

## Emotional Intelligence and Self-Efficacy as Catalyst for Professionalism in Teacher Education Curriculum

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### Abstract

The article focuses on the development of an emotional component in the structure of a developing personality, which is one of the most crucial facets of psychological and pedagogical support of the process of teaching younger students. As the primary focus of educational activities, the teachers' emotional intelligence and self-efficacy holds a distinctive place among the various variables and conditions that affect children's emotional responsiveness, its content and its manifestation features. Based on Bandura's Social Cognitive Theory, teacher self-efficacy describes educators' conviction that they can influence student participation and academic results. The study examines how self-efficacy is linked to better instruction, creative teaching strategies, efficient classroom management, and increased student engagement and academic success. It also offers suggestions for professional development programs that increase teacher self-efficacy such as instructional coaching, teacher collaboration, sustained duration and activities that include demonstrations. Moreover, it shows how teachers' emotional intelligence influences their personal characteristics, sociocultural elements, school climate, activities in the classroom, which is an active motivating factor for students' personal growth and, as such, has to be studied more thoroughly in the context of education in the school setting.

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### 1. Introduction

The fundamental element in students' learning and overall personality development is the classroom environment. Since a teacher's personality and manner of behavior have a direct impact on the classroom environment, this environment may vary from teacher to teacher. Students' reactions to how the instructor sets the tone in the classroom determine whether or not it is a respectful atmosphere. A good learning environment is created by involving students, setting clear expectations, responding positively to questions they raise for learning purposes, and demonstrating concern for helping them solve learning difficulties. Teaching profession can have unrealistic expectations at times. The teachers who are professional and have sound emotional intelligence are able to maintain high levels of self-confidence and self-efficacy in addition to competently managing stress. A teacher who possesses professionalism may also take wise decisions, effectively manage his/her time, establish a rapport with the students, show empathy for their needs and interact with them in an ethical manner (Christensen, 2016). A professional teacher has the necessary skills such as to manage his emotions, exhibit mindfulness and be compassionate, which are very important for teachers. Thus, the present article attempts to see the influence of emotional intelligence and self-efficacy on professionalism of prospective teachers.

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### **Emotional Intelligence**

A very crucial component of the teaching-learning process is emotional intelligence. Teachers' job is to handle their students with sensitivity and understanding. Thus, teaching becomes an emotionally charged activity [18]. As a result, the most significant aspect in the school system right now is emotional intelligence. Furthermore, teachers who possess optimal emotional intelligence are good decision makers and skilled in managing their time [22]. Thus, it is ascertained that Emotional intelligence has a significant impact on the life of pupil teachers. Therefore, for the instructional institutions, it is essential to produce emotionally intelligent student teachers. Hence, the student teachers should be introduced to the emotional development program in the middle of the pre-administration curriculum. The present article attempts to show how emotional intelligence influences the professionalism of prospective teachers.

### **Self-efficacy**

Self-efficacy is the conviction that one can carry out particular actions or achieve particular objectives [1],[4],[30]. Thus, for prospective teachers, learning self-efficacy is essential because it influences student engagement, classroom management, and instructional planning. Greater levels of student accomplishment and more flexible teaching strategies are correlated [29] with higher levels of self-efficacy. Prospective teachers' perceptions of their own efficacy as teachers of particular disciplines, like biology or mathematics or social sciences or arts are influenced by their self-efficacy beliefs. This article reviews the influence of self-efficacy of prospective teachers on their professionalism.

### **Teacher Education**

In the educational system, teacher education has become increasingly important. In addition to pedagogy, teacher preparation programs must include teaching in a range of behavioral skills such as emotional intelligence and self-efficacy. The objective of teacher preparation, according to UNESCO [8] should be to help each student develop a general educational and personal culture, the ability to teach and educate others, an understanding of the principles that support positive human interactions and a sense of responsibility to lead by example in order to promote social, cultural, and economic advancement. A number of recommendations were made by the [10] to improve the pedagogical effectiveness and responsiveness of teacher education programs as per field needs. The education commission argued that improving the quality of education requires an efficient teacher professional development program. Recent developments in pedagogical research have revealed that pre-service teacher education quality has deteriorated instead of improving, as evidenced by the program of action [15]. This is because teachers' general abilities and professional dedication fall far short of expectations and this could be removed by including certain behavioral values such as emotional intelligence and self-efficacy in the teacher education curriculum in order to enhance their professionalism.

## **2. Influence of Emotional Intelligence on Teacher Education**

Being a teacher is a demanding and emotional job that necessitates continuous communication with co-workers, parents and students. Teachers must be able to handle emotional situations because teaching is a demanding and emotional career [15],[16]. To put it the other way, teaching is a career that requires skills like emotional control and sensitivity. According to [6], this is why those pursuing teacher education should have adequate emotional intelligence. Sezgin and Cakmak. Y opine that prospective teachers' emotional intelligence level determines their capacity to handle challenges, perceive people correctly, build successful relationships with their stakeholders and be content with their lives [23].

Due to the extensive and multifaceted tasks performed as well as the high expectations of the profession, teaching is now acknowledged as an incredibly demanding, emotional, and challenging career [19]. At the same time, instructors' primary responsibilities include helping pupils understand academic material and establishing suitable learning environments through efficient space management [28]. Given their significant roles in raising children, teachers must possess certain skills, such as managing their emotions and coming up with solutions to issues they face [17].

### **2.1. Factors affecting teachers' emotional intelligence**

#### *2.1.1. Personal characteristics*

These comprise the characteristics of the instructor such as communication, adaptability, listening, patience, creativity and discipline.

#### *2.1.2. Work context factors*

These refer to the elements that make up a teacher's workplace such as teaching environment and socioeconomic background

#### *2.1.3. Sociocultural elements*

These encompass the sociocultural elements present in the educator's surroundings such as social classes, religious beliefs, wealth distribution, language, business practices and social values.

#### 2.1.4. *School climate*

Teachers' emotional strength, self-esteem, and sense of belongingness can all be impacted by the school climate.

#### 2.1.5. *Activities in the classroom*

To boost their students' positive emotions, teachers might select activities that suit their interests and preferences.

Teachers benefit from having emotional intelligence as a soft talent because it makes it easier for them to empathize with and counsel their students. Additionally, it may have a direct impact on a teacher's teaching effectiveness, job happiness and interpersonal interactions with pupils.

### **2.2. Impact of Emotional Intelligence on Teacher Education**

#### 2.2.1. *Significance of Emotional Intelligence in Education:*

Since emotional intelligence has a direct impact on classroom management, student engagement, teaching methods and overall academic achievement, it is essential in the field of education. Teachers that possess strong emotional intelligence abilities are able to build supportive learning environments, manage classroom dynamics and build strong relationships with their pupils. The development of emotional intelligence, on the other hand, helps students because it improves their social skills, empathy, self-regulation and self-awareness, all of which are essential for academic achievement.

#### 2.2.2. *Improving Teacher-Student Interactions:*

Learning results, motivation and student engagement are all strongly impacted by the caliber of teacher-student interactions. Programs for developing emotional intelligence can give instructors the tools they need to connect with their students on a supportive and trusting basis, interact with them effectively and better understand their emotional needs. Emotional intelligence programs can have a favorable impact on student conduct, academic engagement and the entire educational experience by enhancing teacher-student interaction.

#### 2.2.3. *Fostering a Positive Classroom Climate:*

Improving learning outcomes requires fostering a welcoming and upbeat classroom environment. Programs for developing emotional intelligence can give teachers the tools they need to handle conflict, encourage empathy and help students feel like they belong. Incorporating emotional intelligence into instructional strategies allows teachers to foster a secure and supportive environment where students feel free to express themselves.

#### 2.2.4. *Enhancing Academic Achievement and Welfare:*

Academic achievement is significantly impacted by emotional intelligence in addition to the socio-emotional components of education. Pupils who possess strong emotional intelligence abilities are better able to control their emotions, handle stress and overcome obstacles in the classroom. From the study of Celik and Gungor, it is anticipated that raising students' emotional intelligence will benefit their motivation, academic achievement and general well-being [6].

#### 2.2.5. *Bridging the Research Gap:*

While the volume of research on emotional intelligence in education is expanding, empirical data is still needed to substantiate the positive effects of emotional intelligence development programs on student learning and teaching. This study intends to advance current understanding by carrying out an exhaustive analysis of earlier research, assessing the influence of EI.

### **3. Influence of Self-Efficacy on Teacher Education**

Based on Bandura's Social Cognitive Theory, teacher self-efficacy describes educators' conviction that they can influence student participation and academic results. The study examines how self-efficacy influences instructional strategies and student results in their academic progress, which places a strong emphasis on practical skills and hands-on experience. According to the research, increased teacher self-efficacy is linked to better instruction, creative teaching strategies, efficient classroom management and increased student engagement and academic success. To improve teaching quality and better preparation of students for the job, the study offers suggestions for skill development programs such as symposium, workshop, conference, webinar and seminars etc., that increase pupil teacher self-efficacy.

By reviewing the relationship between self-efficacy and teaching quality in teacher education program, this study aims to close this gap. The following are the main goals:

- Analyze how teaching quality is related to teachers' self-efficacy.
- Determine which particular facets of self-efficacy have the biggest effects on instructional strategies.
- Provide suggestions for professional development initiatives meant to boost teachers' self-efficacy.

There are various reasons why this study is important. First, by placing teacher self-efficacy in the curriculum of teacher education, it adds to the corpus of existing knowledge on the subject. Second, the results can guide practice and policy by providing information on how teacher education might help instructors to become more self-assured.

### 3.1. Factors that Affect Teachers' Self-Efficacy include

The following are some of the characteristics that affect teacher self-efficacy

#### 3.1.1. *Mastery Experiences:*

According to Tschannen-Moran, M., & Hoy, A. W. successful teaching experiences boost confidence and strengthen a sense of efficacy [26].

#### 3.1.2. *Vicarious Experiences:*

Through social modeling, peer performance in teaching can boost self-efficacy [3].

#### 3.1.3. *Verbal Persuasion:*

Encouragement and positive comments from coworkers, supervisors, and students can sustain beliefs in one's own abilities [14].

#### 3.1.4. *Physiological and Emotional States:*

Teachers' self-efficacy can be influenced by their emotional health and stress levels; better self-efficacy is associated with less stress and more pleasant emotions [24].

### 3.2. Impact of Self-Efficacy on Teaching Practices and Student Outcomes

Teaching methods and student outcomes are significantly impacted by teacher self-efficacy.

#### 3.2.1. Creative teaching practices:

They are linked to strong self-efficacy. Teachers are more likely to use student-centered and creative teaching strategies [21].

#### 3.2.2 Classroom Management:

Teachers with high self-efficacy are more likely to use effective classroom management techniques [29].

#### 3.2.3 Student Achievement:

Because self-assured teachers are better able to inspire and engage their pupils, studies have found a favorable association between teacher self-efficacy and student academic performance [12].

## 4. Conclusion

Teaching is now acknowledged as an incredibly demanding, emotional and challenging career due to the extensive and multifaceted tasks performed as well as the high expectations of the profession. At the same time, instructors' primary responsibilities include helping pupils understand academic material and establishing suitable learning environments through efficient space management. Given their significant roles in raising students, teachers must possess certain skills, such as managing their emotions and coming up with solutions to issues they face [5]. Thus, emotional intelligence makes teachers able to sustain balance in their lives and in the lives of their students. Asrar-ul-Haq et al. in their study reported that pupil teachers with high emotional intelligence are more likely be able to tackle challenges and are skilled in problem-solving. Evidently, they possess good leadership quality and are academically successful.

Teachers' efficacy essentially refers to their confidence to be able to complete tasks quickly and effectively as well as to handle problems in their line of work. It is essential in influencing students' learning outcomes and fostering and generating a positive atmosphere. Additionally, effective teachers believe they can improve their students' education. Likewise, it has been noted that teachers who have low self-efficacy, feel helpless and weak while dealing with challenging and unenthusiastic students [13]. Because they are committed to supporting challenging students, teachers with high efficacy levels tend to assist students gain stronger skills.

Thus, the prospective teachers should be emotionally strong and should be able to utilise their self-efficacy in teaching. Any discrepancy in these requirements may hamper their professionalism. As it is known that a nation's destiny is shaped in schools, the success of our country rests on teachers' ability to raise well-educated, responsible and well-adjusted pupils. Consequently teacher-education programs influence the fate of classrooms. Hence, the present article aims to describe that emotional intelligence and self-efficacy are significant to be included in teacher education curriculum in order to enhance professionalism of prospective teachers.

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