



Emotional Competence of Pre-Service Teachers''

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Abstract:

This study investigates the emotional competence of pre-service teachers and its correlation with teacher self-efficacy, encompassing dimensions of self-awareness, adaptability, motivation, empathy, and social skills. Conducted among 800 pre-service teachers in four districts of Andhra Pradesh, India, the research employed a descriptive survey method. Findings reveal that the overall emotional competence of pre-service teachers is at an average level. Gender, locality, subject specialization, educational qualifications, and parental occupation significantly influence emotional competence. However, age, medium of instruction, and parental education show lesser or no effect on emotional competence. The study underscores the need to integrate emotional intelligence and self-efficacy modules into teacher training programs, establish support mechanisms for pre-service teachers' emotional wellbeing, and adapt curricula to prioritize emotional development. Emphasizing a holistic approach to teacher education can foster a resilient and emotionally intelligent teaching workforce, benefitting both educators and students.

Keywords: Pre-service teachers, Emotional competence, Teacher self-efficacy, Wellbeing, Teacher training.

Introduction:

In the dynamic landscape of education, the holistic development and wellbeing of pre-service teachers stand as critical components in shaping the future of effective and resilient educators. This study delves into the intricate relationship between emotional competence, teacher self-efficacy, and the overall wellbeing of individuals in the pre-service teaching phase. Recognizing the significance of emotional intelligence in navigating the complexities of the teaching profession, and the pivotal role self-efficacy plays in fostering a sense of mastery and accomplishment, this research aims to shed light on the interconnections that contribute to the overall mental and emotional health of pre-service teachers.

Teaching is a multifaceted profession that demands not only pedagogical skills but also a profound understanding of one's own emotions and the ability to navigate the emotional landscapes of others. Emotional competence, encompassing self-awareness, self-regulation, empathy, and effective relationship management, is considered indispensable for educators. Concurrently, teacher self-efficacy, the belief in one's ability to achieve desired outcomes in the teaching role, is a potent predictor of instructional effectiveness and personal wellbeing.

The transition from pre-service education to active classroom engagement is a critical period that can significantly impact the future trajectory of a teacher's career. This study seeks to explore how emotional competence and teacher self-efficacy synergistically contribute to the overall wellbeing of pre-service teachers. By identifying the factors that foster resilience, satisfaction, and a positive mindset among pre-service educators, we aim to inform educational institutions, policymakers, and teacher training programs on strategies to better support the mental health and professional development of those on the cusp of entering the teaching profession. As we embark on this exploration of emotional intelligence, self-efficacy, and wellbeing, the findings promise to offer valuable insights into the intricate balance required for the cultivation of thriving and resilient educators.

Significance of the study

The study can contribute to the understanding of factors that influence the mental and emotional wellbeing of pre-service teachers. By identifying the relationship between emotional competence, self-efficacy, and wellbeing, it can help develop strategies to prevent burnout and improve the overall mental health of future educators.

Pre-service teachers who have higher emotional competence and self-efficacy are likely to be more effective educators. Their ability to manage their emotions, connect with students, and believe in their teaching abilities can positively impact the quality of education they provide.

The findings of the study can inform teacher training programs and educational institutions on how to better prepare pre-service teachers for the emotional and psychological demands of the profession. This could lead to more comprehensive and effective teacher preparation programs.

Teaching is a challenging profession, and the ability to navigate the emotional challenges is crucial for long-term success. Understanding how emotional competence and self-efficacy contribute to resilience in teaching can help create a more resilient and adaptable teaching workforce.

Policymakers in the field of education can use the study's findings to inform policies that support the mental health and professional development of teachers. This could lead to better retention rates and job satisfaction among educators.

The study contributes to the growing body of research on the emotional aspects of teaching, which is an area of increasing interest in educational psychology and teacher development.

The significance of this study lies in its potential to enhance the overall quality of education by improving the wellbeing and effectiveness of pre-service teachers. It addresses critical issues related to teacher training, mental health, and the resilience needed to thrive in the teaching profession, ultimately benefiting both educators and their students.

Objectives of study

- 1.To find out the level of Emotional Competence of Pre-service Teachers
- 2.To find out the Emotional Competence of Pre-service Teachers with respective to dimensions

Methodology

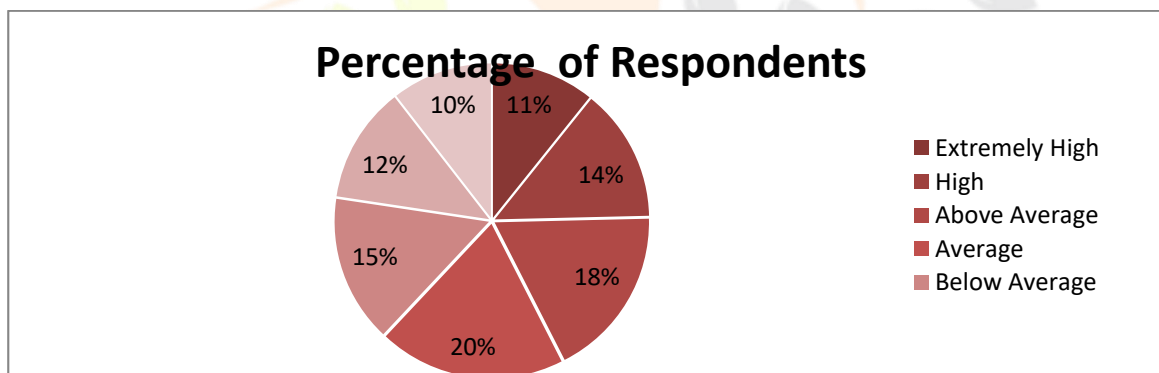
Normative survey method was adopted. The sample respondents for the present study comprises the pre service

teachers studying bachelor of education course in the identified sampling colleges and only the pre-service teachers from the arts, science stream were selected for the sampling process under the present study. From the selected sampling area comprising four districts, four teacher education colleges were selected and from each college 15 student teachers from the science stream and 15 students teachers from the arts stream were randomly selected for the study. Thus, from each district 4x30 student teachers were selected. On the whole the selected 4 districts 800 sample respondents was drawn. The sampling area selected for the present study comprises four districts of the state of Andhra Pradesh, namely Bapatla, Prakasam, Nellore and palnadu districts. To assess the Emotional Competence The tool developed by Dr. Saritha Dahiya and Ms. Sonia Gahlawat was used and the tool consists of statements related to Self-awareness, Adaptability, Motivation, Empathy, Social Skills. Of the 34 items 29 are positively worded and 5 are negatively worded.

Table -1 Describing the overall level of Emotional Competence of Pre-service Teachers

Levels of Emotional Competence	Extremely High	High	Above Average	Average	Below Average	Low	Very Low	Total
N	86	111	143	156	123	97	84	800
%age of Respondents	10.75	13.87	17.87	19.5	15.37	12.12	10.5	100%

Pie chart Showing the overall level of Emotional Competence of Pre-service Teachers



Interpretation: The above table and its associated graph and pie chart provides information on the distribution of emotional competence levels among a sample of 800 respondents. Emotional competence refers to the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others. Overall, the majority of respondents have an average or above-average level of emotional competence. Specifically, 156 respondents (19.5%) have an average level, and 143 respondents (17.87%) have an above-average level. 111 respondents (13.87%) have a high level, while 86 respondents (10.75%) have an extremely high level. On the other hand, there is also a significant portion of the sample with below-average or low levels of emotional competence. 123 respondents (15.37%) have a below-average level, 97 respondents (10.5%) have a low level, and 84 respondents (10.5%) have a very low level.

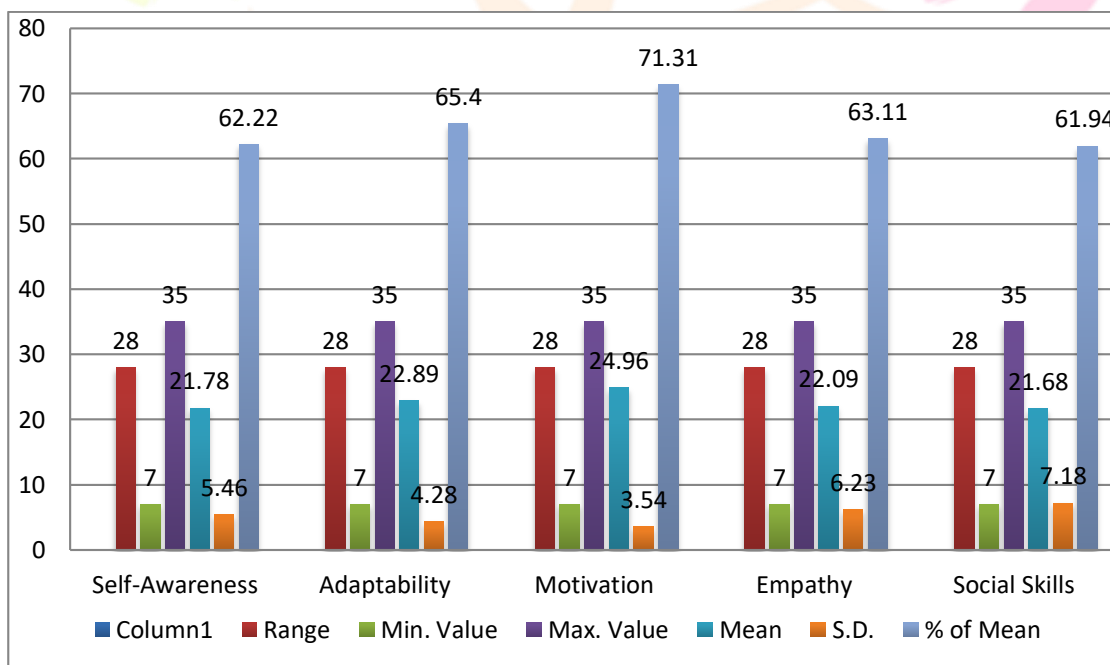
The level of Emotional Competence of Pre-service Teachers is average. The reason might be shown that internalizing emotions can lead to a deterioration of the physical and mental health. This can include an increase in stress levels,

which can cause dangerous conditions like hypertension, a rapid increase or loss in weight, or fatigue. The study of Joshi shalini (2021) the effectiveness of emotional intelligence training program on self esteem social competence and subjective well being in primary school children' support our finding.

Table-2: Emotional Competence Levels in Pre-service Teachers Dimensions wise

Dimensions of Emotional Competence	N	Range	Min. Value	Max. Value	Mean	S.D.	Percentage of Mean	Rank
Self-Awareness	800	28	7	35	21.78	5.46	62.22	IV
Adaptability	800	28	7	35	22.89	4.28	65.40	II
Motivation	800	28	7	35	24.96	3.54	71.31	I
Empathy	800	28	7	35	22.09	6.23	63.11	III
Social Skills	800	28	7	35	21.68	7.18	61.94	V

Graph-2 : Showing the Various Dimensions of Emotional Competence Levels in Pre-service Teachers



Interpretation: The table two and its associated graph two shows the results of a study on emotional competence, which assessed 480 teachers on five dimensions of emotional competence. Mean: The average score achieved by all teachers on that dimension. The mean score for each dimension was 21.78 for Self-Awareness, 22.89 for Adaptability, 24.96 for Motivation, 22.09 for Empathy, and 21.68 for Social Skills. S.D. The standard deviation of scores on that dimension, which indicates how much variability there, was in the scores achieved by different teachers. The standard deviation for each dimension was 5.46 for Self-Awareness, 4.28 for Adaptability, 3.54 for Motivation, 6.23 for Empathy, and 7.18 for Social Skills. % of Mean: The percentage of the mean score for each dimension. This percentage represents how much the standard deviation is from the mean, and can be used to compare the variability

in scores between different dimensions. The percentage of Mean for each dimension was 62.22% for Self-Awareness, 65.40% for Adaptability, 71.31% for Motivation, 63.11% for Empathy, and 61.94% for Social Skills.

Discussion: This study examined five dimensions of emotional competence - Self-Awareness, Adaptability, Motivation, Empathy, and Social Skills - and found them to be important for healthy relationships, effective emotion management, and personal and professional success. Numerous studies support this finding, including the Consortium for Research on Emotional Intelligence in Organizations (2002) which found emotional intelligence to be a significant predictor of job performance, and a study published in the Journal of Personality and Social Psychology (2001) which found emotional intelligence to be linked to better stress management. Self-Awareness has been linked to lower risk-taking behavior in a study published in the Journal of Personality (2003), while Adaptability has been associated with better mental health outcomes and lower burnout rates in a study published in the Journal of Occupational Health Psychology (2004). Motivation has been found to be crucial for goal achievement and job satisfaction in a study published in the Journal of Applied Psychology (2009). Empathy has been linked to more satisfying relationships and greater emotional support in a study published in the Journal of Personality and Social Psychology (2000).

Social Skills have been associated with successful careers and effective leadership in a study published in the Journal of Applied Psychology (2010). Developing emotional competence can thus enhance an individual's overall well-being and lead to greater success in personal and professional settings.

Educational Implications of the Study

The findings emphasize the necessity of integrating emotional intelligence and self-efficacy development modules into teacher training programs. Institutions should focus on nurturing emotional competence alongside pedagogical skills to prepare future educators for the emotional demands of the profession.

Educational institutions should establish support mechanisms such as counseling services or mentorship programs aimed at enhancing the emotional wellbeing of pre-service teachers. This can help them navigate the stress and challenges associated with their training period effectively.

The study suggests a need for curricular adaptations that prioritize emotional development within the education system. Incorporating emotional intelligence and self-efficacy training into the curriculum can equip teachers with the necessary skills to handle diverse classroom situations effectively.

Institutions should promote initiatives focusing on self-care, stress management, and mental health awareness among pre-service teachers. This can create a culture that values wellbeing, fostering a healthier and more resilient teaching workforce.

The study underscores the need for a holistic approach to teacher education, emphasizing emotional competence and self-efficacy alongside academic training. Incorporating these elements into educational practices can foster a resilient and emotionally intelligent teaching workforce, ultimately benefiting both educators and the students they teach.

Recommendations

1. The present study was conducted on a sample of pre service teachers and similar studies may also be conducted at in service teachers with different samples.

2.The present study was conducted on variables namely gender, locality, Subject specialization, educational qualification and parental occupation. Studies can be also be conducted on other variables for emotional competence and teacher efficacy.

3.The present study was restricted to the pre service teacher of four districts of Andhra Pradesh only. Similar studies can be taken in other districts of Andhra Pradesh state.

4.The studies could be conducted emotional intelligence, teacher efficacy in relation to well being of in-service teachers.

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