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SOCIO-PSYCHOLOGICAL FACTORS OF EMOTIONAL INTELLIGENCE IN MANAGING THE MOTIVATIONAL SPHERE OF FUTURE TEACHERS

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A B S T R A C T

This article examines the characteristics of emotional intelligence among students enrolled in teacher education programmes and its influence on the motivational sphere of future teachers. The study involved 557 students of teacher education programmes at the National University of Uzbekistan (n=139), Jizzakh State University (n=125), Andijan State Pedagogical Institute (n=147) and Bukhara State Pedagogical Institute (n=146). The diagnostic instruments were N. Hall's Emotional Intelligence Test, V. I. Morosanova's Self-Regulation Profile of Behaviour, the Communicative Social Competence questionnaire by N. P. Fetiskin, V. V. Kozlov and G. M. Manuylov, the Academic Motivation Scale by R. Vallerand et al. and the FIT-Choice scale by H. Watt and P. Richardson. Spearman's correlation analysis showed that emotional intelligence is closely associated with communicative social competence (Rs up to 0.60), that styles of self-regulation are associated with the motives for choosing the teaching profession (Rs up to 0.71), and that academic motivation is differentially associated with these motives. The findings confirm that emotional intelligence is an important socio-psychological factor in regulating the motivational sphere of future teachers.

K E Y W O R D S

Emotional intelligence, motivation, students majoring in education, empathy, self-motivation, professional motivation, emotion management, teacher personality, educational activity, correlation analysis.

INTRODUCTION

The motivational sphere is one of the leading psychological systems in the professional development of a future teacher. The effectiveness of teaching depends not only on professional knowledge and skills but also directly on the person's inner motives, emotional stability and ability to regulate his or her own activity consciously. Identifying the psychological determinants of the motivational sphere is therefore one of the topical research directions of modern social psychology.

Although the relationship between emotional intelligence and motivation has been examined in previous research [1; 3], the question of the psychological mechanisms through which emotional intelligence regulates the motivational sphere has not been sufficiently addressed. In particular, while

it is theoretically recognised that the influence of emotional intelligence on the motivational processes of future teachers may operate through styles of self-regulation, an empirical model of these relationships has not been adequately developed. In the general model of the study, the motivational sphere, realised through socio-psychological mechanisms, serves as the outcome of emotional intelligence, while the styles of a person's behaviour serve as mediators explaining EI.

The formation and development of the motivational sphere are closely linked to the volitional qualities of the person related to the regulation of emotions and behaviour, and their interaction is one of the important psychological mechanisms of professional development. In the activity of a future teacher in particular, a well-developed emotional intelligence has a significant effect not only on the awareness and regulation of emotions but also on the formation of learning and professional motives. Identifying the regularities of the relationship between emotional intelligence and the motivational sphere is therefore a topical scientific problem of social psychology.

The motivational sphere of a future teacher manifests itself not merely as a set of individual needs and goals, but as a complex socio-psychological system formed in the course of social relationships, group norms, professional values and interpersonal interaction. A person's professional orientation, perception of himself or herself as a member of a particular social group, and attitude towards the evaluation and support of others determine the content of his or her motivational choices.

Emotional intelligence is not limited to a person's awareness and regulation of his or her own emotional state; it also makes it possible to evaluate social situations rationally, to understand the emotional states of other people and to choose expected behavioural strategies in interpersonal relationships [4; 6; 7]. The idea that abilities related to understanding oneself and others form a distinct area of intelligence goes back to H. Gardner's theory of multiple intelligences [5], while the ability model of emotional intelligence and its measurement are described by J. Mayer, P. Salovey and D. Caruso [2; 7]. In this respect emotional intelligence should be studied as an important psychological resource that shapes and regulates the content of the motivational sphere.

The formation of professional motivation in the participants is analysed not only at the level of individual indicators but also from the standpoint of the content of their relationships. In this analysis, the influence of emotional intelligence is determined on academic and professional motivation and on motives related to the reasons for choosing the profession, the desire to bring social benefit, social recognition, professional status and group belonging.

Table 1. Relationship between styles of behavioural self-regulation and the factors influencing the choice of the teaching profession (Spearman's correlation)

No.	Scale	Planning	Modelling	Programming	Evaluation of results	Flexibility	Independence
1.	Perceived teaching ability	.34**	.27**	.54**	.22**	.39**	.00
2.	Intrinsic career value	.44**	.18**	.45**	.11**	.38**	.12**
3.	Teaching as a fallback career	-.42**	-.05	-.30**	.01	-.34**	-.26**
4.	Job security	.58**	.18**	.36**	.18**	.35**	.09*
5.	Time for family	.53**	.18**	.44**	.11**	.53**	.14**
6.	Job transferability	.37**	.06	.43**	.03	.61**	.37**
7.	Shaping children's future	.17**	.30**	.29**	.23**	.27**	.02
8.	Enhancing social equity	.18**	.45**	.34**	.37**	.32**	-.14**
9.	Making a social contribution	.30**	.29**	.55**	.23**	.39**	.01
10.	Working with children	.22**	.15**	.26**	.12**	.20**	-.01
11.	Prior teaching and learning experiences	.06	.60**	.33**	.57**	.35**	-.33**
12.	Social influences	-.02	.43**	.08	.33**	.01	.54**
13.	High qualification requirements	-.01	.71**	.27**	.68**	.25**	-.43**
14.	High complexity of the profession	.21**	.62**	.52**	.55**	.42**	-.29**
15.	Salary	.28**	-.23**	.22**	-.18**	.37**	.51**
16.	Social status	.34**	-.09*	.41**	.06	.46**	.25**
17.	Social dissuasion	-.16**	-.31**	-.27**	-.26**	-.27**	-.12**
18.	Satisfaction with choice	.25**	.35**	.38**	.34**	.40**	-.10

The correlation analysis presented in Table 1 showed that the internal links of this structure are closely interconnected. The results of Spearman's correlation analysis between the scales of factors influencing the choice of the teaching profession and the styles of behavioural self-regulation showed that, in future teachers, the motives for choosing the profession are closely linked to self-regulation processes. Statistically significant positive correlations were found between most indicators ($p<0.05$; $p<0.01$). These results indicate that students with well-developed self-regulation skills also have more fully formed motives for choosing the teaching profession.

Perceived teaching ability was most strongly associated with programming (Rs=0.54), flexibility (Rs=0.39) and planning (Rs=0.34), and making a social contribution with programming (Rs=0.55), flexibility (Rs=0.39) and planning (Rs=0.30) ($p<0.01$). Both motives were also positively associated with modelling (Rs=0.27 and 0.29) and evaluation of results (Rs=0.22 and 0.23), but not with independence (Rs=0.00 and 0.01; $p>0.05$). This shows that students who rate their teaching potential highly and seek to benefit society are also inclined to plan and manage their activity effectively.

The motive of time for family showed its strongest associations with planning (Rs=0.53) and flexibility (Rs=0.53), followed by programming (Rs=0.44), modelling (Rs=0.18), independence (Rs=0.14) and evaluation of results (Rs=0.11) ($p<0.01$). Students for whom the possibility of combining work and family life is important are thus inclined to organise their time in advance and to adapt their plans to changing circumstances.

Enhancing social equity was most strongly associated with modelling (Rs=0.45), evaluation of results (Rs=0.37), programming (Rs=0.34) and flexibility (Rs=0.32), and more weakly with planning (Rs=0.18); its association with independence was negative (Rs=−0.14) ($p<0.01$). The motive of shaping children's future was associated with modelling (Rs=0.30), programming (Rs=0.29), flexibility (Rs=0.27), evaluation of results (Rs=0.23) and planning (Rs=0.17) ($p<0.01$), which indicates a well-developed ability to model and programme activity in advance.

Accepting teaching as a fallback career was negatively associated with planning (Rs=−0.42; $p<0.01$), flexibility (Rs=−0.34), programming (Rs=−0.30; $p<0.01$) and independence (Rs=−0.26), whereas its associations with modelling (Rs=−0.05) and evaluation of results (Rs=0.01) were not significant. Thus, students who chose teaching as a fallback option are less inclined to plan their activity and to adapt it flexibly.

Job security was positively associated with all components of self-regulation: most strongly with planning (Rs=0.58), followed by programming (Rs=0.36), flexibility (Rs=0.35), modelling and evaluation of results (Rs=0.18 each) ($p<0.01$), and most weakly with independence (Rs=0.09; $p<0.05$). The desire for a stable workplace is therefore linked above all to the ability to plan one's activity in advance.

Job transferability (professional mobility) had its strongest association with flexibility (Rs=0.61), followed by programming (Rs=0.43), planning (Rs=0.37) and independence (Rs=0.37) ($p<0.01$), while its associations with modelling (Rs=0.06) and evaluation of results (Rs=0.03) were not significant. This shows that students who value professional mobility are able to adapt quickly to new situations and to act independently.

The socially oriented motives – shaping children's future, enhancing social equity and making a social contribution – showed weak to moderate positive associations with planning, modelling, programming, evaluation of results and flexibility (Rs from 0.17 to 0.55; $p<0.01$). The strongest of these were the associations of making a social contribution with programming (Rs=0.55) and of enhancing social equity with modelling (Rs=0.45), indicating that these motives are closely linked to the development of self-regulation.

The motive of working with children showed weak positive associations with planning, modelling, programming, evaluation of results and flexibility (Rs=0.12–0.26; $p<0.01$), but no association with independence (Rs=−0.01), which indicates that this motive is related to most aspects of self-regulation.

Prior teaching and learning experience was strongly associated with modelling (Rs=0.60) and evaluation of results (Rs=0.57) and inversely with independence (Rs=−0.33) ($p<0.01$). Social influences were associated with independence (Rs=0.54), modelling (Rs=0.43) and evaluation of results (Rs=0.33) ($p<0.01$), but not with programming (Rs=0.08) or flexibility (Rs=0.01). The highest coefficients in the table were found for high qualification requirements, which were associated with modelling (Rs=0.71) and evaluation of results (Rs=0.68) and inversely with independence (Rs=−0.43); salary was most strongly associated with independence (Rs=0.51) ($p<0.01$).

The results of the correlation analysis showed that, in the formation of motives for choosing the profession in future teachers, the self-regulation indicators of planning, modelling, programming and evaluation of results displayed relatively high correlations with most scales of factors influencing the choice of the teaching profession, which indicates that these components are important psychological determinants of motivation for the teaching profession.

Table 2. Correlations between emotional intelligence and the factors of communicative social competence (Spearman, n=557)

No.	Scale	I	II	III	IV	V	VI
1.	Factor A	.44**	.47**	.48**	.55**	.54**	.54**
2.	Factor B	.22**	.26**	.22**	.25**	.27**	.27**
3.	Factor C	.46**	.60**	.52**	.51**	.57**	.57**
4.	Factor D	.38**	.51**	.50**	.45**	.50**	.50**
5.	Factor K	.53**	.43**	.43**	.52**	.51**	.51**
6.	Factor M	.11**	.12**	.18**	.17**	.16**	.16**
7.	Factor N	.48**	.50**	.50**	.49**	.53**	.53**
8.	Factor P	-.32**	-.40**	-.39**	.39**	-.41**	-.41**

Note: * – $p<0.05$; ** – $p<0.01$

I – emotional awareness, II – managing emotions, III – self-motivation, IV – empathy, V – recognising the emotions of others, VI – integrative emotional intelligence.

The results of Spearman's correlation analysis between EI and the factors of communicative social competence show reliable positive associations between most indicators ($p<0.01$–$p<0.05$). These results confirm that emotional intelligence is one of the important psychological factors of communicative and social competence.

Factor A, i.e. sociability, showed positive associations with emotional awareness (Rs=0.44), managing emotions (Rs=0.47), self-motivation (Rs=0.48), empathy (Rs=0.55), recognising the emotions of others (Rs=0.54) and integrative emotional intelligence (Rs=0.54) ($p<0.01$).

The strongest associations of this factor with empathy and with recognising the emotions of others indicate that sociability in future teachers is closely linked to understanding the emotional states of other people.

Factor B, the logical thinking factor, showed weaker but reliable associations with emotional awareness (Rs=0.22), managing emotions (Rs=0.26), self-motivation (Rs=0.22), empathy (Rs=0.25), recognising the emotions of others (Rs=0.27) and integrative emotional intelligence (Rs=0.27) ($p<0.01$).

Factor C, the emotional stability factor, was the component most closely related to emotional intelligence, showing strong associations with emotional awareness (Rs=0.46), managing emotions

(Rs=0.60), self-motivation (Rs=0.52), empathy (Rs=0.51), recognising the emotions of others (Rs=0.57) and integrative emotional intelligence (Rs=0.57) ($p<0.01$).

Factor D, the enjoyment-of-life factor of communicative competence, showed positive associations with emotional awareness (Rs=0.38), managing emotions (Rs=0.51), self-motivation (Rs=0.50), empathy (Rs=0.45), recognising the emotions of others (Rs=0.50) and integrative emotional intelligence (Rs=0.50) ($p<0.01$).

Factor K, openness to new ideas, showed associations with emotional awareness (Rs=0.53), managing emotions (Rs=0.43), self-motivation (Rs=0.43), empathy (Rs=0.52), recognising the emotions of others (Rs=0.51) and integrative EI (Rs=0.51) ($p<0.01$).

These analyses show that this factor is more closely related to emotional awareness and empathy than to managing emotions and self-motivation.

Factor M, the independence factor, showed only weak positive associations with emotional awareness (Rs=0.11), managing emotions (Rs=0.12), self-motivation (Rs=0.18), empathy (Rs=0.17), recognising the emotions of others (Rs=0.16) and integrative emotional intelligence (Rs=0.16) ($p<0.01$). Independence is therefore relatively autonomous of emotional intelligence.

Factor N, the control factor, showed associations with emotional awareness (Rs=0.48), managing emotions (Rs=0.50), self-motivation (Rs=0.50), empathy (Rs=0.49), recognising the emotions of others (Rs=0.53) and integrative emotional intelligence (Rs=0.53) ($p<0.01$). The association of self-control with empathy (Rs=0.49) indicates its role in expressing sympathy to others.

Factor P, the asocial factor regarded as the negative factor of socio-communicative competence, showed statistically significant negative associations with emotional awareness (Rs=−0.32), managing emotions (Rs=−0.40), self-motivation (Rs=−0.39), recognising the emotions of others (Rs=−0.41) and integrative emotional intelligence (Rs=−0.41) ($p<0.01$). These results show that factor P reflects psychological characteristics that manifest themselves in the direction opposite to emotional intelligence.

Another important analysis was carried out with Spearman's correlation, which established the association between the total indicator of behavioural styles and the total value of socio-communicative competence. This analysis is presented in condensed form: the associations obtained were statistically reliable (Rs=0.25–0.73; $p<0.01$).

The factors of communicative competence, in turn, assess competences that characterise the effectiveness of social activity. A strong positive association between self-regulation and communicative social competence is therefore theoretically expected. Future teachers who are able to plan their activity, control their actions and constantly adapt to the situation also act more effectively in communication, organise social relationships successfully and achieve a high level of professional cooperation.

The results of the correlation analysis showed that most factors of socio-communicative competence are positively associated with the components of emotional intelligence. Emotional stability (factor C), enjoyment of life (factor D) and control (factor N) in particular showed the highest correlations with EI, while asocial behaviour (factor P) was negatively associated with it. This indicates that in future teachers with well-developed emotional intelligence, the constructive aspects of communicative competence are higher, while its destructive or maladaptive aspects are lower.

At this empirical stage of the study, which examined the interrelation of the determinants affecting the motivational sphere of future teachers, emotional intelligence, communicative social competence

and behavioural norms were shown to be psychological structures closely interconnected with the motivational sphere of future teachers. The statistically significant associations found between these structures confirm that they function not independently of one another but as a single functional system.

A theoretical generalisation of the analyses showed that emotional intelligence provides the person with the ability to recognise and manage his or her own emotions and to understand the emotional states of others. These competences, in turn, create the psychological basis for the development of communicative social competence. Communicative competence, for its part, appears as an important condition for effective communication, cooperation, social adaptation and the organisation of teaching. The harmonious development of these two structures supports socially acceptable forms of behavioural norms and increases the likelihood of choosing constructive behaviour in teaching-related situations.

Table 3. Relationship between the academic motivation of future teachers and the factors influencing the choice of the teaching profession

No.	Scale	Intrinsic motivation	Extrinsic motivation	Amotivation
1.	Perceived teaching ability	.645**	.429**	-.590**
2.	Intrinsic career value	.625**	.364**	-.588**
3.	Fallback career	-.511**	-.255**	.603**
4.	Job security	.472**	.485**	-.524**
5.	Time for family	.577**	.395**	-.492**
6.	Job transferability	.513**	.127**	.500**
7.	Shaping children's future	.504**	.410**	-.488**
8.	Enhancing social equity	.495**	.523**	-.444**
9.	Making a social contribution	.603**	.478**	-.531**
10.	Working with children	.542**	.423**	-.460**
11.	Prior teaching and learning experiences	.508**	.506**	-.368**
12.	Social influences	.241**	.513**	-.183**
13.	Complexity of the profession	.579**	.478**	-.400**
14.	High demands of the profession	.375**	-.472**	-.200**
15.	Salary	.158**	-.250**	-.046
16.	Social status	.574**	.306**	-.479**
17.	Social dissuasion	-.439**	-.437**	.605**
18.	Satisfaction with choice	.600**	.497**	-.558**

Table 3 shows that the results of Spearman's correlation analysis between the participants' academic motivation scales and the factors influencing the choice of the teaching profession revealed reliable associations between the academic motivation of future teachers and their motives for choosing the

teaching profession. The intrinsic, extrinsic and amotivational components of academic motivation were differentially associated with the various motives for choosing the teaching profession. Intrinsic motivation showed its strongest associations with motives reflecting the content and social values of the teaching profession: perceived teaching ability (Rs=0.645), intrinsic career value (Rs=0.625), making a social contribution (Rs=0.603), satisfaction with choice (Rs=0.600), complexity of the profession (Rs=0.579), time for family (Rs=0.577), social status (Rs=0.574) and working with children (Rs=0.542); its associations with job transferability (Rs=0.513), prior teaching and learning experience (Rs=0.508), shaping children's future (Rs=0.504), enhancing social equity (Rs=0.495), job security (Rs=0.472) and high demands of the profession (Rs=0.375) were moderate, and those with social influences (Rs=0.241) and salary (Rs=0.158) were weak ($p<0.01$). These results show that students with strong intrinsic motivation closely link teaching with their personal values, professional development and responsibility to society.

Intrinsic motivation also showed negative associations with accepting teaching as a fallback career (Rs=−0.511; $p<0.01$) and social dissuasion (Rs=−0.439; $p<0.01$). This indicates that students who chose the teaching profession consciously are less likely to regard it as a forced or alternative path and that external barriers have less effect on their motivation.

Extrinsic motivation was also positively associated with most motives, including value-based ones: enhancing social equity (Rs=0.523), social influences (Rs=0.513), prior teaching and learning experience (Rs=0.506), satisfaction with choice (Rs=0.497), job security (Rs=0.485), making a social contribution and complexity of the profession (Rs=0.478 each), perceived teaching ability (Rs=0.429), working with children (Rs=0.423), shaping children's future (Rs=0.410), time for family (Rs=0.395), intrinsic career value (Rs=0.364), social status (Rs=0.306) and job transferability (Rs=0.127). It was negatively associated with high demands of the profession (Rs=−0.472), teaching as a fallback career (Rs=−0.255) and salary (Rs=−0.250) ($p<0.01$). Compared with intrinsic motivation, extrinsic motivation is more closely linked to social influences and job security, which reflects the practical and instrumental aspects of the teaching profession.

Amotivation showed mainly negative associations with the content- and value-based motives of the teaching profession: perceived teaching ability (Rs=−0.590), intrinsic career value (Rs=−0.588), satisfaction with choice (Rs=−0.558), making a social contribution (Rs=−0.531), job security (Rs=−0.524), time for family (Rs=−0.492), shaping children's future (Rs=−0.488), social status (Rs=−0.479), working with children (Rs=−0.460), enhancing social equity (Rs=−0.444), complexity of the profession (Rs=−0.400), prior teaching and learning experience (Rs=−0.368), high demands of the profession (Rs=−0.200) and social influences (Rs=−0.183) ($p<0.01$); its association with salary was not significant (Rs=−0.046). Conversely, amotivation was positively associated with teaching as a fallback career (Rs=0.603) and social dissuasion (Rs=0.605). These results indicate that students with low motivation accept the content, social significance and personal values of the teaching profession to a lesser extent.

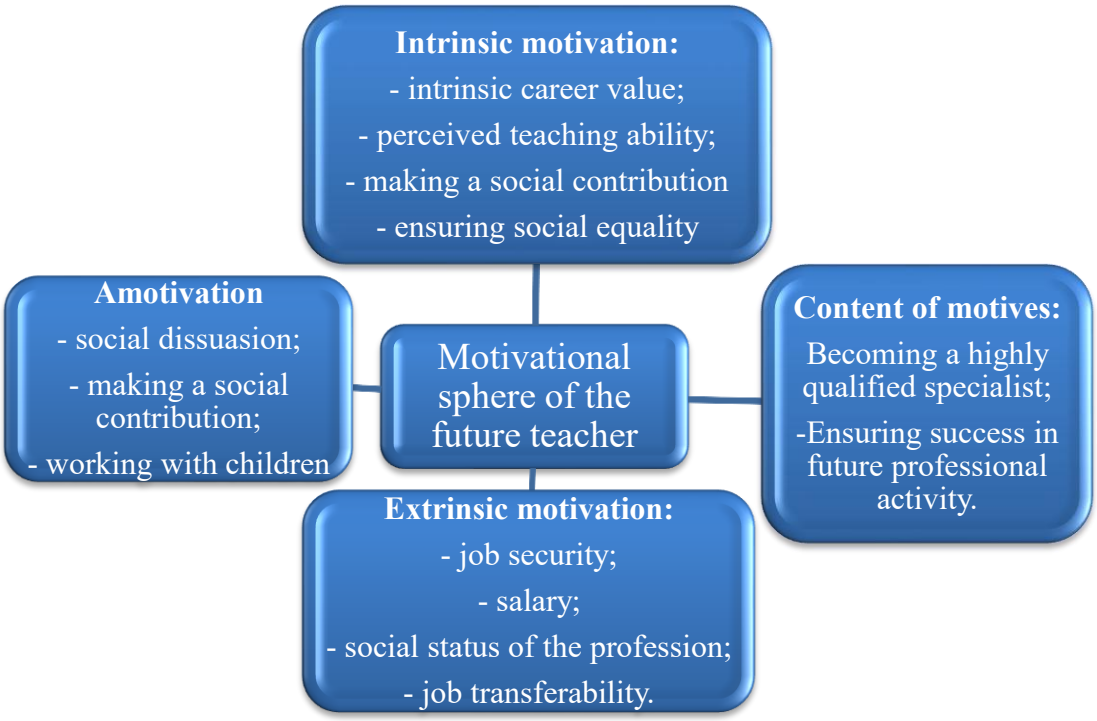


Figure 1. Model of the mechanisms of the motivational system

The study showed that EI, conscious self-regulation styles and competence indicators are important psychological regulating factors in the participants. The correlation analyses, explained as the main preliminary condition for regression analysis, were carried out in the required order, and it was confirmed that the complex scales, as regulating factors of the person's motivational sphere, form the psychological mechanism of a single integral sphere.

Within the study, the motivational sphere of the future teacher consists of the academic motivation scales – intrinsic motivation, extrinsic motivation and amotivation – and the factors influencing the choice of the teaching profession. The logical content of the motivational sphere is assessed by the classified motives.

The EI components of self-motivation, empathy and recognising the emotions of others are the strongest predictors of the intrinsic motivational structure, including intrinsic motivation, professional-pedagogical motivation, professional values and satisfaction with the choice of profession.

In predicting the pragmatic components of the motivational sphere, the contribution of the conscious self-regulation styles – planning, modelling, evaluation of results and flexibility – was found to be higher. This means that the professional motivation of a future teacher is determined not only by emotional factors but also by the mechanisms of conscious organisation and purposeful management of activity.

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