

Chapter

Emotional Intelligence and Tolerance For Uncertainty in Future Teachers

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ABSTRACT

The modern day education system has to satisfy high demands for teachers' professional competence as well as their individual emotional characteristics. Pedagogical activity is rich in various stressful situations; it is associated with the risk of emotional burnout syndrome formation. The current empirical study was conducted to specify the relationship between emotional intelligence characteristics and indicators of tolerance for uncertainty among future teachers. The following methods were used: observation; conversation; testing with the help of the following techniques: "Emotional intelligence questionnaire EmIn" (Lyusin); PCRS "Tolerance for uncertainty" (Rodnik, Heather, Gold, Khal) adapted by Bazhanova and Bardier; methods of mathematical data processing (calculation of the mean and standard deviation; technique for assessing the reliability of differences in studied parameters (Student's t-test), the method of linear correlation analysis according to Pearson). Results of the research: Characteristics of emotional intelligence and indicators of tolerance for uncertainty in future male and female teachers have been studied. Similar and distinguishing features of their emotional intelligence have been identified. Features of future male and female teachers' response in situations with some degree of uncertainty, as well as the presence and specificity of relationships between the characteristics of emotional intelligence and tolerance to situations of uncertainty have been investigated. Relevance of the research: Empirical data obtained in the study will contribute to conclusions that will make the basis of recommendations for psychologists

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working at educational institutions to elaborate programs for emotional intelligence development in future teachers and to train them to respond to stressful situations applying constructive ways.

Keywords: emotional intelligence; tolerance; adaptability; coping behavior.

INTRODUCTION

The teacher is a social actor, a carrier of social knowledge and values. Therefore, intellectual, emotional, volitional, value, moral, spiritual, and reflexive components are combined in the subject characteristics of the teacher. In the process of pedagogical activity, it is necessary to take into account the individuality, uniqueness and originality of each one participating in it; teachers are supposed to possess certain professionally important qualities to satisfy very high demands.

A teacher having insufficient professional training and a low level of emotional intelligence development suffers irreparable losses as school students are afflicted, and the psychological atmosphere of the lesson deteriorates. The ability to manage emotions is a component of emotional intelligence – a set of mental abilities to process emotional information - and an important indicator of the level of its development.

The phenomenon of emotional intelligence and tolerance for uncertainty is closely related to the key issues today.

Emotional intelligence is the ability to effectively perceive the emotional sphere of human life: to understand emotions and emotional background of relationships, to use emotions to solve problems related to relationships and motivation. The first concepts concerning emotional intelligence arose in 1990, since then different authors interpret this concept in a very diverse manner. This is a group of mental abilities that contribute to the awareness and understanding of one's own emotions and emotions of other people (the model of abilities). The ability to recognize and express emotions is the basis for generating emotions to solve specific tasks having procedural character. These two classes of abilities (to recognize and express emotions and use them to solve problems) make the foundation for the externally manifested ability to understand events that precede and follow emotions. All the above-described abilities are necessary for the internal regulation of own

emotional states and for successful influences on the external environment leading to the regulation of both own and other peoples' emotions (Mayer, Caruso & Salovey 1999).

Increasingly growing flows of necessary information and pace of life have created the problem of global uncertainty for human existence. On the one hand, no matter how hard people of today tried to keep up with the demands of the time, even been armed with the most powerful computer, they are forced to act in a situation of external information uncertainty. On the other hand, the desire to rush "with the times" inevitably encounters physiological barriers of limitations in the human body. Under these conditions, interest in the phenomena of tolerance / intolerance towards uncertainty described as early as the middle of the last century is growing. Tolerance for uncertainty is a complex concept uniting concepts of uncertainty and tolerance.

Despite the presence of a large number of different studies, the formation of unambiguous understanding of the psychological content of "tolerance for uncertainty" phenomenon has not taken place (Lukovitskaya 1998).

PURPOSE AND OBJECTIVES OF THE STUDY

The purpose of this study was to identify the relationship between emotional intelligence and tolerance for uncertainty in future teachers (men and women). The following assumptions were put forward as a hypothesis: 1) Characteristics of emotional intelligence and tolerance towards uncertainty indicators have varying degrees of manifestation in future male and female teachers; female teachers have higher levels of emotional intelligence than male teachers; male teachers have higher tolerance for uncertainty than female teachers. 2) There is a relationship between the characteristics of emotional intelligence and indicators of tolerance for uncertainty in future teachers (men and women).

LITERATURE REVIEW

The phenomenon of emotional intelligence and tolerance for uncertainty is closely related to key issues of the day. The idea of emotional intelligence (hereinafter EI) grew out of the concept of social intelligence developed by

— such authors as Thorndike (1920), Guilford (1949), Eysenck (1987), and Gardner (1993) described intrapersonal and interpersonal intelligence within the framework of his theory of multiple intelligences and was especially close to the concept of EI. Abilities included in these concepts are directly related to EI. In the 1990s, other models also appeared representing a slightly different view of EI. The most famous are the models of Goleman (1998) and Bar-On (2000). Mayer, Caruso & Salovey (1999) suggested distinguishing between ability models and mixed models. The first type is their own model, treating EI as a cognitive ability, and the second type is models treating EI as a combination of cognitive abilities and personality features. Petrides & Furnham (2000) made a slightly different distinction which they considered to be wider: EI was regarded as an ability and EI as a trait. Based on existing concepts, Lyusin (2006) proposed his own EI model. Previously, he had already given the definition of EI as the ability to understand and control one's own and others people's emotions.

Information about gender differences in the field of emotional intelligence is quite contradictory. Thus, Lyusin (2006) points out some insignificant differences in the emotional sphere between males and females. According to another research, despite the absence of differences between males and females in EI general level (emotionality coefficient), women show a higher level in interpersonal indicators of emotional intelligence (emotionality, interpersonal relationships, social responsibility). Intrapersonal indicators (self-assertion, ability to defend one's rights), ability to manage stress (stress resistance, control of impulsivity) and adaptability (determination of plausibility, problem solving) prevail in males.

Gender stereotypes greatly influence the identification of one's own experiences. Differences in the level of empathy are found only in case if male subjects have to report how empathetic they tend to be. It is noteworthy that in similar studies, males and females showed the same physiological reactions despite all the differences in their emotional expression (Derevyanko 2007).

Males and females express their emotions with different intensity and different means. A number of studies have shown that females are more expressive, regardless of their age; at the same time females manifest a more emotional behavior in purely female groups than in mixed ones. It is noted that females smile more than males (Lyusin 2000).

Gender differences data concerning emotional intelligence are generally quite contradictory. If the intensity of its structural components is spoken about, then understanding of emotions prevails in females more than in males. But, other than that, differences are of more qualitative than quantitative character. Males and females experience certain events in an equal manner, and they demonstrate identical physiological reactions. However, due to their gender role they differently explain causes of their emotions. The expression of emotions in female or male representatives as well as their regulation is largely impacted by the influence of gender norms, actually formed through education.

There are many humanitarian approaches to the definition and study of tolerance, but at the same time its psychological interpretations are virtually absent. In transitional periods, when the uncertainty of life in society increases, a person needs additional internal strength to overcome various difficulties and problems. Unpredictability associated with unemployment, inability to get a good education, impossibility to find a decent job, move from one activity to another, etc. prevents people from living a full life. Most people experiencing fear and even “disgust” before the unknown, obscure and new, tend to escape from such situations, and only some of them can even enjoy it (people of art, creative people). Tolerance as a personality quality is opposed to stereotyping and authoritarianism. People who excessively simplify the phenomena of the surrounding world and do not have tolerance, manifest categoricalness and are incapable of changes. In the Western tradition, the study of tolerance for uncertainty is associated mainly with various aspects of coping with uncertainty.

Modern Western studies have gained considerable experience in the investigation of emotional intelligence in teachers and its influence on pedagogical activity.

Thus, a number of authors believe that the formation of emotional competence in teachers can increase the efficiency of schooling (Dewaele, Gkonou, & Mercer 2018). Some of them state that training in the development of emotional intelligence among teachers contributed to the improvement of educational performance indicators (Gilar-Corbi, Pozo-Rico, Pertegal-Felices, & Sanchez 2018).

The authors conducted a study into the relationship between the level of emotional intelligence of teachers of English as a foreign language and their learning strategies for developing students' emotional literacy (Kliueva, & Tsagari 2018).

According to Dewaele, Gkonou & Mercer (2018) teachers with greater ability to cope with their emotions can better manage discipline in the classroom.

Kaur, Shri, & Mital (2018) demonstrate a model of effective teacher management based on emotional intelligence and competences. Stillman et al. (2018) considered the way schools using emotional intelligence programs create a positive climate among school. Alam & Ahmad (2018) testify to the positive influence of teachers' emotional intelligence on students' performance in Pakistan.

Alam & Ahmad (2018) point out positive results obtained during the implementation of teachers' training program in the development of emotional intelligence skills. The authors also indicate the relationship between emotional intelligence skills of school principals and corporate pedagogical ethics (Şayır 2018).

Some authors have studied the relationship between emotional intelligence (and its components) and teachers' professional and personal competence. For example, Dewaele (2018) comes to the conclusion that a sufficient level of emotional intelligence in teachers helps them to effectively cope with their emotions and manage the emotions of their students. Teachers' emotional competence contributes to the adoption of innovations at school (Rahayu, Ulfatin, Wiyono, Imron & Wajdi 2018) and allows them to predict students' emotional and behavioral difficulties (Poulou, Bassett & Denham 2018).

Some authors point out the positive influence of teachers' emotional intelligence on job satisfaction (Zhang, Ahmad & Cao 2018; Li, Pérez-Díaz, Mao, & Petrides 2018); reduction of loneliness levels in professional life (Tuluhan & Yalcinkaya 2018); increase of self-realization and mitigation of problems in mental health (Puertas Molero et al. 2018); decrease of professional burnout (Esmaili, Khojasteh & Kafipour 2018).

A number of studies are devoted to the study of emotional intelligence in future and novice teachers. Learning styles and the level of emotional intelligence in future teachers were investigated (Öznacar, Soensoy, & Satılmış 2018), the level of emotional intelligence of those training primary school teachers was assessed (Del Rosal, Moreno-Manso & Bermejo 2018).

Safitri, Wijayanti & Masriyah (2018) asserted the relationship between the emotional competence of future teachers of mathematics and their creative potential. Prayitno, Suwarsono, & Siswono (2018) found out that novice teachers with a low level of emotional intelligence carried out their professional duties more formally. In addition, the relationship between the level of emotional intelligence in novice teachers and the duration of their teaching experience was revealed (Wenn, Mulholland, Timmons & Zanker 2018).

Thus, the relationship of emotional intelligence, tolerance for uncertainty and strategies of male and female behavior have not been studied sufficiently despite the development of this issue in foreign psychology and increased interest in it among Russian scientists.

METHODS

The study was conducted using the following methods: 1) a conversation with the subjects to clarify, supplement and analyze information obtained as a result of techniques applied; 2) testing with the help of such methods as: "Emotional intelligence questionnaire EmIn" (Lyusin), the PCRS method "Tolerance for uncertainty" (Spring, Heather, Gold, Khal) adapted by N. Bazhanova and Bardier G. L.; 3) methods of mathematical data processing: the calculation of the mean and standard deviation, methods for assessing the reliability of differences in the studied parameters (Student's t-test), the method of linear correlation analysis according to Pearson.

The study was conducted on the basis of Kazan Volga (Federal) University. Senior students (24 men and 26 women) enrolled in the direction of "Pedagogical education" were recruited for the study.

The research was carried out in three stages; the content of each stage corresponded to the task. In the first stage, characteristics of emotional intelligence in future teachers (males and females) were studied. Indicators of tolerance for uncertainty in future teachers (males and females) were investigated in the second stage. In the third stage, interrelations between emotional intelligence characteristics and indicators of tolerance for uncertainty in future teachers (males and females) were identified.

RESULTS

Investigation of emotional intelligence characteristics in future teachers (males and females) was conducted using the “Emotional Intelligence Questionnaire Emin” (Lyusin, 2006). It should be noted that such questionnaires, including this one, do not measure the ability to understand emotions or control them, but people's ideas about their emotional intelligence. The author of the technique suggests that person's ideas about some of their properties differ from the true expression of this property though the evaluation of ideas about one's own EI, on the one hand, provides important information about a person for a psychologist, on the other hand, provides indirect information about the true level of this person's EI.

Subjects aged between 30 to 40 years participated in the research. They were not divided according to age periods due to the conclusion obtained by Lyusin (2004) that there was no influence of subjects' age on questionnaire's results and the opportunity to conduct statistical analysis and display test standards without this variable.

Figure 1 presents the mean value of emotional intelligence characteristics expression in the male and female future teachers' sample.

Such characteristics of emotional intelligence as: understanding other people's emotions (19.8); understanding their own emotions (16.04) and, accordingly, a general scale of understanding emotions (35.84) refer to low values in future male teachers. Average values include the intensity of such emotional intelligence characteristics as: interpersonal emotional intelligence, i.e. the ability to understand other people's emotions and their management (43,4); intrapersonal emotional intelligence, i.e. the ability to understand and handle your own emotions (45,24). As for high values of emotional intelligence characteristics, they are the following: managing your own emotions (17,52); managing other people's emotions (23.6); control of external manifestations of emotions (59,56); general emotional intelligence (195.4).

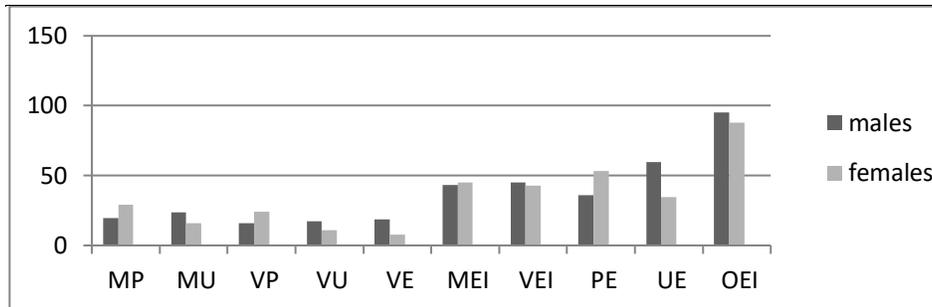


Figure 1. Differences in emotional intelligence characteristics expression in males and females

Note: emotional intelligence characteristics are designated: MP - understanding other people's emotions, MU - managing other peoples' emotions, VP - understanding your own emotions, VU - managing your own emotions, VE - control of expression, MEI - interpersonal emotional intelligence, VEI - intrapersonal emotional intelligence, PE - understanding emotions, UE - management of emotions, OEI - general emotional intelligence.

Thus, emotional intelligence characteristics associated with the process of controlling and managing emotions are more expressed in future male teachers than those related to the process of understanding both their own emotions and emotions of other people.

Such characteristics of emotional intelligence as: managing your own emotions (10,7); management of other people's emotions (15,92); control of external manifestations of emotions (7,8); general emotional intelligence (34,44) have low values in future female teachers. The following emotional intelligence characteristics have average values: intrapersonal emotional intelligence - the ability to understand and control your own emotions (42,6); interpersonal emotional intelligence - the ability to understand and control the emotions of other people (45,24); general emotional intelligence (87,84). High values are observed in the following characteristics of emotional intelligence: understanding your own emotions (24,08); understanding other people's emotions (29,32); general scale of understanding emotions (53,4).

It was specified that future female teachers have highly developed emotional intelligence characteristics related to understanding both their own

emotions and emotions of other people; and less developed characteristics are associated with the process of managing and controlling emotions.

The significance of differences between the mean values of emotional intelligence characteristics in the subjects of both groups was determined with Student's t-test.

The intensity of emotional intelligence characteristics associated with the process of understanding their own emotions and other people's emotions in future male teachers is significantly lower than that of future female teachers (temp = 2.79; at $p < 0.01$; temp = 4.86 at $p < 0.001$, respectively). But at the same time, the intensity of characteristics associated with the management of one's own and others peoples' emotions with the control of external manifestations of emotions, is significantly lower in male subjects than female subjects (temp = 2.34; at $p < 0.05$; temp = 2.15; at $p < 0.05$; temp = 5.02; at $p < 0.001$). In addition, if we compare the general level of emotional intelligence, then it is significantly higher in male subjects than female subjects (temp = 4.08; at $p < 0.001$).

It should be noted that results obtained contradict a generally accepted point of view about the fact that women have a higher emotional intelligence (Derevyanko, 2007). A probable explanation may be as follows: within the frames of self-report male subjects demonstrate greater confidence in their competence and higher self-efficacy. It is noteworthy that the greatest differences are observed on those scales where the advantage of men corresponds to gender stereotypes, e.g. the notion that men exercise better control of their emotional expression and their own emotions, in general.

Thus, future male teachers have a higher level of emotional intelligence than future female teachers, as well as characteristics related to the process of handling and controlling emotions. Women, however, have better developed characteristics of emotional intelligence that are associated with the process of understanding emotions.

The study of tolerance indicators for uncertainty in future teachers (males and females). Constructive attitude to uncertainty is expressed in the acceptance of uncertainty inevitability; recognition of uncertainty; developing a position in relation to reality and its assessment, perceived and accepted responsibility for actions under conditions of uncertainty, understanding and accepting the impossibility of an unambiguous, unique, "most correct from all

points of view” decision; internal readiness to accept the dual, predictable and unpredictable action result (Shipilov, 2008).

Figure 2 presents mean values of uncertainty tolerance indicators expression in the male and female sample.

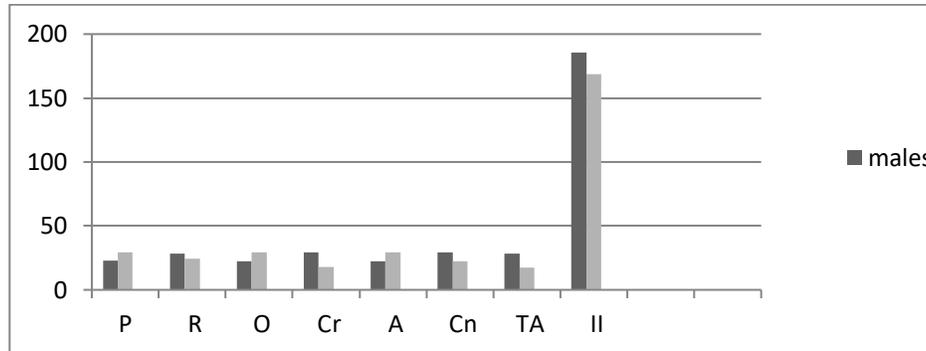


Figure 2. Differences in the expression of uncertainty tolerance indicators in males and females

Note: Numbers indicate tolerance for uncertainty. Letters maintain the following indicators: P - “passion”, R - “resourcefulness”, O - “optimism”, Cr - “courage”, A - “adaptability”, Cn - “confidence”, TA - “tolerance for ambiguity”, II - “Integrative indicator of tolerance.”

Future male teachers do not have any low level indicator of tolerance for uncertainty. The following indicators can be referred to the average level of expression: “passion” (emotionality, impulsivity) (22.64); “optimism” (22.5); “adaptability” (22,44). The high level of expression includes such indicators of tolerance for uncertainty as: “resourcefulness” (28.2); “courage” (29,44); “confidence” (29.28); “tolerance for ambiguity” (28,4); integrative (general) indicator of tolerance (185,56).

The results obtained can be explained based on the research conducted by Balabanova (2002), Zhukova (2010), Kletsina (2009), Rebrova (2010). Analysis of their gender studies about characteristics of male and female response in situations with a certain degree of uncertainty shows that masculine features of coping behavior are associated with the orientation toward independent behavior and self-efficacy. Men often either withdraw into themselves or display tough authoritarian styles of interaction. Besides, men have a more pronounced cognitive component of uncertainty perception. In

— addition, according to Salikov&Sheremetova (2016), men tend to take a higher degree of risk when making decisions due to their higher degree of aggressiveness, independence in actions, more expressed need for dominance and self-affirmation (Lyusin 2006).

Thereby, male subjects manifest high confidence in their abilities; eagerness to find something new, unknown; a remarkable ability to find a way out of difficult situations; self-control in a situation of information deficiency or lack; these characteristics determine their high level of tolerance for uncertainty, in general.

As Figure 1 shows, female subjects have two low level indicators of tolerance for uncertainty: "courage" (17.76), "tolerance for ambiguity" (17.6). The average level of expression is diagnosed by the indicators of "resourcefulness" (22.4), "confidence" (22.56) and by the integrative (general) indicator of tolerance for uncertainty (168.56). A high level of expression is indicated in "passion" (emotionality) (29.4), "optimism" (29.36), and "adaptability" (29.4).

The studies by Lukovitskaya (1998) confirm obtained results. According to her assessment, an emotional component of uncertainty perception is more expressed in women; it is manifested in a large emotional intensity of feelings and contradictions. Tolerance for uncertainty in women depends on their self-esteem, degree of satisfaction with their lives and evaluation of a significant environment (Shipilov 2008). Analysis of gender studies performed by Salikov & Sheremetova (2016) showed that when women make decisions in the face of risk and uncertainty, they choose more cautious strategies (Lyusin, 2006). According to Balabanova (2002), Zhukova (2010), Kletsina (2009), Rebrova (2010), women are more inclined to adapt to a difficult life situation than to overcome it (Shipilov 2008).

Thus, future female teachers are less adventurous and have low tolerance to unfinished and ambiguous situations, with a low desire to find something new, but at the same time they have increased emotionality, optimism and ability to adapt as well as change their plans and decisions.

The significance of differences between the mean values of tolerance for uncertainty expression in the subjects of both groups was determined with Student's t-test. According to the results of the study, significant differences were found between the subjects of both groups in all indicators of tolerance for uncertainty.

Future male teachers have significantly higher indicators of “resourcefulness” (temp = 2.03; at $p < 0.05$); “courage” (temp = 4.86; at $p < 0.001$); “confidence” (temp = 3.55; at $p < 0.001$); “tolerance for ambiguity” (temp = 4.87; at $p < 0.001$); integral index of tolerance for uncertainty (temp = 4.98; at $p < 0.001$) than future female teachers. However, the female subjects have reliably higher indicators of “passion” (emotionality) (temp = 3.73; at $p < 0.001$); “optimism” (temp = 3.43; at $p < 0.01$); adaptability (temp = 2.92; at $p < 0.05$) than future male teachers.

The results obtained are proved by gender studies as well. Many authors confirm that means of psychological overcoming of life difficulties and situations of uncertainty are determined by gender-role stereotypes: women (and feminine men) tend to defend themselves and solve difficulties emotionally, while men (and masculine women), on the contrary, do this instrumentally, by transforming an external situation (Shipilov 2008).

Therefore, future male teachers have high rates of tolerance for uncertainty associated with entrepreneurship, courage, thirst for new, self-confidence, self-control, and they are more tolerant for a situation of uncertainty than women. Women possess to a greater degree those indicators of tolerance for uncertainty that are associated with emotionality, optimism, and the ability to adapt to the situation.

In order to identify the relationship between emotional intelligence characteristics and indicators of tolerance for uncertainty in future male and female teachers, the Pearson linear correlation coefficient was used.

According to the results of the correlation analysis between emotional intelligence characteristics and indicators of tolerance for uncertainty in future male teachers, we can assume the following: 1. The higher the male ability to control emotions, the less they are emotional and impulsive. 2. The higher the male ability to manage their emotions, in particular, emotions of other people, the less they are optimistic (or rather realistic) and have a higher emotional intelligence and tolerance for a situation of uncertainty. 3. The less pronounced the ability of men to understand their emotions and the emotions of other people, the higher the level of emotional intelligence they possess. Such pattern can probably be explained by the fact that low indicators of understanding emotions are compensated for high indicators of controlling emotions. 4. The higher emotional intelligence in men is, the less they are able

and want to adapt to circumstances and are more tolerant for ambiguous, unfinished situations. 5. The higher the level of tolerance for uncertainty in future male teachers is, the more realistic they are assessing a situation and less ready to adapt to it.

Due to the result of the correlation analysis between emotional intelligence characteristics and indicators of tolerance to uncertainty in future female teachers, we can assume the following: 1. The higher the ability of women to understand their emotions, the better they understand the emotions of other people and have higher emotional intelligence and lower tolerance for the situation of uncertainty. 2. The lower the ability to manage their own emotions in women is, the worse they can manage emotions of others and have a lower level of emotional intelligence. 3. The more optimistic and relying only on the best outcomes of events women are, the less able they are to control emotions of other people and less tolerant to situations of uncertainty they are. 4. The more emotional and impulsive women are, the lower level of emotional intelligence and tolerance to uncertainty they have.

DISCUSSIONS

Results available from the study allowed us to formulate the following conclusions: 1. Future male teachers have a higher level of emotional intelligence than future female teachers, as well as its characteristics related to the process of handling and controlling emotions. Characteristics of emotional intelligence that are associated with the process of understanding emotions are better developed in future female teachers. 2. Future male teachers have high rates of tolerance for uncertainty due to entrepreneurship, courage, thirst for new, self-confidence, self-control, and are more tolerant for a situation of uncertainty than women. Future female teachers have those indicators of tolerance for uncertainty that are associated with emotionality, optimism, and the ability to adapt to the situation. 3. The idea of emotional intelligence characteristics and attitudes toward situations of uncertainty is determined by gender-role stereotypes. 4. All found relationships between emotional intelligence and tolerance for uncertainty are indirect. Their characteristics and indicators are regarded as mediating chains in these links.

Thus, the hypotheses put forward in the course of the study were partially confirmed. The assumption that emotional intelligence characteristics

and indicators of tolerance for uncertainty have varying degrees of manifestation in future male teachers and future female teachers has been confirmed. The second provision concerning higher levels of emotional intelligence in future female teachers than in future male teachers has been refuted. The second hypothesis about the existence of a relationship between emotional intelligence characteristics and indicators of tolerance for uncertainty in future teachers (men and women) was confirmed.

CONCLUSION

The results obtained in the study can be of practical use for future teachers' training in more effective adaptation to their professional activities, self-realization and prevention of burnout syndrome.

ACKNOWLEDGMENT

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

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