FIRST-YEAR STUDENT TEACHERS EMOTIONAL QUOTIENT (EQ) ASSESSMENTS

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Abstract - This research assessed the Emotional Quotient (EQ) level of 51 first year student teachers in General Science program, Faculty of Education at Ubon Ratchathani Rajabhat University(UBRU), Thailand who selected by purposive random sampling. And analyze the Emotional Quotient aspects affecting student teachers' characteristics. Participants usedthe online EQ questionnaire developed by using the Mental Health DepartmentEQ tests. Levels of EQ were measured on nine aspects, including empathy, emotional control, responsibility, motivation, decision making and problem solving, interpersonal communication, self-esteem, life satisfaction, and peaceful mind. The high levels were found onresponsibility, motivation, decision making and problem solving, interpersonal communication. The low levels were found on empathy, peaceful mind and emotional control.As the results emotional control of student teachersis the lowest level which should be improved in future research.

Keywords - Emotional Quotient (EQ), Emotional Quotient questionnaire of the Mental Health Department (EQ-MHD)

I. INTRODUCTION

Emotional Quotient (EQ) is the capability of individuals to recognize their own and other people's emotion, discern between different feelings and label them appropriately, emotional information was used to guide thinking and behavior, and manage and/or adjust emotions to adapt to environment or achieve one's goal (Coleman. 2008). Naturally, there is a concern about what effects stress and attrition may have on the overall quality of education. EQ is important for preparing new teachers for helping them to understand and work with the students in learning activities, coping with their stress and emotional control that will bring them to behave oneself being a good role model for the students.

Teacher Education in Thailand provides the competencies of student teachers called "Teacher professional standard" was determined by The Teacher council of Thailand. There are three main concepts, Content Knowledge, Pedagogy, and teacher's characteristics. EQ is one part of teacher's characteristics for Thai student teachers. This study used an EQ online test which constructed by Department of Mental Health, Ministry of Public Health in three dimensions: goodness, intelligence and happiness. And nine aspect: empathy, emotional control, responsibility, motivation, decision making and problem solving, interpersonal communication, self-esteem, life satisfaction, and peaceful mind. The results of EQ assessment will be a fundamental data to design the course, enrichment curriculum and activities for fulfill them as a teacher profession in five years in the faculty and in the future.

II. DETAILS EXPERIMENTAL

2.1. Online System Development

Researchers used Appserv that component Apache Web server, PHP Script Language, MySQL DataBase Management System and phpMyAdmin Database Manager to developed the system which used Mental Health Department EQ tests (figure 1). The system was running on UBRU web server which everyone, every platforms can connect everytime (figure 2).

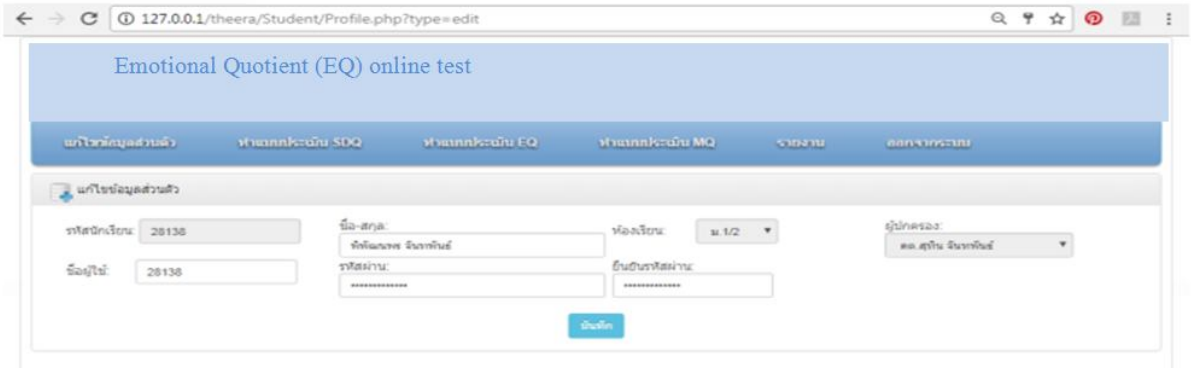


Fig.1. Interface of EQ online test

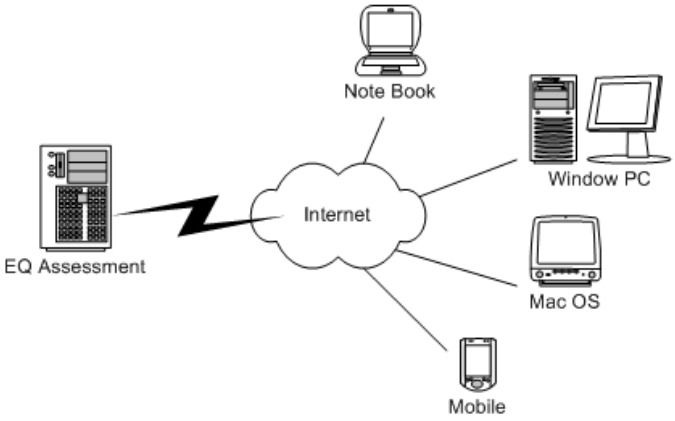


Fig.2. Clients – Server Technology

PHP source code to connect MySQL database was used to CREATE DATABASE statement as following example of "student" name database creation.

```
<?php
$servername = "localhost";
$username = "username";
$password = "password";

// Create connection
$conn = new mysqli($servername, $username, $password);
// Check connection
if ($conn->connect_error) {
   die("Connection failed: " . $conn->connect_error);
}

// Create database
$sql = "CREATE DATABASE student";
if ($conn->query($sql) === TRUE) {
   echo "Database created successfully";
} else {
   echo "Error creating database: " . $conn->error;
}
$conn->close();
?>
```

2.2. Participants

51 first year students teachers in General Science program, Faculty of Education at Ubon Ratchathani Rajabhat University, Thailand.

2.3. Procedures

Participants took the EQ online testwhich assessed inthree dimensions as follow:

1. Goodness in 3 aspects :
a. empathy
b. emotional control
c. responsibility

2. intelligence in 3 aspects :
a. motivation
b. decision making and problem solving
c. interpersonal communication

3. happinessin 3 aspects :
a. self-esteem
b. life satisfaction
c.peaceful mind.

Sumarize the results by using Emotional Quotient (EQ) online program. (Figure 3)

ผลการประเมินวุฒิภาวะด้านอารมณ์ (EQ)								
คะแนนรวมด้านต่างๆ		ช่วงปกติ	คะแนนที่ได้		ด้าน	ช่วงปกติ	คะแนนที่ได้	
เห็นใจผู้อื่น	14	16 - 20	14	ต่ำกว่าปกติ				
การควบคุมอารมณ์	15	13 - 17	15	ปกติ				
รับผิดชอบ	14	16 - 22	14	ต่ำกว่าปกติ	ดี	48 - 58	43	ต่ำกว่าปกติ
มีแรงจูงใจ	15	14 - 20	15	ปกติ				
ตัดสินใจและแก้ปัญหา	13	13 - 19	13	ปกติ				
สัมพันธภาพกับผู้อื่น	17	14 - 20	17	ปกติ	เก่ง	45 - 57	45	ปกติ
ภูมิใจในตนเอง	10	9 - 13	10	ปกติ				
พึงพอใจในชีวิต	19	16 - 22	19	ปกติ				
สุขสงบทางใจ	16	15 - 21	16	ปกติ	สุข	40 - 55	45	ปกติ
ผลการประเมิน	133					140 - 170	133	ต่ำกว่าปกติ

Fig.3. Sample result

RESULTS CONCLUSIONS AND DISCUSSION

Levels of Emotional Quotient were measured on three dimensions in nine aspects. (Table 1)

Dimension	Aspect	Normal range	Average	Result
goodness	1. empathy	(13-18)	12	Low
	2. emotional control	(16-21)	9	Low
	3. responsibility	(17-23)	24	High
intelligence	1. motivation	(15-21)	22	High
	2. decision making and problem solving	(14-20)	21	High
	3. interpersonal communication	(15-20)	25	High
happiness	1.self-esteem	(9-14)	10	Normal
	2.life satisfaction	(16-22)	18	Normal
	3. peace of mind	(15-21)	10	Low

Table 1: Distribution of emotional quotient scale scores

As the results there are three aspects that lower than the normal range; empathy, emotional control and peace of mind. Four aspects were higher level than normal range; responsibility, motivation, decision making and problem solving and interpersonal communication. Two aspects were normal level; self-esteem and life satisfaction. Wurf, G., & Croft-Piggin, L.(2015) also used engagement, motivation, ATAR, andemotional intelligence to predict first-year grade point average of 83 first year pre-service teachers at Australian universities, their results support the need to consider pre-service teachers' motivation and engagement with learning, especially given the high stakes nature of proposed reforms to initial teacher education program. In this research we did not find out the relationship amount all dimensions, all aspects and students' opinion toward their future job.

Emotional control is the lowest result in this research and it is equality low in gender. All aspects are nearly the same result in male and female student teachers except decision making and problem solvingskill which females were lower than males (Figure 4). McNulty (2015) identifiedfirst year radiography students in Australia, Hong Kong, Ireland and the United Kingdom in gender, age or culture differences in trait emotional intelligences cores, they found that self-control and emotionality scores did not follow the gender-based norms.

For low level result in three aspects, they may affect to learning and teaching behaviors which will be on our next research.

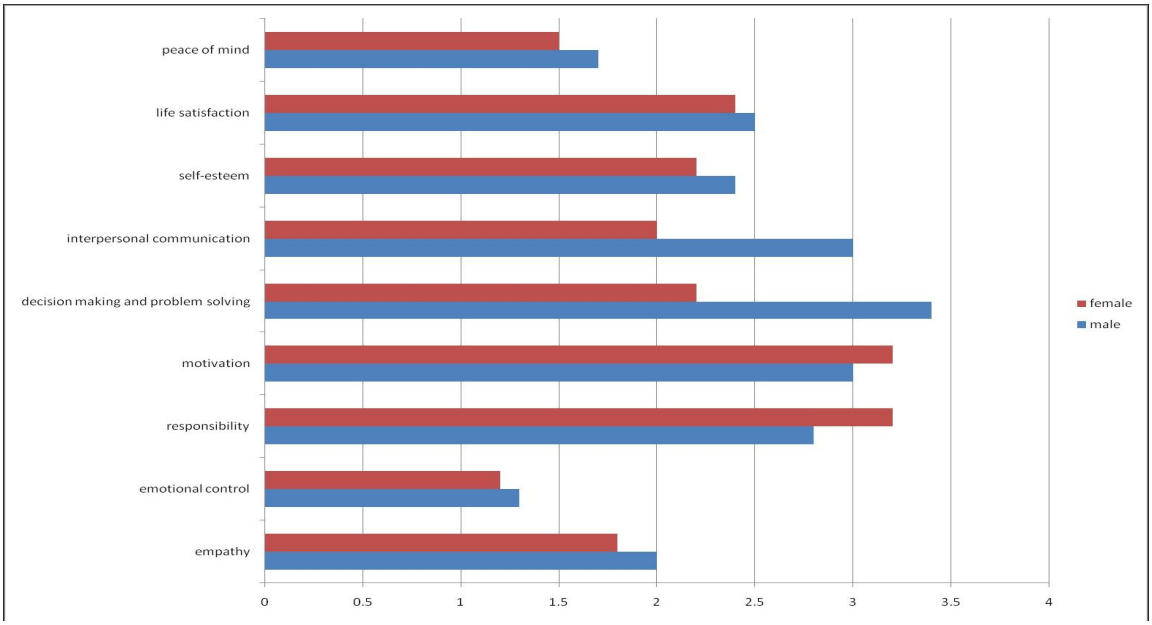


Fig.4. Male and female EQ testing analysis

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