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The Relationship between Pre-Service Teachers' Self-Esteem and Emotional Intelligence Levels

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Abstract

This study was conducted to examine the relationship between chemistry preservice teachers' self-esteem and emotional intelligence levels. The sampling was consisted of 230 pre-service teachers studying at Hacettepe University, Faculty of Education. In order to reveal their self-esteem Self-Esteem Inventory was administered to chemistry preservice teachers. This inventory was developed by Coopersmith (1967) and adapted to Turkish by Pişkin (1997). The modified inventory was consisted of 25 items. The Cronbach Alpha internal consistency coefficient was calculated for the SEI as 0.86. To determine preservice teachers' EQ levels, Emotional Intelligence Scale developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden & Dornheim (1998), modified by Austin et.al. (2004) and translated into Turkish by Göçet (2006), was applied. The 5-point Likert-type scale was consisted of 37 items with three factors. The Cronbach Alpha internal consistency coefficient was calculated for the EIS as 0.81. The findings were used to evaluate the relationship between pre-service teachers' EQ levels and epistemological beliefs.

Keywords: Self-esteem, emotional intelligence levels, pre-service teachers

1. Introduction

Emotional Intelligence (EQ) has become one of the most significant and frequently mentioned concepts for last years. That is because the findings revealing that individuals with high EQ are productive and communicate effectively and their success levels are high have been increasing day by day (Ekici & Güven, 2013, p.351; Weisinger, 1998). Although there have been many studies on EQ and a great deal of opinions has been argued, the concept of "Emotional Intelligence" was first presented by Peter Salovey and John Mayer (1990). Salovey & Mayer (1990) defines emotional intelligence as "ability to one's own and other's feelings and emotions, to discriminate

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among them and to use this information to guide one's thinking and actions. One's emotional intelligence level is not determined genetically and also it does not develop only in childhood. Unlike genetically stabile IQ, the possibility to learn EQ is considerably high (Acar, 2001; Goleman, 1998). If educational environments are arranged taking into account the fact that intelligence is a developable construct with a great variety of dimensions, contributions to learning of the students can be provided. Its having a developable construct leads EQ to have a special importance in education (Gürşimşek, Vural & Demirsöz, 2008). The concept of EQ in education has affected the educational understanding which aims to develop students as a whole in order to increase both academic factors and academic success (Rietti, 2008). An individual with developed EQ can form the belief of "doing something and lead a high qualified life by using his ability to control the feelings and so decreasing emotions like anxiety and apprehension. Because EQ has a significant role in determining behaviors, this concept must be involved in the school where one's behaviors are shaped (Dutoğlu & Tuncel, 2008).

One of the most significant construct to have a great impact on one's behaviors is self-conception. Self – conception was defined by Tesser (2002) as "the whole of beliefs, values, temper, abilities and aims which all differentiate individuals." Freud defines self conception as a part of human which acts according to reality principle balancing intrinsic motivators and the world and thinks wisely and evaluate according to reality (Bacanlı, 2002). Ego can be defined as one's self awareness and self perception (Karagözoğlu, 1997). Self-esteem has been defined as one's positive or negative attitude toward him. According to Rosenberg (1965) self-esteem is formed as a consequence of one's self evaluation. The judgment which one reaches as a result of self evaluation becomes determiner of the self-esteem level. Self-esteem is about ego which is revealed by person. Self-esteem reflects the personal and total emotions of self-worth, self-reliance and selfacceptance. At the same time, it is an important indication of all of out social interactions and people are motivated to keep their self-esteem at a high level and to preserve it. Self-esteem is the evaluation of the knowledge contained in the self-concept. In the self-esteem, people believe that they are talented, successful, valuable and important. Self-esteem focuses on person's need to assess himself/herself. Positive self-esteem is defined as person's wholly accepting himself/herself, esteeming and relying on himself/herself as an individual (Karataş, 2012). It is very essential for prospective teachers to have self-esteem in terms of the place of self-esteem in human behaviors and also people's with high self-esteem have being social, successful, self confident and creative in order to self and professional awareness (Gülşen – Oracıoğlu, 2009). The relationship between pre-service teachers' EQ level and self-esteem is a factor that must be studied. In literature, although there are a great amount of studies, there is no study to reveal the relationship of teachers' self-esteem and EQ level. Starting from this point, in this study, the relationship between pre-service chemistry teachers' EQ level and self-esteem is intended to reveal.

2. Method

2.1.Sample

Sample of the study is composed of 230 pre-service teachers studying at Hacettepe University, Turkey in 2012-2013 education season.

2.2. Data Collection Tools

The scales used to collect data are listed below:

2.2.1. Emotional intelligence scale (EIS)

In order to determine pre-service teachers' EQ levels, Emotional Intelligence Scale developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden & Dornheim (1998), modified by Austin et.al. (2004) and translated into Turkish by Gocet (2006), was applied. The 5-point Likert-type scale consisted of 37 statements with three factors. The Optimism-Organizing Spiritual State subdimension of the scale consisted of 17 statements, while benefiting from Emotions subdimension had 6 and Expression of Emotions subdimension had 14 statements. The Cronbach Alpha internal consistency coefficient was calculated for the scale as 0.81, while it was found to be 0.77 for the

Optimism-organizing Spiritual State subdimension, 0.73 for Benefiting for Emotions subdimension and 0.54 for Expression of Emotions subdimension.

2.2.2 Coopersmith self-esteem inventory (CSEI)

In order to determine students' self-esteem points, Coopersmith Self-esteem inventory which was invented by Coopersmith (1986) and adapted to Turkish by Pişkin (1997) and applied validity – reliability studies was applied. Inventory consists of 25 items. As a result of the analysis, points can be divided into three groups as low, average and high. Those which are below or above these point borders are determined and the results are evaluated accordingly. People who were applied this scale could answer the statements as "appropriate for me" - "Not appropriate for me" or "Yes – No". Those who respond as "No" to a negative statement and those who respond as "Yes" to a positive statement gained 1 point and all points, after addition, were multiplied by 4 to evaluate out of 100. So, the acquired result revealed the person's self-esteem level. In order to determine a person's self-esteem level as low, average or high, his/her group's mean was retained and the situation of her/his point according to mean is determined. Low points mean the lowness of the self-esteem and high points mean highness of the self-esteem. Reliability coefficient provided as a result of inventory's K – 20 was calculated as 0.76, internal consistency coefficient was calculated as 0.81.

3. Findings

3.1. Findings on pre-service teachers' self esteem

In order to determine the self-esteem level of the pre-service teachers, a descriptive statistical analysis was applied. According to group's self-esteem point mean, pre – service teachers' self-esteem levels were determined. Self-esteem point mean of the group was calculated as 82. Obtained points were analyzed in three group; low, average, high. Accordingly, those who got points between 0 and 50 have low self-esteem; those who got points between 50 and 82 have average self-esteem; those who got points between 82 and 100 have high self-esteem. The descriptive statistical results of the pre-service teachers obtained from the inventory are shown in the Table 1.

Table 1. Descriptive statistical results of self-esteem inventory

	N	$\overline{X}$	SD	min	max
Self-esteem	230	82.20	12.62	68	96

According to Table 1, the lowest point is 68; the highest one is 96. So, it can be advocated that pre-service teachers who formed the sampling for this inventory have average and high self-esteem. In Table 2 frequency and percentages of the pre-service teachers self-esteem levels are given:

Table 2. Frequency and percentage of self-esteem levels.

Self-esteem	N	%
Average	123	53.5
High	107	46.5

When analyzing table 2, it is obvious that 53.5 % of the pre-service teachers have average level self-esteem and 46.5 % of them have high level self-esteem.

3.2. Analyzing on the pre-service teachers' emotional intelligence according to their self-esteem levels

In order to determine if there is a meaningful difference between pre-service teachers with high-level and

average-level self-esteem and emotional intelligence mean, independent sampling t-test was applied and results is given in the Table 3.

Table 3. Results of t-test on pre-service teachers' emotional intelligences' self-esteem

Self-esteem	N	$\overline{X}$	SD	df	t	p
Average	123	118.05	8.69	228	-0.09	0.928
High	107	118.15	8.26			

When the Table 3 is analyzed, it is seen that mean of emotional intelligence point of pre-service teachers with average level self-esteem is $\overline{X}$=118.05; mean of emotional intelligence point of pre-service teachers with high level self-esteem is $\overline{X}$=118.15. There is no statistical difference between means which they obtained from emotional intelligence scale according to pre service teachers' self-esteem levels; t (228) = -0.09, p>0.05.

3.3. Analysis on pre-service teachers' EQ levels

In order to determine pre-service teachers' EQ levels, the scores of pre-service teachers at the EQ Scale were analyzed. The arithmetical averages and standard deviation values of subdimension scores were displayed on Table 4.

Table 4. Analysis of pre-service teachers' EQ Scale scores

EQ scale subdimensions	N	$\overline{X}$	SD
Optimism	230	3.97	0.47
Benefiting from emotions	230	2.28	0.53
Expression of emotions	230	2.57	0.34

Table 4 shows that pre-service teachers received higher scores from "optimism" subdimension than other subdimensions, while receiving the lowest from the "benefiting from emotions" subdimension.

3.4. Analysis of the relationship between pre-service teachers' self-esteem and emotional intelligence levels

The research also sought answers to the question on a potential relationship between the Emotional Intelligence Scale and Coopersmith Self-Esteem Inventory. Therefore, the numeric values obtained from the data collection tools were summarized on Table 5.

Table 5. Pearson multiplication moment correlation analysis results of the CSEI and EQ scale

		Self-esteem	Emotional intelligence
Self-esteem	r	1	0.723*
	p		0.000
Emotional intelligence	r	0.723*	1
	p	0.000	

N= 230, * p<.01

Table 5 shows that there was a positive significant relationship between self-esteem and emotional intelligence of pre-service teachers, who participated in the study (r = 0.723, p<0.01). Through self-esteem scale, the relationship between emotional intelligence scale and subdimensions is also analyzed. Results are displayed in Table 6.

Table 6. Pearson multiplication moment correlation analysis results of the subdimensions scores of CSEI and EQ scale

| | | Subdimensions of EQ Scale | | |
		Optimism	Benefiting from emotions	Expression of emotions
Self-esteem	r	0.599*	0.377	-0.141*
	p	0.019	0.818	0.033

N= 230, * p<.05

Table 6 shows that there is a significant and positive relationship between pre-service teachers' self-esteem and optimism subdimension of EQ levels, while a significant and negative relationship was observed on the expression of emotions subdimension (r = 0.599, r =-0.141, p<.01).

4. Conclusion and Discussion

In this study, an independent t-test was applied in order to determine there is any impact of self-esteem levels of pre-service teachers to their emotional intelligence levels, and; the relationship between pre-service teachers' self-esteem and EQ was investigated. After determining pre-service teachers' self-esteem levels, according to these levels EQs were investigated. As a result of the analysis, it was identified that pre-service teachers with low self-esteem level had low EQ level and pre-service teachers with high level of self-esteem had high level of EQ. when analyzing self-esteem levels descriptively, it was seen that self-esteem means of the pre-service teachers in the sampling were close to each other. When self-esteem levels were wanted to be identified according to rules given in Coopersmith's Self-esteem Inventory, 53.5 % of the pre-service teachers were at the average level and 46.5 % of them were at the high level. At the end of the t- test, it was observed that there was no meaningful difference between EQ levels of pre-service teachers with different self-esteem levels. Because means of the pre-service teachers with average and high self-esteem are very close to each other, it is an expected result that there is no difference between EQ levels. Also, the relationship between pre-service teachers' self-esteem and EQ scale's subdimensions was analyzed. According to findings obtained, it was identified that there was a positive relationship between self-esteem and EQ scale's optimism subdimension. Means that pre-service teachers got from EQ scale and standard deviances were separately analyzed. Results showed that pre-service teachers got the highest points from the subdimension of optimism. The reason why pre-service teachers got the highest point among all subdimensions may be because they have average and high level of self-esteem. Individuals with high self-esteem seemed to be very confident about getting successful results by choosing hard activities, less sensible to emotional fluctuation, less impressed by depression, open to accept feedbacks of those whom they think are important for them and not to have tendency to blame themselves and feel negative emotions when they realize that others have some superiority on some subjects (Yelsma & Yelsma, 1998). In the light of this, the higher level of self-esteem pre-service teachers has the more optimistic emotional intelligence they have. Self-esteem is an important factor in addition to others while choosing people who will become teacher. The importance of self-esteem in human behaviors and in addition to this, the fact that people with high level self-esteem have creative, sociable, self-confident and successful are really necessary for the pre-service teachers in the consideration of their self and occupational awareness (Gürşen-Otacıoğlu, 2009). Self-esteem starts at the childhood and it continues life long, and it has important effects on development of personality. It is considered that students who will be educated by candidates with high self-esteem and high emotional intelligence will develop their personalities positively.

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