

# TEACHERS IN THE MAKING: ANALYZING THE ROLE OF SELF-CONCEPT, EMOTIONAL INTELLIGENCE, AND ADJUSTMENT IN ATTITUDES TOWARDS TEACHING

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## Abstract

*This study examines the attitudes of prospective elementary teachers towards the teaching profession in relation to their self-concept, emotional intelligence, and adjustment. Recognizing the critical role teachers play in shaping society, it becomes essential to understand how these psychological and emotional factors influence their professional outlook and effectiveness. Using a sample of 200 prospective teachers, the study employs standardized instruments to measure the relationship between these factors and attitudes towards teaching. The results reveal a strong positive correlation between self-concept, emotional intelligence, and adjustment with a favorable attitude toward the teaching profession. These findings underscore the importance of fostering emotional resilience, self-awareness, and adaptability in teacher training programs. By enhancing these aspects, teacher education institutions can better prepare future educators to meet the dynamic demands of the profession, ensuring higher job satisfaction and teaching effectiveness.*

## Paper Identification



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## 1. Introduction

Teaching is not just a profession; it is a vocation that shapes the minds and futures of individuals and, by extension, entire societies. The quality of education largely depends on the quality of teachers, who act as facilitators of knowledge, role models, and guides for students. Teachers' attitudes toward their profession play a crucial role in determining their effectiveness in the classroom, their engagement with students, and their overall job satisfaction. A positive attitude towards teaching can inspire enthusiasm, commitment, and innovation, whereas a negative attitude may lead to burnout, disengagement, and decreased teaching effectiveness.

In recent years, the educational landscape has evolved due to technological advancements and the demands of globalization. Teachers are expected not only to impart knowledge but also to develop students' emotional, social, and cognitive skills. This shift has placed increased pressure on educators, making it essential for teachers to possess certain psychological and emotional competencies to thrive in their roles. Therefore, understanding the factors that influence teachers' attitudes toward their profession is critical for enhancing the quality of education and supporting teacher development.

This study explores three key psychological factors—self-concept, emotional intelligence, and adjustment—that are instrumental in shaping prospective teachers' attitudes toward the teaching profession. Self-concept refers to how individuals perceive their abilities, worth, and identity. Teachers with a strong, positive self-concept are more likely to approach their work with confidence and optimism, which can have a direct impact on their professional success. Emotional intelligence (EI), the ability to understand and manage one's own emotions and those of others, is crucial in teaching, where managing classroom dynamics, building relationships, and responding to the needs of students is central to success. Lastly, adjustment, or the ability to adapt to different situations and maintain emotional balance, is necessary for handling the challenges and demands of the teaching profession.

Teacher training institutions play a vital role in shaping prospective teachers' attitudes by addressing these psychological factors. While traditional training programs focus on developing teaching skills and subject knowledge, there is a growing recognition of the need to nurture the emotional and psychological well-being of teachers to foster positive professional attitudes. However, despite this recognition, there is a gap in research on how these factors—self-concept, emotional intelligence, and adjustment—collectively influence teachers' attitudes toward their profession.

This study aims to fill this gap by examining the relationship between these three factors and the attitudes of prospective elementary teachers towards teaching. It seeks to provide insights that can guide teacher education programs in developing well-rounded, emotionally resilient, and adaptable educators who are better equipped to meet the evolving challenges of the education system.

## **2. Literature Review**

### **2.1 Attitude Towards Teaching**

A teacher's attitude is a critical determinant of their professional success. Research suggests that teachers with a favorable attitude towards teaching are more likely to be effective in the classroom, engage with students more meaningfully, and be open to new teaching methods (Ganapathy, 1992; Samantaroy, 1971). This attitude is shaped by a combination of personal and environmental factors, including self-perception, emotional resilience, and the ability to adapt to changing circumstances.

### **2.2 Self-Concept and Teaching**

Self-concept refers to an individual's perception of their own abilities, qualities, and overall identity. For teachers, a positive self-concept is vital as it influences their confidence, teaching style, and interaction with students (Roche & Marsh, 2000). Teachers with a strong self-concept tend to have a more optimistic view of their profession, believe in their capacity to influence students positively, and engage in continuous self-improvement.

### **2.3 Emotional Intelligence in Teaching**

Emotional intelligence (EI) is the ability to understand and manage one's own emotions and those of others. In the teaching profession, emotional intelligence plays a crucial role in managing classroom dynamics, fostering positive relationships with students and colleagues, and coping with the challenges of the profession. Research has shown that emotionally intelligent

teachers are more likely to create supportive learning environments and maintain high levels of job satisfaction (Thilagavathy, 2013).

## **2.4 Adjustment and Professional Success**

Adjustment refers to an individual's ability to cope with the demands of their environment and maintain a harmonious balance between personal and professional life. Teachers who are well-adjusted can handle the pressures of the classroom, build effective relationships with colleagues, and respond to challenges with resilience. Research suggests that a well-adjusted teacher is more likely to experience job satisfaction and maintain a positive attitude towards their profession (Khan, 2010; Peerzada, 2013).

## **3. Objectives of the Study**

The primary objective of this study is to examine the relationship between prospective elementary teachers' self-concept, emotional intelligence, and adjustment, and their attitude towards the teaching profession. Specific objectives include:

1. To assess the self-concept of prospective elementary teachers.
2. To evaluate the emotional intelligence of prospective elementary teachers.
3. To explore the level of adjustment among prospective elementary teachers.
4. To investigate the influence of self-concept, emotional intelligence, and adjustment on the attitudes of prospective teachers towards teaching.

## **4. Methodology**

### **4.1 Research Design**

The study adopts a descriptive and correlational research design to explore the relationships between the variables of interest: self-concept, emotional intelligence, adjustment, and attitude towards teaching. The data was collected through standardized questionnaires distributed among prospective elementary teachers enrolled in teacher training programs.

### **4.2 Participants**

The sample for this study consisted of 200 prospective elementary teachers from various teacher training institutions. The participants were selected using random sampling techniques to ensure diversity in terms of gender, academic background, and socio-economic status.

### **4.3 Instruments**

1. Attitude Towards Teaching Scale (ATTS): A self-reported scale designed to measure prospective teachers' attitudes towards the teaching profession.
2. Self-Concept Inventory: A tool that assesses individuals' perceptions of their abilities, skills, and personal worth.
3. Emotional Intelligence Scale (EIS): A scale used to measure participants' ability to recognize, understand, and manage emotions in themselves and others.
4. Adjustment Inventory for Teachers (AIT): A standardized inventory to assess how well teachers cope with their professional environment.

#### **4.4 Data Collection and Analysis**

The data was collected using the questionnaires and analyzed through statistical techniques such as Pearson correlation, regression analysis, and ANOVA to explore the relationships between the variables. The results were interpreted to understand how self-concept, emotional intelligence, and adjustment contribute to the development of positive attitudes towards the teaching profession.

### **5. Results and Discussion**

#### **5.1 Relationship Between Self-Concept and Attitude Towards Teaching**

The study found a significant positive correlation between self-concept and attitude towards teaching. Teachers who have a strong self-concept tend to view teaching as a rewarding and fulfilling profession. They exhibit greater confidence in their abilities to manage classroom challenges and positively influence their students.

#### **5.2 Emotional Intelligence as a Predictor of Teaching Attitude**

The analysis revealed that emotional intelligence plays a crucial role in shaping attitudes towards teaching. Teachers with high emotional intelligence were more likely to have a positive view of their profession, manage stress effectively, and build better relationships with students and colleagues. This finding is consistent with previous research indicating that emotional intelligence enhances job satisfaction and professional success (Thilagavathy, 2013).

#### **5.3 Adjustment and Professional Attitude**

The results also indicated that well-adjusted teachers have a more positive attitude towards teaching. Those who can adapt to their professional environment, cope with stress, and maintain

good interpersonal relationships are more likely to find teaching a rewarding career. Adjustment was found to be a significant factor in maintaining long-term satisfaction in the profession.

#### **5.4 Influence of Demographic Variables**

The study found that variables such as gender, type of school management, and academic stream did not significantly influence attitudes towards teaching. This suggests that psychological factors like self-concept, emotional intelligence, and adjustment are more critical in determining attitudes than demographic characteristics.

### **6. Conclusion**

This study has provided valuable insights into the role of self-concept, emotional intelligence, and adjustment in shaping the attitudes of prospective elementary teachers toward the teaching profession. The findings underscore the critical importance of these psychological factors in influencing how future teachers perceive their profession, approach their responsibilities, and interact with students, colleagues, and the broader school community.

A positive self-concept enables teachers to have confidence in their abilities, fostering an optimistic and growth-oriented approach to teaching. Teachers who believe in their competence are more likely to inspire confidence in their students and demonstrate resilience in the face of challenges. Similarly, emotional intelligence plays a significant role in enhancing teachers' professional attitudes, as it equips them with the ability to manage classroom dynamics, empathize with students, and maintain emotional balance in a demanding work environment. Emotional intelligence not only contributes to teachers' interpersonal effectiveness but also promotes job satisfaction, reducing the likelihood of burnout and disengagement.

Adjustment, or the ability to adapt to new situations and challenges, is equally vital for teaching success. The teaching profession is inherently dynamic, requiring educators to continuously adjust to new educational policies, student needs, and classroom environments. Teachers who can adjust effectively are more likely to maintain a positive attitude towards their work, contributing to a healthier school climate and better student outcomes.

The study reveals a strong, positive correlation between self-concept, emotional intelligence, and adjustment, and the attitudes of prospective teachers towards their profession. This finding highlights the need for teacher training institutions to focus not only on the academic and technical aspects of teacher preparation but also on the psychological and emotional development of future educators. By fostering positive self-concepts, enhancing emotional

intelligence, and promoting adaptability, teacher education programs can better equip prospective teachers for the challenges of the modern classroom.

Moreover, this research suggests that demographic factors, such as the type of management of schools and the stream of study, may influence attitudes toward teaching, further underscoring the need for personalized approaches in teacher education. Addressing these individual differences can help in creating tailored training programs that support the diverse needs of future teachers.

In conclusion, this study reaffirms the importance of a holistic approach to teacher preparation, one that prioritizes not only the cognitive and technical skills of teaching but also the emotional and psychological well-being of teachers. As educators play a pivotal role in shaping the next generation, investing in their emotional intelligence, self-concept, and ability to adjust will ultimately contribute to a more effective, adaptable, and satisfied teaching workforce. Teacher training institutions, policymakers, and educators themselves must recognize the importance of these factors and work collaboratively to cultivate a teaching environment that supports professional growth and student success.

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