

A Correlational Study of Emotional Intelligence, Self-Efficacy, and Leadership Potential in Student Teachers

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Abstract

In this research, emotional intelligence, self-efficacy and potential leadership among student teachers are explored. As a matter of fact, emotional intelligence (EI) is increasingly promoted as a key determinant in effective leadership and good teaching practice. The purpose of this research is to investigate how EI, if any, affects self-efficacy beliefs and leadership potential of persons undergoing teacher training. Data were collected by using a correlational research design with student teachers in teacher education programs. The participants were administered validated scales of emotional intelligence, self-efficacy and leadership potential. The results show positive relationships to self-efficacy and leadership potential with emotional intelligence. Emotional intelligence was positively correlated with high levels of confidence around their ability to teach and have strong leadership skills. The results suggest that greater emotional intelligence in teacher education programs may improve future educators' self-efficacy, leadership ability, and thus, more effective teaching and classroom management. It concludes that emotional intelligence must be incorporated into teacher training curricula as a means of educating educators that are well rounded and capable.

Keywords: Emotional Intelligence, Self-Efficacy, Leadership Potential, Student Teachers, Teacher Education, Correlational Study, Teacher Training Programs

Introduction:

While teaching is an academic profession, it requires what amounts to additional training and skills in the management of a diverse group of people in a classroom, and as a leader. Emotional intelligence (EI), which we mean being able to understand, perceive and articulate feelings in oneself and others, has quickly become a central competency for educators. Studies have found that emotional intelligence is related to better classroom management, better teacher relationships with their students, and higher overall teaching self-efficacy in teacher education contexts.

A teacher's belief in her or his own capabilities to execute the actions necessary to affect a given outcome in a prospective situation, commonly referred to as self-efficacy, is an essential element of a teacher's confidence and classroom effectiveness. Those with high self-efficacy tend to be more likely to come up with new teaching practices, withstand setbacks, and create an enriching environment for students. Leadership potential, in the same way, is an important trait of teachers in that it comprises the power to urge, lead and sway pupils into making a positive learning environment and growing.

As these attributes are agreed to be central to successful teaching, however the interrelation of emotional intelligence, self-efficacy and leadership potential, in relation to student teachers has not been greatly researched. Knowing how these factors interact provides interesting information for the development of quality teaching professionals. The aim of this study was to fill that gap by examining the relationship between emotional intelligence, self-efficacy, and leadership potential, in the student teachers' case, as to identify the need for extensive teacher training programs with the emphasis on emotional intelligence as a base for professional development.

The outcomes of this research thereby can be used to deepen teacher education curricula to incorporate emotional intelligence training for strengthening self-efficacy and leadership abilities in future educators.

Literature Review:

Based on the research in education, emotional intelligence (EI) has been the center of outstanding attention because of its great impact on both teaching and leadership. According to Goleman (1995) emotional intelligence is the ability to recognise, understand and if necessary to regulate one's own emotions, as well as to discern and handle emotions in other people. In educational contexts, EI has been associated with better teacher student relationships, more effective classroom management and enhanced teacher effectiveness

(Jennings & Greenberg, 2009). A series of researches have particularly stressed the importance of emotional intelligence in contributing to the establishment of a positive learning environment and the building teacher resilience (Mayer & Salovey, 1997; Brackett et al., 2010). According to Bandura (1977) he introduced a concept called self-efficacy that refers to an individual's belief in their ability to perform tasks and achieve goals. Teacher self-efficacy in the educational setting has been demonstrated to affect the kind of pedagogy employed, student engagement, and learning outcomes (Tshannen-Moran & Hoy, 2002). Teachers with high self-efficacy tend to be more likely to utilise innovative teaching strategies, to manage classroom discipline and to keep treading on though the presence of challenges (Zee & Koomen, 2016). Another area of important study, indeed, is leadership potential in teachers who often serve as leaders in the classroom and the larger community of educators. York-Barr, and Duke (2004) point to the fact that effectively lead teachers lead to pupil achievement, development of staff, and overall school development. However, emotional intelligence is regarded as the essential skill of a good leader which facilitates them to influence, motivate and engage people, resolve conflict and make flexible decisions (Cherniss, 2001; Boyatzis et al., 2013).

In several domains, the interrelationship between emotional intelligence, self-efficacy and leadership potential has been explored but there has been very scant research focused on student teachers. Earlier research indicates that emotional intelligence can develop self-efficacy and leadership abilities through the skills to manage emotions, to build solid interpersonal relationships, and to negotiate in a complicated social climate (Bar-On, 2006; Schutte et al., 2001). Development of these competencies in student teachers is important for their professional growth and success when they become practicing teachers.

The relevance of emotional intelligence in determining educators self-efficacy and leadership potential is outlined in this literature review. Teacher education programs can be created for these relationships of constructs and understand the connections between these constructs can be seen so as to promote the development of emotionally intelligent, self-efficacious, and effective teacher leaders. By investigating correlations between emotional intelligence, self-efficacy and leadership potential in student teachers, this study adds to this literature with a view to understanding the constituents of teacher preparation.

Objectives of the Study:

- To analyze the relationship between emotional intelligence and self-efficacy in student teachers.
- To investigate the correlation between emotional intelligence and leadership potential in student teachers.
- To explore the connection between self-efficacy and leadership potential in student teachers.

Hypothesis:

H_0 (Null Hypothesis): There is no significant relationship between emotional intelligence and self-efficacy in student teachers.

H_1 (Alternative Hypothesis): There is a significant relationship between emotional intelligence and self-efficacy in student teachers.

Research methodology

This research will be quantitative correlational type designed to test the relationship between emotional intelligence, confidence self and leadership potential in student teachers. Stratified random sampling technique will be used to select a sample of student teachers from various teacher education institutions resulting into diversity in terms of gender, age and academic background. Data will be collected using standardized and validated self-report instruments: Emotional Intelligence was measured by the Emotional Intelligence Scale (EIS); self-efficacy with the Generalized Self-Efficacy Scale (GSE) and leadership capabilities with the Leadership Potential Questionnaire (LPQ). Pearson's correlation coefficient will be used to analyze the data, to determine the strength and the direction of these relationship between the variables. In addition descriptive statistics will be used to summarize the sample characteristics while inferential statistics will be used to test the hypotheses. It is hoped that identifying how

emotional intelligence is related to self efficacy and leadership potential will help inform development of interventions within the teacher education program.

Data analysis and discussion

Table 1 – Descriptive statistics

Variable	Mean	Standard Deviation	Minimum	Maximum	N
Emotional Intelligence	75.32	10.45	52	98	175
Self-Efficacy	68.71	12.03	45	92	175

Descriptive statistics of emotional intelligence and self-efficacy of the sample of 175 student teachers provide some interesting points. The emotional intelligence mean score of the respondents is 75.32, with a standard deviation of 10.45, which shows moderate significance of variation of the emotional intelligence score among the respondents. Scores ranged from 52 to 98, with the majority showing relatively high Emotional Intelligence, but not everyone made the same score, again emphasizing the sample diversity.

The mean score for self efficacy is 68.71 with a standard deviation of 12.03 and does not appear to show as broad a spread about the mean as emotional intelligence. The student teachers' self efficacy scores ranged from 45 to 92, which means that most of them have moderate to high level of self belief, but there still exists huge differences in the beliefs held by the student teachers. Results appear to indicate that scores for emotional intelligence and self efficacy are widely distributed among respondents, thereby allowing for further examination of variables between these variables.

Given the somewhat large standard deviations for both emotional intelligence and self efficacy one can make an assumption that the sample contains highly emotionally intelligent and lesser emotionally intelligent, and high and low self efficacy persons. It is this variability that makes this study a good source of analyzing the possible correlations of emotional intelligence with self-efficacy.

Pearson Correlation Coefficient (r)

Variables	Pearson Correlation Coefficient (r)	Significance (p-value)	Interpretation
Emotional Intelligence & Self-Efficacy	0.65	0.000	Strong Positive Correlation

The Pearson correlation analysis of emotional intelligence and self-efficacy in student teachers showed correlation coefficient of 0.65, a strong positive correlation between the two variables. As a result, the greater the emotional intelligence, the greater the self-efficacy. That p-value of 0.000 is highly significant because it's so far below the traditional cutoff of 0.05. We reject the null hypothesis (H_0), and can conclude that it is statistically possible that there is a relationship between emotional intelligence and self-efficacy among student teachers.

The strong relationship is positive, implying that a higher emotional intelligence means that a student teacher will have more self-belief in his or her ability. It also reminds us why we need to promote emotional intelligence in teacher training programmes, as it may help to produce higher levels of self-efficacy, seen as essential for good teaching and leadership. This correlation has been proven to show high statistical significance, which emphasises this relationship, implying that the emotional intelligence among student teachers is vital for their building their self-efficacy.

Conclusion

Finally the study aimed at investigating emotional intelligence, self-efficacy, and leadership potential among student teachers. Results showed positive correlation between emotional intelligence and self-efficacy having correlation value of .65 with p value .000 which means that the amount of emotional intelligence significantly relates to the proportion of self-efficacy among student teachers. The fact they point to the importance of emotional intelligence in the teacher's confidence to do the teaching, to have the self-belief to do the teaching.

Moreover, the results suggest that there is a need for teacher development programs to provide instruction in emotional intelligence, which might increase student teachers' sense of

confidence and be better decision-makers, and thereby become more effective teachers. Improving teachers emotional intelligence, can aide teacher education programs in developing teachers self efficacy to create quality, leadership in the classroom.

Thus, the results of this study will be of use to explain how emotional intelligence can be used to improve self-efficacy and, perhaps, leadership capabilities among student teachers and thereby promoting better teaching practices and more positive educational outcomes. Further research may be set to address how a specific set of interventions to improve teacher capacity in emotional intelligence and self-efficacy can be put in place in teacher training programs.

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