Differential Effectiveness of Provocation, Brainstorming and Emotional Mastery in Fostering Emotional Intelligence (EQ) Among Nigerian Adolescents.

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Introduction

While intelligent Quotient (IQ) has long been used as a predictor of student success, as the world enters the 21st century, research shows that Emotional intelligence (EI) is a better predictor of success than the more traditional measures of cognitive intelligence (Goleman, 1995). Emotional intelligence is defined as the ability to perceive emotions, to assist thought, to understand emotions and emotional knowledge, to reflectively regulate emotions, to promote emotional and intellectual growth (Mayer & Salovery 1997). McQueen (2004) suggests that EI is highly predictive of an individual’s general domains such as career performance.

Self-esteem (SE) can be defined as one’s more or less sustained sense of liking oneself (Gay, 2001). Self-esteem (SE) refers to general feelings of self-worth or self-value that is, it is the value placed on oneself. It is the way an individual feels about him/her self and how he or she relates to other people. SE is pride in oneself by which one is aware and accepts one’s inherent strengths and positive qualities. In other words it is the judgment that people make of themselves. It could be high or low. When a person can accept his/her weaknesses and faults and simultaneously recognizes his/her strengths and positive qualities, the person will experience strong self-worth and high self-esteem. Merki (1996) stated the characteristics of people with good self-esteem to include; goal oriented motivation by their achievement now and in future, confident in self, not liking to compare self with others and consciousness of self.

There is a wide range of views with regard to the usefulness of teaching practice in teacher education programmes. In the literature it is variously referred to as teaching practice or practice teaching and sometimes the terms are used interchangeably. Since teaching practice experience is to the prospective teachers what internship to the technicians. Afe (1990) sees it as contributing to the development of better teachers. Cohen (1997) described teaching practice ‘as the period for the student teacher to put into application some of the psychology methods and principles he/she has learned theoretically in lecture rooms.

The major goal of schooling is academic success. This explains the reason why a lot of resources are expended in teaching practice in any teacher education programme in order to produce seasoned qualified successful professional teachers.

This study was embarked upon with a view to enhancing the existing knowledge on emotional intelligence and self-esteem as predictors for success. The study is unique because it focuses on the Emotional intelligence and self-esteem as predictors for success in the realm of the teaching practice in educational fields. The professionals could find the outcomes of this study a sound basis upon which they can base vital decisions that have to do with teachers, teaching and the learning processes.

Research Questions
The following two research questions were posed and investigated in the study;

What is the relative contribution of emotional intelligence and self-esteem to success in Teaching Practice Exercise?

What are the combined effects of emotional intelligence and self-esteem to success in teaching practice?

Design

Descriptive research design of ex post-facto type was used for the study because the researcher is interested in knowing the influence of the independent variable on the criterion variable.

Sample

The subjects used for the study were 826 students randomly selected from Tai Solarin University of Education, Olabisi Onabanjo University, University of Lagos and University of Ibadan. The subjects were made up of 600 females and 226 males. The age range of respondents was between 17 and 25 years.

Instrumentation

Standardized instruments were used to collect data. Emotional intelligence scale (EIS). The Emotional Intelligence Scale developed by Schuttle, Marlouff, Hall, Haggerty, Cooper, Golden and Donhein (1998) assesses emotional intelligence based on self report responses to 33 items measuring the appraisal and express of emotions in self and others, regulations of emotions in solving problems. It has a response Likert format ranging from 1 (strongly disagree) to 5 (strongly agree). It has a Cronbach alpha ranging from 0.87 to 0.90 and a three week test- retest reliability coefficient of 0.78 (Schuttle, et al, 1998). Some items of the scale are: “I have control over my emotions” and “I know why my emotions change”.

Self-esteem Scale (SES)

The Self-Esteem Scale was a self-developed questionnaire. The instrument has two sections (A and B). Section A is on demographic information while section B contained twenty-five items on issues relating to level of one’s confidence in self to caring about self health. The questionnaire was structured along Likert four-point scale which ranges from strongly agree (4) to strongly disagreed (1). The questionnaire was subjected to face validity and content validity by the assistance of three experts in research method. Some questions were restructured while some were deleted. A reliability coefficient of 0.89 was obtained via test-retest method after an interval of 2 weeks.

Results

Research Question 1

Table 1: relative contribution of the independent variables to the prediction of success in teaching practice
Results from table 1 revealed that emotional intelligence had significant contribution in predicting success in teaching practice (B = .087; t = 2.552; p < .05) and also self-esteem (B = -.124; t = 3.704; p < .05).

However emotional intelligence emerged as the most significant direct predictor of success in teaching practice for student teachers.

Research Question 11

What are the combined effects of Emotional intelligence and self-esteem to success in Teaching Practice.

Table11: Combined Influence of Emotional Intelligence and Self – Esteem on success in Teaching Practice.

<table>
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<th>Regression</th>
<th>Source</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>Sig.</th>
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<td>13097.336</td>
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<td>697</td>
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<tr>
<td></td>
<td>total</td>
<td>221359.3</td>
<td>701</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

a. Predictors Emotional intelligence self-esteem

b. Dependent Variable; success in Teaching Practice

Result showed that both emotional intelligence and self-esteem taken together accounted for 23.7% of the total variance in success at Teaching Practice. This implies that the two variables are predictors of success n Teaching Practice.

Discussion of Findings
The analysis of the findings of the first hypothesis revealed that both Emotional intelligence and self-esteem are very important predictors of success in teaching practice.

This finding corroborates the view of Mayer and Salovery (1997) and Amendolai (2003) that emotional intelligence enhances academic achievement and success.

Findings from the second hypothesis revealed that the two variables combined are predictors of success in Teaching Practice. The present finding is in line with Gerts, Denen & Verbruggen (2003).

Recommendations

Consequent upon the findings of this study, it is recommended that the training of Emotional intelligence and success should be included in the school curriculum not especially in a developing country like Nigeria educational system in order to prepare better teachers for the country. Self-esteem of teachers in-training and in the field should be boosted. The more the self-worth of a person is boosted, the more his/her output.

Also guidance counsellors can be employed to assist in reducing low self-esteem in Nigeria.

References


