence should be part of the curriculum.
4. Psychological Capital can be enhanced through reflection, mentoring, and activities like mindfulness, stress management, and goal setting. Psychological Capital should be fostered through experiential learning and reflection.
5. There is also a need to reform assessment practices by including parameters such as emotional intelligence, creativity, and psychological readiness, instead of focusing only on academic performance.
6. Teacher educators should actively model these competencies, as their teaching style and interactions strongly influence trainees.
7. Finally, teacher education programs should align with the vision of the National Education Policy (2020) by promoting holistic development through curriculum redesign and continuous professional development. Teacher Training should emphasize overall personality growth rather than just individual skills.

## **Conclusion**

The study shows that Psychological Capital, Empathy, and Language Creativity do not strongly influence each other among teacher trainees, especially at extreme levels. Each skill seems to develop separately. This means that improving one area does not automatically improve the others. It also highlights that language creativity is generally low, which needs more attention in teacher training.

Overall, effective teaching requires a balance of emotional understanding, mental strength, and creative communication. When these are not developed together, it may affect teaching quality. Therefore, teacher education programs should focus on developing these skills together through a more holistic approach. Future research can further study how integrated training can improve these areas.

In simple terms, good teachers need not just knowledge, but also creativity, empathy, and strong mental abilities to handle real classroom situations.

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