Pre-service EFL teachers and Emotional Intelligence

Mađarić, Ena

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Department of Teacher Education Studies

Ena Mađarić

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First and last name: **Ena Mađarić**

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Mentor: **Alenka Mikulec, PhD**

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Abstract

Emotional intelligence is important for personal success, it determines how well we understand and express ourselves, how well we understand others, and how we deal with challenges in life. The aim of this study was to examine and compare pre-service EFL teachers' results on the emotional intelligence test. Participants in this study were first, second, fourth and fifth year students of the integrated undergraduate and graduate teacher education studies at the University of Zagreb Faculty of Teacher Education. Data were collected with a TEIQue-SF test and a background questionnaire designed by the researcher. Results showed there is no statistically significant difference between the scores of the first and second year-students and fourth and fifth year-students on the emotional intelligence test. However, those who knew about the concept of EI achieved higher scores. Older students also reported having better teaching competences, which was anticipated since they have had more teaching practice courses at the university. This leads to the conclusion that teaching students about emotional intelligence will immensely help them in developing into the best teachers they can be. By expanding their knowledge about EI we expand their emotional abilities which include perceiving emotions of others and self, understanding and managing emotions, and using emotions to facilitate cognition and action.

Key words: Emotional Intelligence, pre-service EFL teachers, EFL knowledge, teaching competence

Sažetak

Emocionalna inteligencija važna je za osobni uspjeh, određuje koliko dobro shvaćamo sami sebe i izražavamo se, koliko dobro razumijemo druge i kako se nosimo sa životnim izazovima. Cilj ovoga istraživanja bio je ispitati i usporediti rezultate budućih učitelja engleskog jezika na testu emocionalne inteligencije. Sudionici ovog istraživanja bili su studenti prve, druge, četvrte i pete godine integriranog preddiplomskog i diplomskog sveučilišnog studija na Učiteljskom fakultetu Sveučilišta u Zagrebu. Podaci su prikupljeni pomoću TEIQue-SF testa i upitnika koji je konstruirala istraživačica. Rezultati su pokazali da ne postoji statistički značajna razlika između rezultata studenata prve i druge godine studija i rezultata studenata četvrte i pete godine studija na testu emocionalne inteligencije. Međutim, oni sudionici koji su potvrdili poznavanje koncepta emocionalne inteligencije na testu su postigli bolje rezultate. Također, stariji su studenti svoje sposobnosti poučavanja ocijenili višom ocjenom, što je bilo i očekivano iz razloga što su na fakultetu odslušali više metodičkih teorijskih i praktičnih kolegija. Dobiveni rezultati vode do zaključka da bi poučavanje studenata o emocionalnoj inteligenciji neizmjerno pomoglo kod njihovog razvitka u učitelje kakvima jednog dana mogu postati. Proširivanjem njihovog znanja o emocionalnoj inteligenciji istovremeno proširujemo njihove emocionalne sposobnosti, koje uključuju percipiranje vlastitih i tuđih emocija, shvaćanje i upravljanje emocijama, te korištenje emocija kako bi olakšali spoznaju i svoje radnje.

Ključne riječi: emocionalna inteligencija, budući učitelji engleskog jezika, znanje engleskog jezika, sposobnost podučavanja

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1. Introduction

"Intelligence can come to nothing when the emotions hold sway."

- *Daniel Goleman*

The debate about human intelligence dates back to Aristotle and Plato – at least two thousand years back. The word *intelligence* comes from Latin words *intellegentia* and *ingenium*, the first one meaning *knowledge* and the second *natural predisposition* or *ability*. Cognitive abilities of the mind, such as planning, problem solving, adaptation, abstract thinking, etc., are important if a person wants to succeed in life. However, without social capabilities, emotional adaptation, empathy, emotional sensitivity, and motivation, success becomes much harder. According to Darwin, all people, regardless of their race and culture, express emotions using their body and face. Emotions make up a big part of our lives, since we have to recognize and respond to them on a daily basis (Drigas & Papoutsi, 2018).

Emotional intelligence has also been recognized as an important factor in a person's life, especially in regard to improving abilities such as controlling and managing anger, communication in personal and work relationships, and resilience in stressful situations. Research studies (Berenji, 2010) have linked emotional intelligence with success in college and overall academic achievement. In addition to being important to students, EI has also been recognized as an important factor for teachers. Namely, teachers with high EI are believed to be more flexible, optimistic, hopeful, and rely on skills and positive habits. They also report higher job satisfaction (Nelson et al., 2019).

The main objective of this thesis was to examine if pre-service EFL teachers know what emotional intelligence is, whether they consider it important in their future job and how emotionally intelligent they are. We also aimed to compare the obtained results between the students enrolled in the two initial years of studies (first and second) with those of the students enrolled in the final two years (fourth and fifth).

2. Traditional view of intelligence and MI theory

Intelligence has been defined as "the ability to learn, understand, and make judgments or have opinions that are based on reason". (https://dictionary.cambridge.org/dictionary/english/intelligence)

The traditional concept of intelligence originates in early 20th century. In 1927, a psychologist Charles Spearman proposed the two-factor theory of intelligence, which stated that all cognitive elements have a single element – called the *g-factor*. He concluded that the *g-factor* runs through all mental abilities of one individual and, therefore, predicts his/her performance. "Spearman proposed that the *g-factor* is a sort of "mirror" or reflection of one's intelligence" (Hally, 2012, p. 1).

In 1983, Dr. Howard Gardner published his book *Frames of Mind*, and in it he presented *The Theory of Multiple Intelligences*. He believed that humans possess the following eight kinds of intelligence:

1. *Linguistic intelligence*
2. *Logical-mathematical intelligence*
3. *Spatial intelligence*
4. *Musical intelligence*
5. *Bodily-kinesthetic intelligence*
6. *Naturalist(ic) intelligence*
7. *Interpersonal intelligence*
8. *Intrapersonal intelligence*

Each of these intelligence types has been defined by Gardner (as cited in Davis, Christodoulou, Seider, & Gardner, 2011) as follows. (1) *Linguistic intelligence* is the ability to analyze information and create works involving written and oral language. (2) *Logical-mathematical intelligence* is the ability to develop equations and proofs, make calculations, and solve abstract problems. (3) *Spatial intelligence* is the ability to recognize and manipulate large-scale and fine-grained spatial images. (4) *Musical intelligence* is the ability to produce, remember, and make meaning of different patterns of sound. (5) *Bodily-kinesthetic intelligence* is the ability to use one's own body to create products or solve problems. (6) *Naturalist(ic) intelligence* is the ability

to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world. (7) *Interpersonal intelligence* is the ability to recognize and understand other people's moods, desires, motivations, and intentions. (8) *Intrapersonal intelligence* is the ability to recognize and understand one's own moods, desires, motivations, and intentions.

"MI theory asserts that individuals who demonstrate a particular aptitude in one intelligence will not necessarily demonstrate a comparable aptitude in another intelligence" (Davis, Christodoulou, Seider, & Gardner, 2011, p. 486). In other words, an individual can, for instance, have a high profile in spatial intelligence but moderate or low in interpersonal intelligence. However, despite these differences all individuals possess the full range of intelligence, except in cases where there is severe brain damage.

Unlike general intelligence - which many believe is an innate trait with which an individual is born and can do little to change it – MI theory perceives intelligence as a combination of heritable potentials and skills that can be developed in different ways. If we look at two individuals, one of them having high potential in the bodily-kinesthetic sphere that allows him/her to master ballet steps more easily, and then we look at another individual who requires more time to master the same steps. Both of these individuals will master the steps, but their paths will be different quantitatively (speed) and qualitatively (process) (Davis et al., 2011).

In conclusion, Gardner's Theory of Multiple Intelligences proposes that each person is an individual who utilizes knowledge in many different ways. "These differences challenge an educational system that assumes that everyone can learn the same materials in the same way" (Currie, 2003, p. 1). In order to reach our full potential, and especially for teachers to be able to help learners reach their full potential, multiple intelligences need to be developed. However, we must not forget the importance of emotional intelligence as well because, as Goleman (1996) proposes, with developing our IQ, we develop our emotional intelligence as well. "Still, of the two, emotional intelligence adds far more of the qualities that make us more fully human" (Goleman, 1996, p. 45), and that is the quality which is very important in many professions, but especially so in teaching.

3. Emotional intelligence

In this chapter the role of amygdala and its effect on human behavior will be presented as well as the development of the concept of emotional intelligence, and the definition of emotional intelligence. A distinction between emotional competence and intelligence, and mechanisms which influence children's emotional competence will also be presented. Lastly, three models of EI will be shown – ability model, trait model and mixed model.

3.1. Emotions and amygdala

Gardner (1996) states that all emotions are impulses to act; in fact, the very root of the word emotion is *motere*, which in Latin means *to move*. Each emotion plays a unique role and prepares the body for a different kind of response. When we are angry blood flows to our hands, and our heart rate increases; when we are afraid blood goes to the large skeletal muscles and legs, our body freezes and hormones put the body on alert. Happiness increases activity in the brain center and the body recovers more quickly from upsetting emotions, which is opposite from sadness where the main function of this emotion is to help us adjust to a loss. We feel a drop in energy and enthusiasm for life, and our metabolism slows down (Goleman, 1996).

When discussing emotions, the amygdala, an almond-shaped cluster of interconnected structures, which is a specialist for emotional matters, also needs to be mentioned. Humans have two amygdalae, located deep within the temporal lobes of the brain, one on each side of the brain. The amygdala is also responsible for determining what memories are stored and where they are stored, which depends on how big one's emotional response was. We can better understand how powerful amygdala is through something called *amygdala hijack*. This is an immediate, overwhelming emotional response that happens when the emotional information travels directly from the thalamus to the amygdala (the emotional mind), never reaching the neocortex (the rational mind). The other word for this is *overreacting* (Goleman, 1996). The amygdala is usually associated with fear and processing negative emotions, but its role is also to process positive emotions. It is also associated with cognitive functions, learning, memory, attention, and perception (Baxter & Murray, 2002).

3.2. Emotional Intelligence (EI) – development of the concept and definition

Salovey and Mayer proposed the term emotional intelligence in 1990. They described EI as "a form of social intelligence that involves the ability to monitor your emotions and those of others, to discriminate among them, and to use this to guide your own thinking and action" (Salovey & Mayer, 1990, p. 189). In one of their studies, Salovey and Mayer (1990) found that when a group of people saw an upsetting movie, those who were better able to identify and give a name to a mood they were experiencing, recovered more quickly. Another study (McCord, 1992), conducted in Sommerville, Massachusetts, with 450 boys who grew up there, showed that IQ had little relation to their ability to perform well at work or in their lives. It was a 40 year long longitudinal study, with two-thirds of the boys coming from welfare families, and one-third had IQs below 90. What made the biggest difference were their abilities to control emotions, get along with other people, and to handle frustration. These two studies show that emotional intelligence plays an important role in one's life. Being able to identify, control and deal with emotions has a significant role in performance at work and when recovering from upsetting situations. Cherniss, Extein, Goleman, and Weissberg (2006) give a review of studies providing evidence that supports a link between EI and a number of outcomes in the workplace in different settings. Bar-On (2007) also lists studies that have confirmed the importance of emotional intelligence for people's physical and psychological health, its impact on social interaction, self-actualization, subjective well-being, and performance at school and in the workplace. Fayombo (2012) researched the relationship between EI and academic achievement amongst undergraduate students in Barbados and found that they are significantly related. "Those participants who attend to, and are aware of their emotions, are likely to think about the causes of their emotions in order to deal with them intelligently, which may also facilitate productive academic activities" (Fayombo, 2012, p. 51).

Another definition of EI was proposed by Goleman (1996, p. 34): "Emotional intelligence is the ability to motivate ourselves and persist in the face of frustrations; to control impulse and delay gratification; to regulate our mood and keep distress from swamping our ability to think, and to empathize and hope." In other words, emotional intelligence encompasses a number of skills and dispositions which we all possess and

use to a certain extent, and the better we are at using these skills the more successful we will be.

THE EMOTIONAL COMPETENCE FRAMEWORK		
Personal Skills (how we manage ourselves)	**Self-awareness**	**Knowing one's internal states, preferences, resources and intuitions**
	Emotional awareness	*Recognizing one's emotions and their effects*
	Accurate self-assessment	*Knowing one's strengths and limits*
	Self-confidence	*A strong sense of one's self-worth and capabilities*
	Self-regulation	**Managing one's internal impulses and resources**
	Self-Control	*Keeping disruptive emotions and impulses in check*
	Trustworthiness	*Maintaining standards of honesty and integrity*
	Conscientiousness	*Taking the responsibility for personal performance*
	Adaptability	*Flexibility in handling change*
	Innovation	*Being comfortable with novel ideas, approaches, and new information*
	Motivation	**Emotional tendencies that guide or facilitate reaching goals**
	Achievement drive	*Striving to improve or meet a standard of excellence*
	Commitment	*Aligning with goals of the group or organization*
	Initiative	*Readiness to act on opportunities*
	Optimism	*Persistence in pursuing goals despite obstacles and setbacks*
Social skills (how we manage relationships)	**Empathy**	**Awareness of other's feelings, needs, and concerns**
	Understanding others	*Sensing others' feelings and perspectives, and taking active interest in their concerns*
	Developing others	*Sensing others' development needs and bolstering their abilities*
	Service orientation	*Anticipating, recognizing, and meeting customers' needs*
	Leveraging diversity	*Cultivating opportunities through different kinds of people*
	Political awareness	*Reading a group's emotional currents and power relationships*
	Social Skills	**Adeptness and inducing desirable responses in others**
	Influence	*Wielding effective tactics for persuasion*
	Communication	*Listening openly and sending convincing messages*
	Conflict management	*Negotiating and resolving disagreements*
	Leadership	*Inspiring and guiding individuals and groups*
	Change catalyst	*Initiating or managing change*
	Building bonds	*Nurturing instrumental relationships*
	Collaboration & cooperation	*Working with others toward shared goals*
	Team capabilities	*Creating group synergy in pursuing collective goals*

Figure 1. The emotional competence framework (Adapted according to Goleman, 1998,

Retrieved from http://www.stephanehaefliger.com/campus/biblio/017/17_39.pdf)

In Goleman's approach to emotional intelligence, the five dimensions (self-awareness, self-regulation, motivation, empathy and social skills) and twenty-five emotional competences are divided into two categories – personal and social skills or competences (Figure 1). Personal skills or competences determine how we manage ourselves, whereas social skills or competences determine how we handle relationships with others. They are linked to and based on EI (Cherniss, 2000).

Unlike IQ (intelligence quotient), EQ can be improved, and Goleman (1996) claims it may be more important for personal success than IQ.

According to Bar-On, emotional intelligence is made up of emotional and social competences, skills and facilitators, which determine how well we understand and express ourselves, understand others and relate to them, and cope with challenges and pressures of our everyday lives (Furnham, 2012).

Asthana and Lodhwal (2017) explained that our mind operates in three spheres, which are:

1. Cognition – human memory, reasoning, judgment, abstract thought,
2. Affect – emotions, moods, evaluations,
3. Motivation – sphere of personality.

The first two spheres (cognition and affect) make up our emotional intelligence. Furthermore, our cognitive abilities are determined by neocortex, which is the outer layer of the brain (Asthana & Lodhwal, 2017). Goleman (1996) pointed out the same, that each of us has two minds – the rational mind and the emotional mind. The first is the one that thinks, and the second is the one that feels. The rational mind is more prominent in awareness, more thoughtful, is able to ponder and reflect, while, on the other hand, the emotional mind is impulsive, sometimes illogical, and very powerful. These two minds work in harmony – the more intense a particular feeling is, the more dominant the emotional mind becomes.

3.3. Models of emotional intelligence

According to the Encyclopedia of Applied Psychology (Spielberger, 2004), there are three major models of emotional intelligence:

1. Ability model
2. Trait model
3. Mixed model

3.3.1. Ability model

The ability model, constructed by John Mayor and Peter Salovey, has four branches:

1. *Perception, appraisal, and expression of emotions*
2. *Emotion´s facilitation of thinking*
3. *Understanding and analyzing emotions*
4. *Reflective regulation of emotions to promote emotional and intellectual growth.*

Salovey and Mayer defined EI as "the ability to perceive, evaluate, and express emotions, to understand and regulate them, in order to promote emotional and intellectual growth" (as cited in Asthana & Lodhwal, 2012, p. 1244). The four branches are explained further in the text.

(1) Perception, appraisal, and expression of emotions are the abilities to identify emotions in others and ourselves, and express them accurately (Asthana & Lodhwal, 2012). "Emotional perception involves paying attention to, and accurately decoding emotional signals in facial expressions, tone of voice, and artistic expressions" (Sample, 2004, p. 6).

(2) Emotion´s facilitation of thinking is the ability to utilize emotions in order to enhance the cognitive system, which can help with better decision-making.

(3) Understanding and analyzing emotions is the ability to recognize the differences in the intensity of emotions that are felt.

(4) Reflective regulation of emotions to promote emotional and intellectual growth involves conscious regulation of emotions in order to strengthen emotional and intellectual growth (Asthana & Lodhwal, 2012).

3.3.2. Trait model

Petrides, Pita, and Kokkinaki (2007, as cited in Petrides, 2011) defined trait EI as a constellation of self-perceptions located at the lower levels of personality hierarchies. Unlike ability EI, trait EI deals with people's perception of their emotional abilities (Asthana & Lodhwal, 2012).

According to Petrides (2011), in trait EI theory certain emotion profiles will be superior in some contexts, but not in others. For example, if a person is reserved and non-supportive, it does not mean that he/she lacks emotions, it means that this personality trait happens to be more dominant.

The domains of trait EI obtained by Petrides (2011) from a content analysis of early models of EI, and from related constructs, were affective communication, empathy, and emotional expression. Aspects of trait EI in adults are: adaptability, assertiveness, emotion expression, emotion management, emotion perception, emotion regulation, impulsiveness, relationships, self-esteem, self-motivation, social awareness, stress management, trait empathy, trait happiness, and trait optimism (Petrides, 2011).

Aspects of trait EI in children, which partially coincide with those proposed for adults, according to Petrides (2011) are:

1. *Adaptability*
2. *Affective disposition*
3. *Emotion expression*
4. *Emotion perception*
5. *Emotion regulation*
6. *Low impulsivity*
7. *Peer relations*
8. *Self-esteem*

9. *Self-motivation*

Adaptability (1) implies children's self-perceptions of how well they adapt to new people and situations. *Affective disposition (2)* is children's self-perception of the intensity and frequency of the emotions they experience. *Emotion expression (3)* refers to how effectively they express their emotions. *Emotion perception (4)* is concerned with how accurately children identify their own and others' emotions. *Emotion regulation (5)* deals with children's self-perception of how well they can control their emotions. *Low impulsivity (6)* is how effectively children can control themselves. *Peer relations (7)* deals with children's self-perceptions of the quality of their relationships in the classroom. *Self-esteem (8)* concerns their self-worth, and *self-motivation (9)* is how driven and motivated they are.

Trait EI intelligence has, among other, been identified as an important factor in children's peer relations at school. A study conducted by Petrides, Sangareau, Furnham, and Frederickson (2006) on a sample of 166 pupils (M_{age}=10.8) found that the children with high trait EI scores were more frequently nominated by their peers as being 'co-operative' and 'leaders', and were less frequently associated with 'disruption', 'aggression' and 'dependence'.

3.3.3. Mixed model

In 1995, Daniel Goleman adapted Mayer and Salovey´s ability model, and, as already mentioned, described emotional intelligence through five domains:

1. *Self-awareness*
2. *Managing emotions*
3. *Motivating yourself*
4. *Recognizing emotions in others*
5. *Managing relationships*

Self-awareness (1) means that one recognizes one's own emotions and how they affect one's thoughts and behavior. A person is certain about his/her feelings and their judgment is better when making certain decisions, for example, what goals to set, what relationships to invest their time in, or what job to take.

Managing emotions (2) means that one knows how to handle feelings so they are appropriate for a certain situation. We can control anxiety, depression or anger, and also recover more quickly from failures or setbacks.

Motivating yourself (3) refers to channeling our emotions towards our goals. We are then better able to pay attention, motivate ourselves internally and practice discipline.

Recognizing emotions in others (4) is our ability to empathize with others, which means that we feel what others feel and need, and we understand what others have to say. This is fundamental 'people skill' in all caring professions, such as nursing, or in education.

Managing relationships (5) is the ability to guide people and help them. It is the task of leadership and popularity (Goleman, 1996).

According to Mayer, Salovey, Caruso, and Cherkasskiy (2011), Goleman moved from emotional intelligence to something broader, because his model includes both social and emotional competences. Goleman believes that a word *character* represents a body of skills that are emotional intelligence.

3.4. EI Tests

Emotional intelligence can be measured through trait EI, or emotional self-efficacy, and ability EI, or cognitive-emotional ability. According to Petrides (2011), trait EI focuses on emotion-related behavioral nature and self-perceived abilities, and it is measured through self-report questionnaires whereas ability EI focuses on emotion-related cognitive abilities, and it is measured via maximum-performance tests. Thus, trait EI is not expected to correlate with measures of general cognitive ability, whereas ability EI should be related to these measures (Pérez et al., 2005).

A well-known test for measuring ability emotional intelligence is Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). It is a performance test that provides an approximate ability of a person, as well as motivation and language fluency (Sample, 2004). However, in their article, Fiori and Antonakis (2011) concluded that MSCEIT suffers from several limitations, because personality dimensions and general intelligence largely predict it. Another limitation is that results

are approximate; so one person can get two different scores (Sample, 2004). Ability EI tests cannot be objectively scored because there are no clear-cut criteria for what a correct response is (Pérez et al., 2005). The operationalization is also problematic because of subjectivity of emotional intelligence, which undermines the development of maximum-performance tests (Petrides, 2011).

As far as trait EI is concerned, there are only a few measures that have been developed within a clear theoretical framework, and have solid empirical foundations. One of these tests is a TEIQue (Trait Emotional Intelligence Questionnaire). Petrides (2011) gave three reasons why TEIQue should be preferred over other EI-related questionnaires: (1) it is directly connected to the theory of trait emotional intelligence, (2) it deals with all aspects of trait EI, and (3) it has greater predictive validity. There is also a TEIQue-short form, which has 30 items that are based on the full form and includes two items from each of the 15 aspects of the TEIQue (Petrides, 2011).

4. EI in teaching

In this chapter the influence of emotional intelligence on children and the part EI plays in teaching will be mentioned. Some examples of how the ability to work with emotions significantly improves teachers' experience in the classroom and which negative emotions they deal with will also be shown.

4.1. Children and EI

According to Denham, Bassettt, and Zinsser (2012), emotional competence is the ability to regulate emotional expressiveness and experience when necessary, and it is also knowledge of emotions. It includes abilities such as knowing how to handle emotions in productive ways, being aware of and monitoring one's feelings, knowing how to express emotions appropriately, and having emotion knowledge. This is why, when it comes to the development of this ability in young children, their parents and teachers play an important part. They are considered important socializers of emotions, as they model emotional expressiveness to children, and teach them about emotions

and appropriate reactions to emotions. Research (Denham et al., 2003) shows that children who can apply emotion knowledge in emotional situations are more responsive to their peers, are more likeable and socially skilled, and less aggressive. Furthermore, emotional competences are important to both academic and personal success in school (Denham et al., 2012).

According to Denham et al. (2012), there are three mechanisms that influence children´s emotional competences, and they are:

1. Modeling emotional expressiveness
2. Reacting to emotions
3. Teaching about emotions

Each of these mechanisms describes socialization of emotion, which happens in everyday life through contacts with parents, teachers, caregivers, and peers. Children observe emotions, react to them and learn. Early childhood education research indicates that teachers are important socializers of emotions, since they spend a significant amount of time with them, and they are sources of emotional security to children. In their article, Denham et al. (2012) emphasized the importance of teachers' emotional ability, which includes perceiving emotions of others and self, understanding and managing emotions, and using emotions to facilitate cognition and action.

In a series of studies Trentacosta and Izard (2007) examined children's emotional knowledge and what relation it has to academic performance. They tested children in kindergarten and then followed up in the first grade. Children scored high in the Assessment of Children's Emotion Skills (ACES), as they exhibited better attention to the teacher and test materials, higher verbal activity, and overall better academic performance.

In their article, Mayer, Salovey, and Caruso (2011) concluded that children, adolescents, and adults who had high emotional intelligence exhibited better social relations than others. Furthermore, those with high EI were perceived as more pleasant, emphatic, and socially capable.

Danciu (2010) conducted a study about the methods of developing children's emotional intelligence. She used activities grouped into categories of: acceptance,

emotions, beliefs and behaviors, problem solving and decision-making, and interpersonal relations. Children, aged 10 to 14, were encouraged to look at each other, and to share and learn from others what emotional adaptation means. She also used "EI Self-evaluation scale", which includes emotional self-knowledge, assertive character, empathy, independence, interpersonal relations, reality testing, problem solving, stress tolerance, impulses control, optimism, happiness, self-respect, self-achievement, social responsibility, of which Danciu (2010) only selected five – empathy, social responsibility, interpersonal relations, assertive character, and flexibility. Participants were tested every six months, three times overall. After the testing, she concluded that children developed their capacities in identifying and recognizing emotions, and in knowing the importance of emotional states according to the situations in which they occur. Children were better able to control emotions of anger and rage, and had better tolerance of their own frustration. Furthermore, they developed better understanding of people around them, and recognized emotions in people more easily. Activities taught them how to communicate without any guilt or dominant attitudes (Danciu, 2010).

4.2. Teachers and EI

Recent research studies (e.g. Berenji, 2010) that have linked emotional intelligence with academic achievement and college success, also identified the need to implement instructions about emotional intelligence into curriculum, in order to improve academic and career success. Research conducted in 2005 showed that providing emotional intelligence training could strengthen pre-service teacher education and teachers' experiences with mentoring (Nelson et al., 2019).

Evidence shows that the ability to work with emotions is an important skill a teacher has to have. It also shows that teachers who have higher scores on tests of emotion regulation ability report higher job satisfaction (Nelson et al., 2019).

An emotionally intelligent teacher knows how to apply skills in order to improve the ability to control and manage anger; to improve performance in stressful situations; to improve physical and mental health by controlling emotional reactivity; to gain self-esteem and confidence by learning specific skills; to be able to

communicate in both personal and work relationships; to be able to understand and accept diversity; to be able to positively impact others, and many more. “Emotionally intelligent teachers are more resilient and proactive in responding to stressors and less likely to react to stress” (Nelson et al., 2019, p. 5). Teachers with high EI also show intentional reflective behavior, are more flexible, optimistic and hopeful, rely on skills and positive habits, and have assertive communication, which is neither aggressive nor passive.

Research shows that teaching students and pre-service teachers about emotional intelligence helps them to stay healthy, increase goal achievement, reduce negative stress, act responsibly, and effectively deal with change (Nelson et al., 2019).

Teachers' emotions in the classroom are important as well. Sutton (2005), a professor at Cleveland State University, states that pre-service teachers have to understand that their emotions and those of their students will influence their goals, motivation, problem solving and teaching strategies. Learning how to regulate emotions while teaching will further strengthen teachers' effectiveness. All of the emotions that we experience are related to our thinking and behavior, and thus, influence others. “Observers often respond automatically to momentary involuntary facial changes associated with emotions, and students are aware of and influenced by teachers' positive and negative emotions” (Sutton, 2005, p. 230). Moreover, research (Sutton, 2005) shows that teachers are more likely to come up with new ideas when they experience positive emotions in the classroom. Of course, teachers cannot make themselves feel a particular emotion, but they can find meaning in situations that triggered positive emotions, which, for teachers, may be observing students’ learning and making progress (Sutton, 2005).

Besides positive emotions, teachers also experience strong negative emotions, mostly anger and frustration, which come from students’ violation of rules, their poor academic work, and factors outside of the classroom – uncooperative parents and colleagues. According to teachers, there are a variety of strategies that help them manage their negative emotions in the classroom such as preparing more carefully or telling jokes when discipline problems arise. Choosing to regulate emotions in the classroom takes time, and it does not mean that teachers want to remove emotion expressions in the classroom, but rather to find balance (Sutton, 2005).

In conclusion, both students' and teachers' emotions are equally important in the classroom. Providing pre-service teachers with sources and understanding of positive and negative emotions should help them learn the appropriate balance of emotion expression in the classroom, which they can then transfer to their students (Sutton, 2005).

4.3. Emotions in L2 classroom

Shao et al. (2019) conducted a study about emotions in L2 classroom. Their aims were to introduce the concept of achievement emotions into the L2 context, and also to come closer to research on emotion and learning done in psychology, which is more advanced.

There are a rich variety of emotions in the language classroom, such as anxiety, shame, boredom, pride, and enjoyment of learning. Emotions have a huge impact on students' second language learning and performance, as they impact their use of cognitive resources, have an effect on interest in the learning material, trigger different modes of processing information, and impact students' engagement in the class. The reason why L2 researchers are lacking behind in this particular field is because of the fact that they avoided giving a direct definition of emotion. According to Bown and White (2010), affect or emotion is the emotional interpretation of L2 experience and contexts, which can influence the dynamic process of language learning. Similarly, Shao et al. (2019) defined emotions related to L2 classroom as affective experiences, which are directly tied to language learning activities. They state that this is a dynamic process determined by appraisals of socio-culturally shaped L2 learning tasks.

Positive emotions are extremely important in L2 classroom, as they boost students' motivation, creativity, interest, performance, and social cohesion. They broaden learners' perspectives and help them in becoming mentally stronger. This shows us that L2 teachers should encourage students' enjoyment and other beneficial experiences such as pride, contentment and hope (Shao et al., 2019).

Pekrun and colleagues (2002) identified nine most frequent emotions in academic settings, which are: enjoyment, hope, pride, relief, anger, anxiety, shame, hopelessness, and boredom. Hope and anxiety are connected to possible future success

and failure; pride and shame come from prior success and failure; enjoyment, anger and boredom are emotions that are linked to current achievement activities. “Emotions are of fundamental importance to students’ language learning, performance and wellbeing” (Shao et al., 2019, p. 30).

Ismail (2015) conducted a study with 315 Saudi university students in which he investigated emotions of anger, anxiety, enjoyment, hope, hopelessness, pride, boredom and shame. He wanted to see how these emotions contribute to students’ achievement in L2 classroom. According to Ismail (2015), many EFL Saudi university students experience mostly negative emotions in English classes, such as anxiety, frustration, nervousness and boredom. He concluded that positive and negative emotions in the classroom play an important part in predicting students’ achievement.

In conclusion, we can see that emotions play a significant part in learning a foreign language. The students who have negative emotions towards learning English will most likely have lower results and avoid using the language altogether (Ismail, 2015). Emotional intelligence has a crucial role in L2 classrooms because, in order for students to change their emotions, they first have to understand them, which is the main reason behind this research.

5. Research Methodology

The information on research aim, hypotheses, participants and instruments will be presented in this chapter.

5.1. Aim

Mayer et al. (2011) showed that individuals with high EI function better socially and are seen as more emphatic and pleasant. This particularly applies to teachers, for whom emotional intelligence has special importance because teachers with high EI will be able to manage emotions in their classrooms better, regardless of whether they are positive or negative.

The aim of this study was to examine self-assessed emotional intelligence of pre-service EFL primary school teachers and compare the results according to their year of studies.

5.2. Research Hypotheses

The following research hypotheses were defined:

H1: Results of the TEIQue-SF test will be higher for the fourth and fifth year-students than the results for the first and second-year students.

H2: Students who are familiar with the concept of EI will achieve higher scores on the TEIQue-SF test.

H3: Students who consider EI important will achieve higher scores on the TEIQue-SF test.

5.3. Sample

Research was conducted during the academic year 2019/2020 on a sample which included 142 pre-service EFL teachers attending first, second, fourth and fifth year of studies at the Faculty of Teacher Education, University of Zagreb. The average age of the participants was 20.7 years (SD=1.92), while the age range was between 18 and 27. Majority of the participants were female (N=136).

5.4. Instruments and Procedure

The participants were given a two-part anonymous questionnaire. The first part was a semi-structured questionnaire used to elicit general information about the participants, such as age, gender, level of English language knowledge, level of English language teaching competences, year of studies, years of learning English language, knowledge of emotional intelligence, and participant's opinion on the importance of EI for future teachers.

The second part was TEIQue-SF test (Petrides, 2009) which consisted of thirty statements related to EI, and student teachers had to express their (dis)agreement on a 7-point Likert type scale: Completely Disagree (1), Disagree (2), Somewhat Disagree (3), Neither Agree nor Disagree (4), Somewhat Agree (5), Agree (6), or Completely Agree (7).

6. Results and Discussion

The data about the participants' EFL proficiency level and teaching competences was obtained on the basis of their self-assessment. The participants' self-assessed EFL knowledge ranged from 2-5 (sufficient - excellent), and the mean result for the entire sample was 4.2 (SD=0.66). Their teaching competences self-assessment also ranged from 2-5, but the mean result for the whole sample was 3.6 (SD=0.84).

Mean results and mode values for the participants' self-assessed teaching competence analyzed according to the year of studies are presented in Table 1.

Table 1

Self-assessed teaching competences according to the year of study

Year of studies	**Mean**	**Mode**
1st year	3.5 (SD=0.82)	3
2nd year	3.5 (SD=0.83)	3
4th year	3.5 (SD=0.78)	4
5th year	4.1 (SD=0.83)	4

In accordance with our expectations, most first and second year-students assessed their teaching competences with grade 3 (good), while most fourth and fifth year-students assessed their teaching competences with grade 4 (very good). This is understandable, since younger students have not had any teaching methodology practice courses that could contribute to their teaching competences. The first courses are introduced in their third year, but most teaching practice courses in which they actually have opportunity to teach classes are taught in their fourth and fifth year of studies.

Participants were also asked to answer two questions about emotional intelligence, specifically "*Have you ever heard of EI?"* and "*Do you think EI is important for future teachers like yourself*?". The majority of participants (N=132) gave a positive answer to the first question, and even greater number (N=139) answered the second question positively. Since most studies mentioned in the theoretical part of this thesis emphasized benefits of EI, especially in educational setting, these results are encouraging because if pre-service teachers are familiar with the concept and believe EI to be important, it may be assumed that they will apply their knowledge about EI in their teaching.

The results of the TEIQue-SF for all four years of study (total sample) can be seen in the table below. For nine out of thirty items on the questionnaire the mode was 6, i.e. most students *agreed* with those statements, and most students *completely agreed* with only one item - *27. I generally believe that things will work out fine in my life* (M=5.9, SD=1.30). Most students *completely disagreed* with the following items:

5. I generally don't find life enjoyable (M=2.0, SD=1.30), *13. Those close to me often complain that I don't treat them right* (M=1.9, SD=1.16), *28. I find it difficult to bond well even with those close to me* (M=2.4, SD=1.50).

Table 2

Results of the TEIQue-SF for the total sample

	Mean	**Mode**
1. Expressing my emotions with words is not a problem for me.	5.0 (SD=1.43)	5
2. I often find it difficult to see things from another person's viewpoint.	2.4 (SD=1.40)	2
3. On the whole, I'm a highly motivated person.	5.0 (SD=1.35)	6
4. I usually find it difficult to regulate my emotions.	3.5 (SD=1.50)	3
5. I generally don't find life enjoyable.	2.0 (SD=1.30)	1
6. I can deal effectively with people.	5.2 (SD=1.20)	6
7. I tend to change my mind frequently.	3.8 (SD=1.59)	5
8. Many times, I can't figure out what emotion I'm feeling.	3.1 (SD=1.67)	3
9. I feel that I have a number of good qualities.	5.7 (SD=1.04)	6
10. I often find it difficult to stand up for my rights.	3.7 (SD=1.69)	5
11. I'm usually able to influence the way other people feel.	4.7 (SD=1.24)	5
12. On the whole, I have a gloomy perspective on most things.	3.3 (SD=1.64)	2
13. Those close to me often complain that I don't treat them right.	1.9 (SD=1.16)	1
14. I often find it difficult to adjust my life according to the circumstances.	2.8 (SD=1.44)	2
15. On the whole, I'm able to deal with stress.	4.9 (SD=1.35)	5
16. I often find it difficult to show my affection to those close to me.	2.9 (SD=1.74)	2
17. I'm normally able to "get into someone's shoes" and experience their emotions.	5.6 (SD=1.05)	6
18. I normally find it difficult to keep myself motivated.	3.5 (SD=1.53)	2
19. I'm usually able to find ways to control my emotions when I want to.	5.1 (SD=1.44)	6
20. On the whole, I'm pleased with my life.	5.8 (SD=1.19)	6
21. I would describe myself as a good negotiator.	4.7 (SD=1.46)	5
22. I tend to get involved in things I later wish I could get out of.	3.8 (SD=1.64)	4
23. I often pause and think about my feelings.	4.7 (SD=1.40)	5
24. I believe I'm full of personal strengths.	5.2 (SD=1.22)	6
25. I tend to "back down" even if I know I'm right.	3.8 (SD=1.79)	5
26. I don't seem to have any power at all over other people's feelings.	3.0 (SD=1.19)	3
27. I generally believe that things will work out fine in my life.	5.9 (SD=1.30)	7
28. I find it difficult to bond well even with those close to me.	2.4 (SD=1.50)	1
29. Generally, I'm able to adapt to new environments.	5.4 (SD=1.27)	6
30. Others admire me for being relaxed.	4.1 (SD=1.65)	4

Mean results and mode values on the TEIQue-SF test (Figures 2 and 3) were also calculated for the two groups of students – two initial and two final years – and they were M= 4.08 for the first and second-year students and M=4.10 for the fourth and fifth year.

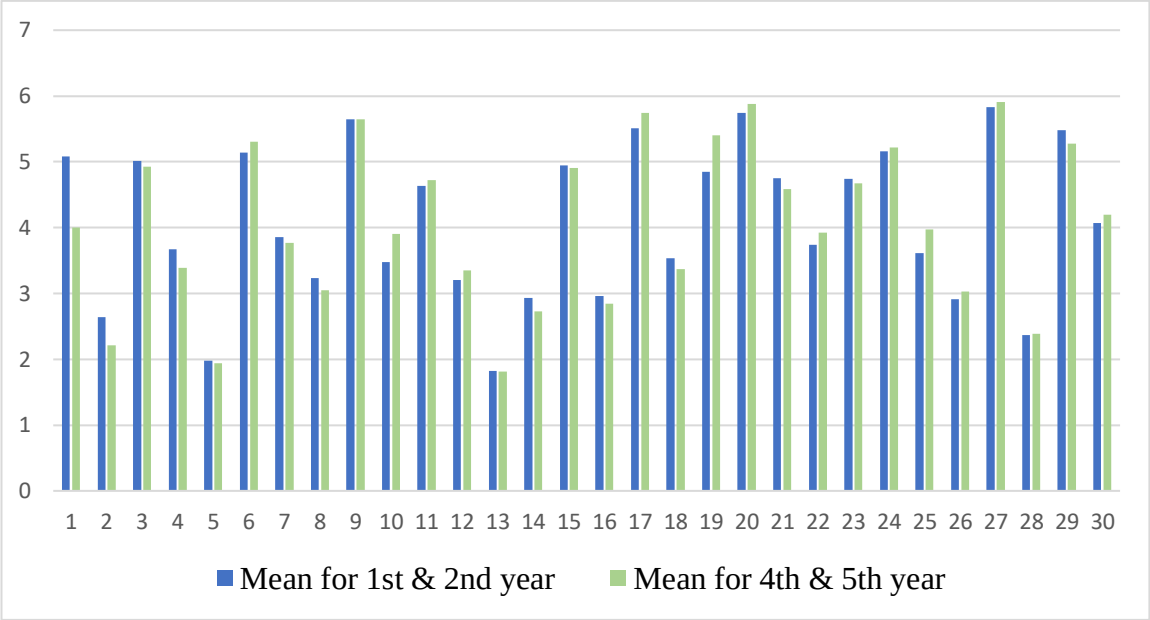

Figure 2. Mean results for the first and second-year students and for the fourth and fifth-year students

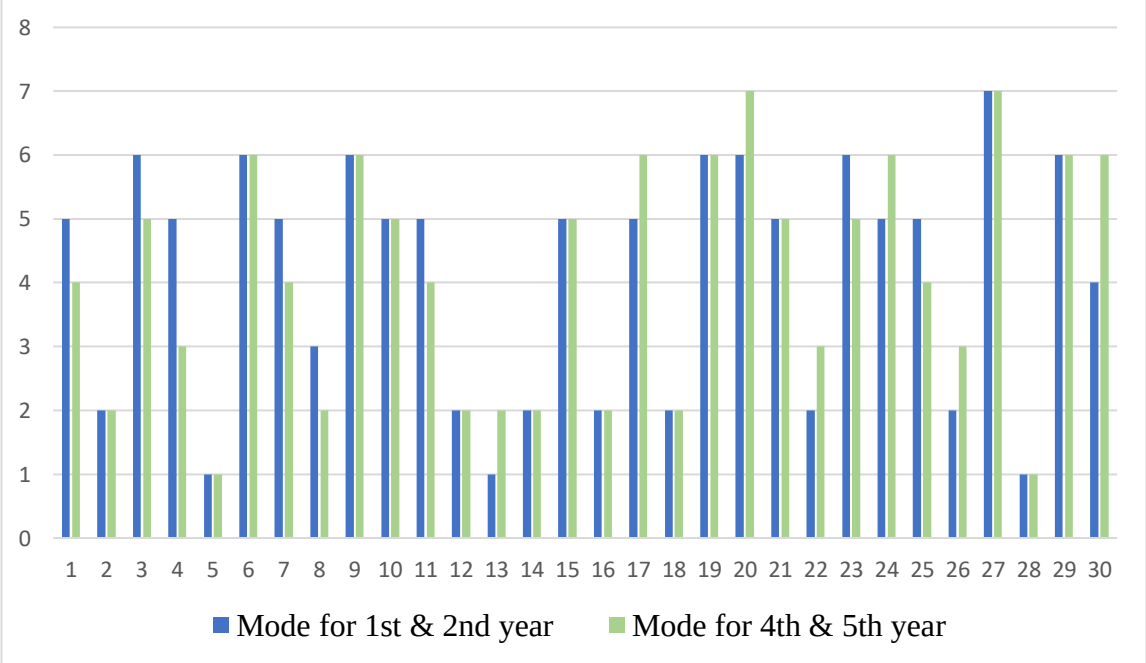

Figure 3. Mode values for the first and second-year students and for the fourth and fifth-year students

Independent samples t-test was used to compare the TEIQue-SF test results of these two groups of students, but no statistically significant differences were recorded t(140)=.240, p=.811. Although the results have not confirmed that the difference was statistically significant, the first hypothesis, which proposed that the results of the TEIQue-SF test would be higher for the fourth and fifth-year students (M=4.10) than those obtained for the first and second year (M=4.08), was confirmed.

We were interested if there would be a significant association between the students' average result on the TEIQue-SF test and whether or not they were familiar with the concept of emotional intelligence. The results confirmed this association (X^2 (1, 142)> = 9.081, p = .003). In other words, those students who were familiar with the concept of EI achieved higher results on the TEIQue-SF test, i.e. they assessed themselves as more emotionally intelligent. The results confirmed the second hypothesis (*Students who are familiar with the concept of EI will achieve higher scores on the TEIQue-SF test*). However, the result has to be taken with caution as only 7% (N=10) of the students reported having no knowledge about EI.

No significant association between the students' average result on the TEIQue-SF test and whether or not they consider emotional intelligence important was recorded (X^2 (1, 142)> = 2.587, p = .108). Based on this result the third hypothesis, which proposed that students who consider EI important would achieve higher scores on the TEIQue-SF test, could not be confirmed. The result was not surprising, as only 2.1% (N=3) of the students did not think EI important for their future profession.

The final analyses of the obtained results were a series of Spearman rank-order correlations. We aimed to establish a possible relation between the participants' emotional intelligence (EI) test results (the TEIQue-SF test) and their self-assessed EFL proficiency and teaching competence. The results of the TEIQue-SF test for the total sample did not correlate with either of the two tested variables. However, when the TEIQue-SF test results were calculated for the two subsamples (first and second-year students vs fourth and fifth-year students), a significant but weak positive correlation was established in the younger group between EI test results and self-assessed teaching competence (r_s (77) =.25, p< .03). This means that first and second-year students who assessed their teaching competences to be higher also assessed their emotional intelligence to be higher.

7. Conclusion

According to the results of this study it may be concluded that most participants have fairly high EI. Furthermore, although self-assessed emotional intelligence of the students enrolled in the final two years (fourth and fifth) was somewhat higher than that of the first and second-year students, it was not significantly higher. However, since only the shorter version of the TEIQue test was used in the self-assessment of EI, before any generalizations could be proposed, a more comprehensive analysis of emotional intelligence would have to be conducted.

The results also showed that older students graded their teaching competences higher than the younger ones. This was expected as they have more experience and confidence in teaching English because in the course of their studies they have had more teaching methodology practice courses.

The results also showed that a great majority of the students reported being familiar with the concept of emotional intelligence and almost all indicated that EI is important for their future profession. In addition, those students who were familiar with the concept of EI achieved higher results on the TEIQue-SF test.

To conclude, emotional intelligence is very important for future teachers since they are the socializers of emotions and play a significant part in the development of emotional competence in children. Teachers are seen as models and have a responsibility to teach children how to express emotions appropriately and how to be aware of emotions and handle them productively. In order for them to do that successfully, teachers have to be able to work with their own emotions and have a grasp on their own feelings.

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Table 2 Results of the TEIQue-SF for the total sample

10. Appendix

Background questionnaire

1. Please write your age:

   _____

2. Please choose the letter depending on your gender:

   F (female)

   M (male)

3. What grade would you use to assess your English language knowledge (1 – the lowest grade, 5 – the highest grade)?
   a) 1 (F)
   b) 2 (D)
   c) 3 (C)
   d) 4 (B)
   e) 5 (A)

4. Which year of the Integrated Undergraduate and Graduate studies are you currently enrolled into?
   a) 1st year
   b) 2nd year
   c) 4th year
   d) 5th year

5. What grade would you use to assess your English language teaching competences (1 – the lowest grade, 5 – the highest grade)?
   f) 1 (F)
   g) 2 (D)
   h) 3 (C)
   i) 4 (B)
   j) 5 (A)

6. How long have you been learning English language?

   _____

7. Have you ever heard of Emotional Intelligence?

   a) Yes.
   b) No.

8. What do you think Emotional Intelligence is?

   _____

9. Do you think that Emotional Intelligence is important for future teachers like yourself? Why?

   _____

TEIQue-SF

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 7).

1……2……3……4……5……6……7

Completely Disagree **Disagree** **Somewhat Disagree** **Neither Agree Nor Disagree** **Somewhat Agree** **Agree** **Completely Agree**

1. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person's viewpoint.	1	2	3	4	5	6	7
3. On the whole, I'm a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don't find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can't figure out what emotion I'm feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I'm usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don't treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I'm able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I'm normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7
24. I believe I'm full of personal strengths.	1	2	3	4	5	6	7
25. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7

26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7

(Petrides, 2009)

Izjava o samostalnoj izradi rada

Ja, Ena Mađarić, izjavljujem kako je diplomski rad *Pre-service EFL Teachers and Emotional Intelligence* samostalno napisan i kako se nisam koristila drugim izvorima osim onih navedenih u radu.

Ena Mađarić

_____