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PERCEIVED EMOTIONAL INTELLIGENCE AND SELF-ESTEEM OF PROSPECTIVE TEACHERS: AN EMPIRICAL APPROACH

Abstract

This study was sought to determine the relationship between emotional intelligence and self-esteem among prospective teachers during a pre-service teacher education program. It was hypothesized that EI is a strong predictor to self-esteem of prospective teachers. The sample consisted of 253 participants enrolled in the teacher education program at one public university. Rosenberg Self-Esteem Scale (Rosenberg (1989) and the Bar-On Emotional Quotient Inventory (Reuven Bar-On (2002), were used to assess emotional intelligence and self-esteem with alpha reliability of .82 and .81 respectively. A significant positive relationship was found between emotional intelligence and self-esteem of prospective teachers. The results of linear regression analysis revealed that interpersonal and general mode were found significant leading predictors of self-esteem. It is concluded that teacher education program should revivie its curricula by designing such intervoention strategies to enhance prospective teachers' EI and self-esteem. Future research study implications and directions for policy makers are discussed.

Key words: self-esteem, emotional intelligence, prospective teachers, teacher education, relationship

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Introduction

Teaching is a challenging and demanding job which involves a substantial workload and often frustration for teachers when controlling disruptive and unmotivated students (Shaukat, 2011). Teachers who deliberately develop emotional skills and regularly exhibit emotionally intelligent behavior experience a high success rate and approval in their professional careers (Schutte et al., 1998). Conceptually, emotional intelligence has been described in the literature as the ability to distinguish, comprehend, and manage emotions in oneself and others (Mayer *et al.*, 1999; Mayer & Salovey 1995; Schutte et al., 2001). Teachers with high emotional intelligence tend to exhibit more success in teaching than teachers with low emotional intelligence (Carmeli *et al.*, 2007).

Emotional intelligence overlaps abilities which help in precisely observing accessing and generating emotions. It also helps direct and control thinking process for emotional understanding, which may help and control emotions to be used for intellectual growth (Mayer *et al.*, 2004). Emotionally intelligent teachers are energetic in their direction to students, work, and life. Emotionally stable teachers demonstrate positive behaviour in all kind of academic tasks and show more resilient response in stressful situation and less likely to react to stress. They discourage pessimism and negative thoughts. Emotionally intelligent teachers are more considered proactive and resilient in responding to stressors, they are characterized by confident communicator, positive, reflective thinker, and optimistic individuals. Teachers with high level of emotional intelligence shun dysfunctional sentiments and emotions and keep themselves in a positive state of mind and use emotions in adaptive ways to assuage feelings of impediment (Ashforth & Humphrey, 1995; Carmeli, 2003). Individual with high emotional intelligence tends to organize and use their emotions to eradicate the subsequent obstacles and advance their

career horizon in a better way than individuals with low emotional intelligence (Carmeli, 2003).

Besides emotional intelligence, another factor in a teacher's being successful and knowledgeable in her/his profession is referred to as professional self-esteem which can be defined as the evaluation of respectability an individual practices towards the profession one has selected (Aricak, 1999). Self-esteem is a comprehensive trait and can be defined as one's high or low incessant sense of liking oneself (Gray, 2001). Self-esteem is an emotional response about oneself that is more or less optimistic (Pervin & Lawrece, 1989) and the value judgment about oneself how he or she relates to other people (Baumeister, 1993). It refers as when a person admits personal weaknesses and instantaneously identifies positive strengths and good qualities, the person will likely demonstrate high self-esteem (Burka & Yuen, 1983). Teachers with high professional self-esteem have more harmony and satisfaction in job (Aricakand, 2003). Teachers with high self-esteem manifest themselves in the classroom as assertive, comfortable and have a respectful attitude towards students. Teachers who model high self-esteem are more likely to be flexible and fact-finding in their methodology to teaching (Sayın, 2003).

Emotional intelligence and self-esteem may be infer and predict out of demographic variables like gender, age and experience. Some of the previous research studies have reached the conclusion that females go exceptionally high in emotional intelligence than their male counterparts (Schutte et al., 1998; Van Rooy et al., 2005). It has also been made known that emotional intelligence elevates with age, experience, exposure and cognitive abilities (Mayer et al, 1999). In line with the same notion Atkins and Stough (2005) could explore that there exists no positive relationship between emotional intelligence and age through Swinburne University Emotional Intelligence Test (SUEIT).

Significant positive relationship between self-esteem and emotional intelligence was also found in different research studies (Gerardi, 2005; Khanjani et al., 2010; Schutte et al., 2001).

Schutte *et al.*, (2001) reported a positive significant relationship between emotional intelligence and self-esteem of prospective teachers. Similarly, Sameer (2008) examined the relationship between EI and self-esteem of teachers and found these constructs positively correlated. Goleman (1995) and Zeidner *et al.*, (2004) had proved empirically that EI was a strong predictor to predict self-esteem among student teachers. Khanjani et al., (2010) reported that there was a positive relationship between self-esteem and gender, female students held significantly more self-esteem than their male students' counterparts in Tabriz. Gerardi (2005) research study revealed that there was no positive correlation between the emotional intelligence and five components of self-esteem.

The teacher education program plays a vital role in the development of teaching skills, professional growth and professional knowledge of prospective teachers (Kagan, 1992). A teacher takes significant roles in each phase of education; though, the qualifications and trainings of teachers particularly in teacher education are more important because those are the particular years of a teacher in terms of all her/his professional development aspects (Oktay, 1999). Pre-service teacher education program can be strengthened by providing emotional intelligence and professional self-esteem training in form of certification and diploma programs in preparing prospective teachers for effective teaching. Professional self-esteem and emotional intelligence skills are connected to classroom organization, management and influences to novice teachers.

Emotional intelligence is the contemporary transformation to know the association between thinking and pleasure, while self-esteem is the person's inner satisfaction to feel being valuable. EI and Self-esteem are the key role players in every field of life (Carmeli *et al.*, 2007; Mayer, et al., 2001) to determine students' aptitudes and train the effective student forces in order for constructing a bright future. By considering the essential role of professional self-esteem and emotional intelligence skills of teachers, there is a dire need to introduce such training programs addressing necessary professional needs of prospective teachers (Oguzkan & Oral, 1997; Yavuzer, 1998).

So, current study was designed to measure whether emotional intelligence is idiosyncratic and valuable in understanding the relationship with self-esteem of prospective teachers (Davies *et al.*, 1998; Mayer *et al.*, 2001; Zeidner *et al.*, 2004). It is supposed that considering this study conclusions and outcomes there will be numerous procedures to ascertain the relationship among prospective teachers' emotional intelligence and self-esteem to strengthen their actions and behaviors to be formed intelligently to reform teacher education program.

Research Hypotheses

There is likely to be significant relationship between emotional intelligence and self-esteem of prospective teachers.

Emotional intelligence (subscales of EI, intrapersonal, interpersonal, stress management, adaptability, general mood) likely to predict self-esteem of prospective teachers.

Method

Sample

Data were collected from prospective teachers enrolled in four years B.Ed (Hons.) Education program followed from first to eight semesters during Pre-service teacher education. This study was descriptive in nature with survey type cross sectional design. A total number of 253 respondents participated in this study. A large number of female students (N = 176) and small number of male students (N = 77) with age ranged from 17 to 20 years (73%) and 21 to 24 years (26.9%) took part in this study. The majority of participants belonging to urban area with 77% only 22.9% belong to rural area. A summary of demographic information is presented in Table 1.

Table 1 *Demographic characteristics of participants (N = 253)*

Variables		<i>n</i>	%
Gender	Male	77	30.4
	Female	176	69.6
Age group	17 to 20 years	185	73.1
	21 to 24 years	68	26.9
Semester	1	46	18.2
	2	39	15.4
	3	43	17.0
	4	37	14.6
	5	37	14.6
	6	13	5.1
	7	22	8.7
	8	16	6.3
Locale	Urban	195	77.1
	Rural	58	22.9

Instruments

Rosenberg Self Esteem Scale (Rosenberg, 1989). The Rosenberg Self Esteem (RSE) scale revised edition, established by Rosenberg (1989) was employed to determine the self-esteem level of prospective teachers during pre-service teacher education program. RSE Scale consisting of 10-items addressing the 'worth of a person as a human being' on a 4-point Likert type scale ranging from 'Strongly Agree' to 'Strongly Disagree'. Five Items 2, 5, 6, 8, and 9 have negatively wordings. These five items were reverse coded before analyzing data. The reliability of scale was computed using Cronbach's alpha. The reliability coefficient of 10-item RSE scale was found .82.

Bar-On Emotional Intelligence (Bar-On, 2002). Bar-On Emotional Quotient (EQ) inventory revised version established by Reuven Bar-On (2002) was used to measure the prospective teachers' emotional intelligence during pre-service teacher education program. This scale carries 45 items with five subscales. Bar-On EQ-*i* was based on Likert type scale ranging from very seldom or not true of me (1) to very often true of me or true of me (5). The reliability coefficients of all five subscales were ranged from .73 to .82. These values indicate quite well reliability of the instrument. Following are the five subscales in the EQ scale:

(i) *Intrapersonal subscale*

This subscale contains 10-item related to the ability to manage one's inner self. The reliability coefficient of intrapersonal subscale was .74.

(ii) *Interpersonal subscale*

This subscale contains 10-item related to the ability to interact with others. The reliability coefficient of interpersonal subscale was .81.

(iii) *Stress Management subscale*

The stress management subscale contains 8-item related to the ability to control the impulses and tolerate stress. The reliability of coefficient of stress management subscale was .73.

(iv) *Adaptability subscale*

This subscale contains 7-item related to the ability of adjustment, and to be flexible and realistic. The reliability of coefficient of adaptability subscale was .77.

(v) *General mode subscale*

This subscale contains 10-item related to the feeling of one's life and overall feeling of satisfaction or dissatisfaction. The reliability of coefficient of this subscale was .82.

Procedure

Permission was sought from head of the Education department to conduct this research and formal consent was granted to initiate data collection. The Bar-On *EQ-i* and the RSES were administered to prospective teachers during the first through eighth semester of a pre-service teacher education program. Participants were also informed about the nature of the study, confidentiality procedures were explained to them verbally and consent forms were taken from the respondents who participated in this study. Initially,

demographic information (gender, age, and semester) was collected from the respondents then participants were asked to complete the Bar-On EQ-i and RSES questionnaires. Bar-On EQ-i and RSE scales were pilot-tested on a sample of 50 students to determine the clarity of each item to target sample and that the item can be interpreted correctly by the participants. Participants took approximately ten to fifteen minutes to complete both questionnaires.

Data Analysis

Pearson product moment correlation was used to determine the relationship between emotional intelligence and self-esteem of prospective teachers. The linear regressions approach was used to predict the self-esteem of prospective teachers using five predictors (subscales) of emotional intelligence.

Results

Table 2 *Summary of Intercorrelations, Means, and Standard Deviations for Scores on Self-Esteem, Subscales of Emotional Intelligence and Total Emotional Intelligence*

Measure	1	2	3	4	5	6	7
Self-Esteem	-						
Intrapersonal	-0.15*	-					
Interpersonal	0.32***	-0.35***	-				
Stress Management	-0.07	.57***	-0.18**	-			
Adaptability	.27***	-0.27***	.60***	-0.21***	-		
General	.34***	-0.48***	.55***	-0.47***	.45***	-	
Total EI	.31***	.25***	.70***	.33***	.62***	.42***	-
M	3.63	2.69	3.53	2.67	3.25	3.42	3.12
SD	0.66	0.65	0.71	0.71	0.66	0.56	0.30

Note: N=253, Total EI=total emotional intelligence score. * $p<.05$, ** $p<.01$, *** $p<.001$,

There was significant positive correlation between self-esteem and emotional intelligence of prospective teachers.

Table 3 *Linear Regression Analysis of Five Predicators Predicting Self-Esteem of Prospective Teachers*

Variable	B	95% CI
Constant	1.60**	[0.73, 2.46]
Intra-personal	0.00	[-0.15, 0.15]
Inter-personal	0.19*	[0.04, 0.33]
Stress	0.08	[-0.06, 0.22]
Adaptability	0.06	[-0.08, 0.21]
General	0.28**	[0.1, 0.47]
R ²	0.16	
F	9.50**	

Note: N = 253, CI = confidence interval, * $p < .05$, ** $p < .01$.

Self-esteem was regressed on intrapersonal, interpersonal, stress, adaptability, and general subscales. Two predictors, the interpersonal of emotional intelligence and general subscale of emotional intelligence demonstrated significant effects on self-esteem of prospective teachers.

Discussion

The current study concentrated to determine the prospective teachers' emotional intelligence and self-esteem during a pre-service teacher education program. Investigating the notion of emotional intelligence is directly connected to the understanding of teaching and self-directed knowledge. The informative results that can be drawn from this research study should support the argument about emotional intelligence to move from the comprehensive and extensive to the more precise and prolific. Situations concerning emotional states are an acquainted feature of any school or classroom setting. It is important for the

classroom practitioner to understand the sentiments that their own emotions and those of others have on the efficacy of the teaching-learning situation. To comprehend others emotions is a crucial aspect of self-regulations and self-esteem which makes teachers assertive, comfortable while teaching the students. Additional and precise information about self-esteem and emotional intelligence may support the development of future intervention sessions on emotions and self-awareness based activities to produce effective teachers (Gardner, 2000).

The current study suggests that content of teacher training program should base on developing higher level of emotional intelligence and self-esteem by accelerating prospective teachers' emotional intelligence, behaviour and professional attitudes to teach students who show low motivation in studies. Though, this is a big challenge for teacher education institutions but it must be addressed for preparing prospective teachers with best pedagogical strategies to meet the contemporary teaching requirements (Shaukat, Sharma & Furlonger, 2013). Helping prospective teachers to further develop their emotional intelligence may enhance their sense of efficacy. As teacher self-efficacy is connected with student achievement, increasing teachers' emotional intelligence seems to be a means of attaining better-quality student outcomes (Tschannen-Moran & Woolfolk Hoy, 2002).

It is widely recognized that people with strong emotional ability tend to prove good problem solvers, they execute their daily work tasks effectively, this leads towards their higher level of self-satisfaction which is eventually a strong indicator of self-esteem (Khaledian et al., 2012). The current study reported the positive relationship between self-esteem and emotional intelligence of prospective teachers. Abbas and Junaid-ul-haq (2011) found the significant relationship between self-esteem and emotional

intelligence, the higher the level of emotional intelligence, the higher the level of self-esteem will be increased. This research finding is also consistent from previous research studies (Goleman, 1995; Schutte *et al.*, 2001; Goleman, 1995; Zeidner *et al.*, 2004; Sameer, 2008).

This study revealed no significant difference between self-esteem and emotional intelligence on demographic variables, previous research studies were also unable to find significant difference support this finding (Atkins & Stough, 2005; Gerardi, 2005). The second hypothesis for this study was to predict EI of prospective teachers using their self-esteem. The results indicated that the five subscales of emotional intelligence were significant predictors to predict self-esteem of prospective teachers. It was found that interpersonal and *general* subscales of EI were the leading predictors to predict self-esteem. Social interaction, self-satisfaction and feeling of achievement help to enhance the self-esteem of prospective teachers. These findings are consistent with the previous research studies (Cangelosi & Piterson, 1998; Syavorchy *et al.*, 2001; Hasanvand and Khaledian, 2012. To generalize these findings it can be assumed that if someone has the stimulating ability, he/she can perform an effective role in critical situations. Individuals with exciting skills tend to face everyday events with great resilience; this may result in developing a positive attitude about facts and exhilarations. Hence, those who have the advance level of exhilarating skills and intellect, have greater level of social sustenance and self-confidence too; as a consequence they have more self-esteem (Tamanai far *et al.* 2010).

This study recommends that further investigation is defensible with both pre-service and practicing teachers. Followed by this research study, it would be suitable to examine more skilled teachers in order to evaluate whether levels of emotional

intelligence and self-esteem are changed between the two groups. This would further add information about whether the exposure and experience of teaching also gives in-depth of experience in developing the teaching confidence and handling the emotional aspects of teaching and learning.

Limitations and Suggestions

The present study has some impending limitations. Initially, the present study used a cross-sectional approach, which was limiting the ability to draw conclusion on further estimated predictors of EI in this study sample. Secondly, the tools of EI and Self-esteem were self-report measures, so there is an element of social desirability in results. Thus, there is a need to conduct qualitative research technique to provide the deep insight about the relationship between the constructs of EI and self-esteem. Both constructs need to be tested for validity in the context of Pakistan, and necessary modification made before a more extensive longitudinal study is commenced, to ensure that the same students are tested on say just two occasions. Thirdly, this study was limited to only one public university. More sample size is required in order to generalize the findings for large population. Fourthly, future research is required to address the psychometric properties of each item in both scales. However despite of all the limitations, this study has some sound implications. To determine the predictive role of EI and self-esteem of prospective teachers to teach children effectively should be encouraged and should be given favorable environment to improve their EI and self-esteem. Consequently, teacher training modules for enhancement of EI and self-esteem can be revived by the concerned teacher education institutions.

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