

Fourth Year Pre-service Teachers Expectations About Emotional Intelligence

FOCUS

This study focuses on pre-service teachers' expectations about Emotional Intelligence in their degree of study. The main goal of the research is to highlight pre-service teachers' voices about EI, what they think about it, what they have learnt in their pre-service teacher education course at university, and whether or not they think the knowledge of EI is useful for their future work as a teacher.

This study seeks to explore the question:

- What are the expectations of fourth year degree pre-service teachers about EI in an Australian university?
- What did they learn about EI in their degree?

AIM



CONTENT

EI theory has become extremely popular since 1990. Salovey and Mayer (1990), Goleman (1998) and Bar-On (2006) among others. Many studies have been carried out in areas such as nursing, construction, business and in education is not an exception. Teachers have to cope with heavy workload, stress and high levels of challenge. However, what strategies are taught to overcome the mentioned issues in the preparation to become a teacher?

This theory has been defined by various theorists, however for the purpose of this study EI is defined as: "Emotional Intelligence involves the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (Salovey & Mayer, 1990, p. 35).

BACKGROUND



Research Question

What do 4th year pre service teachers expect to learn about Emotional Intelligence in their degree?

MIXED METHOD

QUANTITATIVE

Quantitative data were analysed using SPSS (Pallant, 2016) This data provided researchers with measurements about important aspects on the role of EI in the education pre-service courses.

Investigating EI in pre-service education courses.

Open ended questions were analysed using thematic analysis (Braun & Clarke, 2006). This data explored with greater depth the expectations and agentive voices of students with regards to ways students would have liked to learn more about EI and what they felt could be done to provide them with more knowledge.

QUALITATIVE

This study used a mixed method model including quantitative and qualitative data altogether (Creswell, 2009). The reason both methods were chosen was to further enrich the findings by including open-ended questions eliciting students' voices, perceptions and expectations linked to understandings and practices of EI in teaching and learning.

Pre-service Teachers

One hundred pre-service teachers enrolled in the last year of their Bachelor of Education (Honours) in an Australian University.



23
Males



77
Females

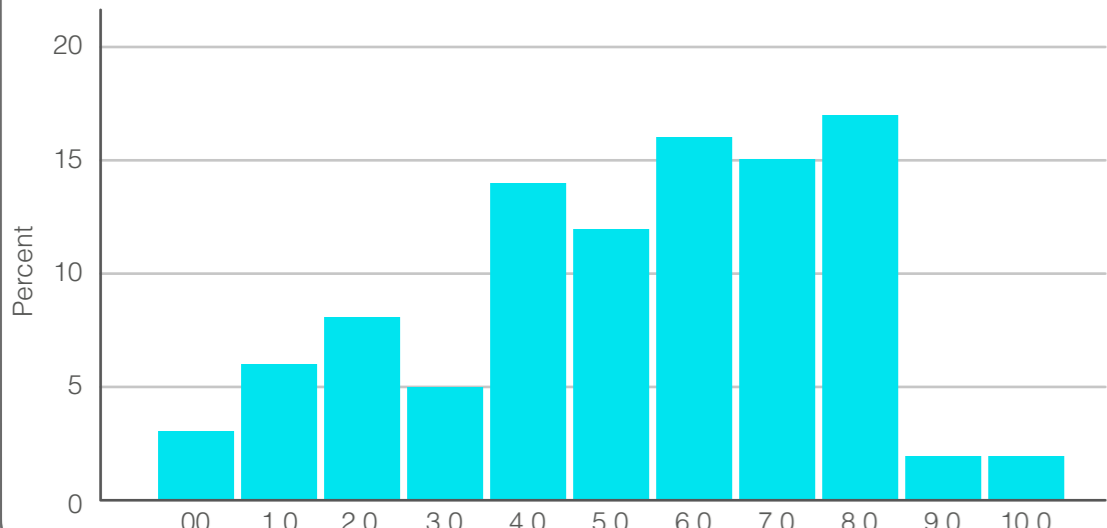
PARTICIPANTS



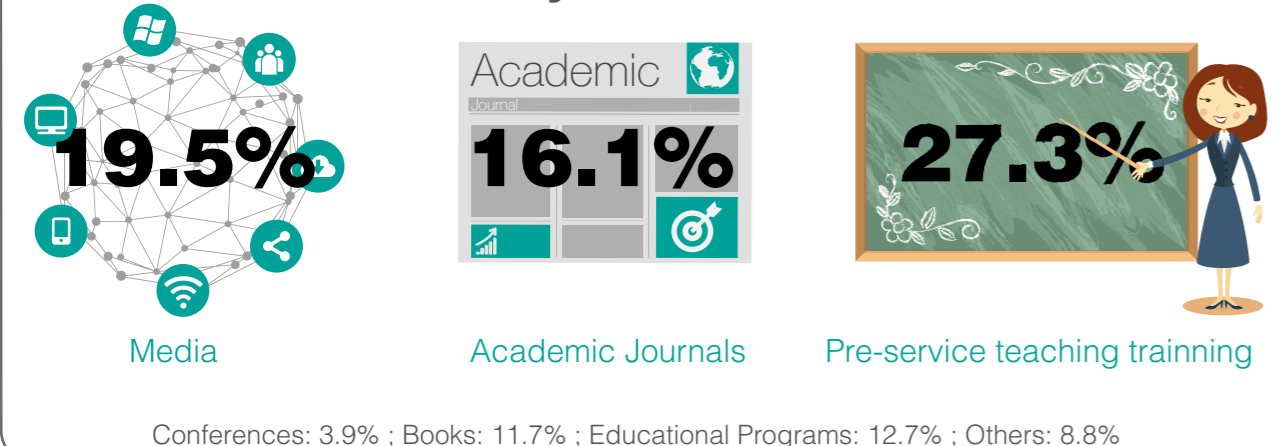
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Preliminary Findings

How prepared are you in terms of integrating Emotional Intelligence in your teaching?

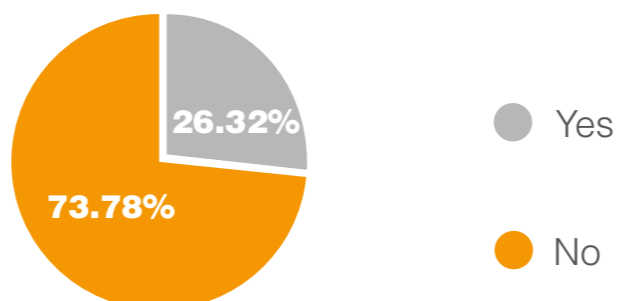


Where do you learn about EI?



HOWEVER...

Teaching Strategies based on EI in your pre-service course.



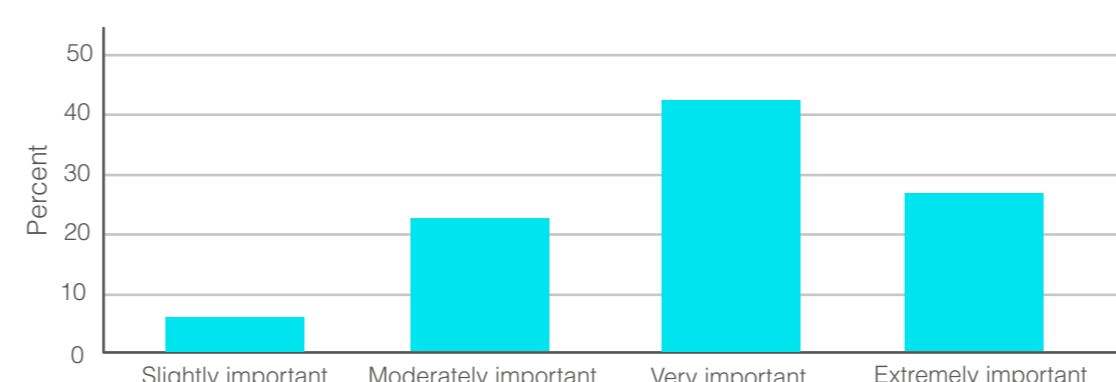
Did you have any knowledge about EI in your degree?

59.7% 'Nope. I'm in 4th year and haven't heard about it till this survey', "No. I am in fourth year and it has not been included in any aspects of my degree"

How essential do you think EI is for your future teacher preparation?



In your opinion how important is to learn about EI from your tutors and lecturers during your undergraduate degree?



Recommendations

PST's reported they should be learning about EI through the following examples:

- 31.5%**: 'I think it should be taught within a unit of study - I don't remember that we have explicitly been taught about EI in our course'.
- 31.5%**: 'Should be revisited each year in relation to a specific example of how it would be.'
- 11.5%**: 'Should be taught in line with experiences we will be likely to experience on placement and give us practical strategies'.
- 11.5%**: 'Explicitly. Have a class dedicated to integrating EI' 'Maybe an entire unit on Emotional Intelligence and how that can be employed into the classroom.'
- 10%**: No idea/not sure

Conclusion

The preliminary data results indicate the importance this topic has for students. More curriculum adjustments and research needs to be done in the future to address the gap in this field. It is the recommendation of the researchers in this study that a larger sample be replicated, and cross comparisons made at other Australian universities and across European contexts.

References:

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