CRITICAL THINKING SKILLS EMOTIONAL INTELLIGENCE AND PERFORMANCE OF PRE-SERVICE TEACHERS

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ABSTRACT

This descriptive-correlational research was designed to determine the critical thinking skills, emotional intelligence, and performance of pre-service teachers. This mixed qualitative-quantitative research was responded by three hundred eighty-two pre-service teachers coming from the six campuses of Northern Iloilo Polytechnic State College system offering teacher education program. Percentage, mean, chi-square and content analysis were used to determine the data needed for this research. Major findings revealed that here was high level of critical thinking skills, emotional intelligence, and performance of pre-service teachers. The respondents' profile in terms of age sex and course has no significant relationship. Significant relationships were noted in the portfolio and actual demonstration teaching; emotional intelligence and pre-service teaching performance; academic performance and pre-service teaching performance; and academic performance and emotional intelligence. There are significant differences noted between the profile and the critical thinking skills and the emotional intelligence of the respondents. The admission policy of the teacher education should include critical thinking skills and emotional intelligence as part of the criteria in selecting the students entering the program in addition to their teaching aptitude aspects. The monitoring and evaluation process of the student teaching performance particularly on the type of evaluation instrument should be improved by institutional standards for the whole system and the rubrics for evaluating the demonstration teaching must be agreed upon and approved by the board of trustees.

Keywords: Critical thinking skills, Education, Emotional intelligence, Pre-service teachers, Teachers, Teaching performance

INTRODUCTION

Several beginner and apprentice teachers experience feeling of uneasy and negative surprises in their early years of professional teaching (Booth et al, 2011). Studies show a higher teacher turnover rate with teachers in the early stage of their teaching career experience reality shock than do mid-career teachers (Ingerssoll, 2000; Preston and Colman, 2000; Lokan, 2003; Ingersoll and Smith, 2004: Kim, 2013). Beginner teachers were found dazzled or unfulfilled when they find important inconsistencies in contrast to their expectations when they were student teachers and what they experience first year of teaching. Those novice teachers' experiences resulted into further teaching attrition among new teachers and extra glitches in the efficacy of education in the United States and across the world (OECD, 2005; Sinclair, 2008: English, 2018). These are factors that bring impact to their experiences, such as

critical thinking, emotional intelligence, and teaching performance.

A curriculum revision in the Philippines Teacher Education in 1993 which is defined in the Commission on Higher Education (CHED) Memorandum Order Number 11 was adopted, implemented, and finished its first cycle in 2003. The revision of curriculum was based on: External environment revised Basic Education Curriculum (BEC) (2002) requiring new range of teaching-learning skills; definition of teaching competence; and constant changes on demands of teachers. Conversely, a report on the graduates of the first batch in 2003 showed no improvement o the students' achievement in the licensure examination in which 27% only passed the Licensure Examination for Teachers (LET) (House and Rehbein, 2004; Talidong, 2020).

Recently, the concern of education is not not only the learners' thinking capacity or thinking skills but also the learners' emotional intelligence. Quisumbing (1998) pointed out that "the most important is what underlies the transmission knowledge which is the change in the heart of learners or the education of emotion".

Critical thinking skills and emotional intelligence influence the behavior of the individual specifically the pre-service teachers and skills and emotional intelligence also has strong connection to academic achievement, performance at work or the ability to effective communications, solve problems every day, being able to build profound interpersonal relationships and being able to do sound decisions (Emmerling et al., 2012; Agboola and Tsai, 2012).

Imperative to the significant functions of pre-service teachers' enthusiasm and effectiveness in teaching, there was no research ever recorded assessed how these teaching factors associate with pre-service teachers' anticipation that led into negative surprises during their first year of professional work as teacher (Leaño and Malano, 2020). Therefore, this study aimed to investigate the critical thinking skills, emotional intelligence, and performance of pre-service teachers. Furthermore, this foregoing study assessed how pre-service teachers' critical thinking skills emotional intelligence and teaching performance may differ by sex, GPA, and course/program level.

Theoretical Framework

This study is grounded on the theory of Critical Thinking by Edward Glaser (1941) which explains the ability to think critically in volume disposing on the attitude of one's experiences, approaches of logical inquiry and reasoning, and other skills which is covered by this method. The Emotional intelligence concept of Daniel Goleman (1995) is also considered in this study which argues that Intellectual Quotient (IQ), "conventional intelligence, is too narrow; that there are wider areas of emotional intelligence that dictate and enable how successful a person becomes". "Success requires more than IQ which has tended to be the traditional measure of intelligence, ignoring essential behavioral and character elements. There are academically brilliant and yet are socially and interpersonally inept persons".

Even when processing a high IQ rating, accomplishment and success don't deliberately follow. This is further supported by the theory of Multiple Intelligences by Howard Gardner. Theory of multiple intelligences defines and distinguishes from precise modalities and to the extent of seeing personal ability that dominate intelligence. This theoretical concept was posited in the1963 book "Frames of Mind". by Howard Gardner.

Alongside, the theory of performance which advances six foundational ideas and concepts that develop a profound framework which is used to define individual performance is the functional development. A high-quality performance produces or yields a highly appreciated output. (Caine, 2005; English, 2018).

In the study of Donald Elger (2007), he mentioned that "Theory of Performance informs learning in classrooms. Workshops and other venue that are traditionally associated with learning. Wonderful accomplishments also occur in day-to-day practice in higher education. And adviser inspires learners to follow their dreams. A teacher magically connects with learners".

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Student teaching or teaching internship is a very important program in teacher education. Student-teacher put into practice the learning competencies they had acquired in their college years and in the culminating stage, student-teachers connects their instructional capabilities in the real teaching situation. The phase of intern teachers connects theory and practice because it offers the student-teacher the critical experience in the real world of teaching. In the internship phase, a student-teacher prepares to assume and carry out effectively all the duties and responsibilities being a teacher.

A clearly defined standards of professional preparation and performance which is instigated that steer, assess and appraise professional job and ethical execution is one of the common features of pre-service training agendas that produce graduates who are extraordinary well prepared from the first day in their classrooms includes (Darling-Hammond, 2006; Talidong, 2020).

Critical thinking skills are extremely important in developing a successful area. College students and young professionals alike are flooded with advice on why they need in order to develop these skills.

OBJECTIVES OF THE STUDY

This research aimed to determine the critical thinking skills, emotional intelligence, and teaching performance of pre-service teachers the school year 2015-2016. This research specifically has the following objectives: 1.) To determine the level of respondents' critical thinking skill; 2.) To determine the level of emotional intelligence of the respondents in terms of self-awareness, social awareness, and self-management; and 3.) to determine significant relational between level of emotional intelligence and respondents 'profile.

METHODOLOGY

This research investigation used the descriptive-correlational design employing qualitative-quantitative approach to determine to determine the critical thinking skills, emotional intelligence, and teaching performance of pre-service teachers the school year 2015-2016 and its specific objectives.

This research was conducted within the Northern Iloilo Polytechnic State College (NIPSC) which includes its six campuses offering Teacher Education Programs. These campuses are the NIPSC Ajuy, NIPSC Barotac Viejo, NIPSC Batad, NIPSC Concepcion NIPSC Estancia, and NIPSC Lemery.

The subjects of this research were the 382 pre-service teachers enrolled in the six campuses of NIPSC for the school year 2015-2016. All the 424 pre-service teachers of the teacher education program were taken as respondents of this research.

This research utilized two questionnaires with profile information of the respondents in part 1. Part 2 of the questionnaire measured the respondents' critical thinking skills. The researcher administered the test to 10 students at Iloilo State College of Fisheries, Tiwi, Barotac Nuevo, Iloilo to assess its applicability to the local setting or students. Part 3 of the questionnaire was a modified questionnaire used in the Emotional Intelligence Leadership Development (EILD). The six-point Likert Scale was used in the scoring of the respondent's level of agreement or disagreement of a series of statements. However, secondary data from the school registrar's offices was utilized to determine the students' general point average in General Education, Professional Edition, and Specialization. The ratings for teaching demonstration were requested from the respective student teachers' supervisor of df the six campuses. A Rubric Evaluation Sheet in grading the students was used.

Simple percentage weighted mean, chi-square and content analysis were used to determine the data needed for this research.

To manifest respect for their dignity and autonomy, the researcher secured informed consent from the participants and their superior before the conduct of the study.

To ensure privacy and confidentiality of information, the researcher reviewed the Data Privacy Act of 2012. This is to guarantee the principles of transparency, legitimate purpose, and proportionality in the collection, retention, and processing of personal information contained in

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NEGHHR 2017. In this study, the result of the collection from the respondents were strictly confidential and for the research purpose only.

RESULTS AND DISCUSSION

1. Critical thinking skills of pre-service teachers

Table 1
Level of Respondents Critical Thinking Skills

Score	Description	Frequency n= 382	Percentage
0-5	Fair/ Passing	7	1.83
6-10	Good	81	21.20
11-15	Very Good	186	48.69
16-20	Superior	85	22.25
21-25	Excellent	23	6.02

In a 25-iten test, 186 students or 48.69% got very good, followed by superior (22.25%), good (21.20%), excellent (6.02), and fair or passing (1.83%). This result repudiates the findings of Hawley (2016) that "children's motivation to succeed is significantly related to social relationships with other social skills, and social competence".

Nevertheless, the quality performance and valued accomplishment of students in school is associated to the highly availability of opportunities and a wide range of school programs and supports to students. (Willis et al., 2016).

2. Level of emotional intelligence of the respondents in terms of self-awareness, social awareness, and self-management

2.1. Emotional intelligence of pre-service teachers - Self-awareness Domain

The respondents' level of critical thinking skills characterizes the kind of student-respondents with a mean of 4.19, SD of 0.75 interpreted as high. This group had a high self-awareness. As noted, the students had a very high sense of humor about themselves with a weighted mean of 4.56, SD = 1.14. the high ratings describe the indicator that they were able to express their own feelings and can speak out some courses of action which they believed is disagreeable to others. They also seek

out opportunities and favors that can apparently widen their stock of competencies; they are certain of themselves without direct supervision; they were guaranteed, dynamic, inspiring, and had a confident personality. The lowest weighted mean in self-awareness is 3.80, SD = 1.12 wherein students felt confident to work without the need for direct supervision.

Table 2
Respondents' Level of Emotional Intelligence Self-awareness Domain

Self-Awareness Domain	Mean	SD	Interpretation
1. Express on feelings	4.30	1.19	High
2. Knows how to own feelings impact own performance	4.40	1.01	Very high
3. Acknowledges own strength and areas of weakness	4.55	1.08	Very high
4. Has a sense of humor about oneself	4.56	1.14	Very high
5. Compensates for own limitations by working with others with necessary strength	4.39	1.03	Very high
6. Seeks out the opportunity to broaden one's repertoire of capabilities	4.30	1.02	High
7. Feels confident to work without the need for direct supervision	3.80	1.12	High
8. Presents self in an assured, forceful, impressive, and unhesitating manner	3.88	1.08	High
9. Speaks out for course of action one believes in even when others disagree	3.81	1.13	High
Mean	**4.19**	**0.75**	**High**

Also rated very high are the following indicators: knowing how feeling impacts others, acknowledging their strengths and weaknesses,

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has a sense of humor and compensating their own limitations with the necessary strength, which were clear indications that our students were almost ready for some workplace they intend to go. According to Kendra Cherry, a psychology expert, people emerge when they appear to others. Appearing to others is part of public self-awareness in situations when a student-teacher is situated at the middle of circumstances, such as when leading a discussion, speaking to a group of peers and audiences. Consciousness oftentimes pushes student-teacher to observe to social standards. Furthermore, when they are conscious that they are being observed and assessed they act in such a way that they are recognized and looked-for (Cherry, 2016).

2.2. Emotional intelligence of pre-service teachers - Social-awareness Domain

Table 3
Respondents' Level of Emotional Intelligence Social-awareness Domain

Social Awareness Domain	Mean	SD	Interpretation
1. Pays attention and listens	4.84	1.07	Very high
2. Asks questions to understand another person	4.86	1.01	Very high
3. Respects, treats with courtesy and relates well to people with diverse backgrounds	5.06	0.99	Very high
4. Demonstrates an ability to the things from someone else's perspective	4.70	1.02	Very high
5. Understands the underlying cause for someone's feelings, cause behavior or concerns	4.86	0.98	Very high
6. Understands the history and reasons for continuing organizational issues	4.57	1.03	Very high
7. Makes self-available to customers or clients	4.46	1.05	Very high
8. Matches customer or clients' needs to services or products	4.37	1.04	Very high
9. Addresses the unexpressed needs of the customers or clients	4.21	1.05	High
Mean	**4.66**	**0.77**	**Very High**

The respondents' level of emotional intelligence in terms of the social awareness domain was revealed in the table above. Results showed that these students had a very high social awareness aspect as proven by the mean of 4.66 and standard deviation of 0.77. The students were described to be attentive and always listened, very keen in asking questions, respectful, very understanding always available in terms of services, and had that feeling of being considerate.

The students were respected, treated with courtesy, and related well to people of diverse backgrounds with a weighted mean of 5.06 and SD is 0.99 with an interpretation of very high. It is also noted that in the domain of social awareness there is only one with an interpretation of high or a mean of 4.21 and SD of 1.05, that is, they addressed the unexpressed needs of customers or clients.

Self-awareness is being able to take somebody as the understanding entity – people can think, react and express. They contemplate around their mind, undertaking and communicating. Shelley Duval and Robert Wicklund's (2001) speculated as mentioned in the study of Al-Ribdi (2020) "landmark theory of self-awareness is a part social psychology". Duval and Wicklund hypothesized that "at a given moment, people focus attention on the self or on the external environment. Focusing on the self enables self-evaluation. When self-focused, people compare the self for standards of correctness that specify how the self ought to think, feel and behave. The process of comparing the self with standards allows people to change their behavior and to experience the pride and dissatisfaction with the self".

There had been several research supported self-awareness theory (Duval, 2006). postulated that "when people focus attention on the self, they compare the self with standards, try harder to meeting or fail to meet a standard, and show stronger emotional responses to meeting or failing to meet a standard. The tendency to change the self to match a standard depends on other variables, particularly perceptions of how hard it will be to attain the standard. Remarkably, many experiments have shown that when people are not

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self-focused, their actions are not related to their personal standards – self-awareness is needed for people to reduce disparities between their actions and their ideas". New research methods enrich self-awareness theories. Moreover, the theory proposed that whatsoever that prepares somebody to focus attention on the self-will build up self-awareness.

2.3. Emotional intelligence of pre-service teachers - Social-awareness Domain

Table 4
Respondents' Level of emotional intelligence Self-management Domain

Social Awareness Domain	Mean	SD	Interpretation
1. Behaves calmly in a stressful situation	4.46	1.13	Very high
2. Stays composed and positive, even in trying moments	4.49	1.08	Very high
3. Calms others in stressful situations	4.37	1.10	
4. Publicly admits to mistakes even when it is not easy to do so	4.05	1.16	High
5. Confronts unethical actions in others	3.42	1.35	Low
6. Acts an own value even when there is significant risk	3.72	1.18	High
7. Applies standard procedures flexibly (i.e. alters normal procedures to fit a specific situation)	3.99	1.08	High
8. Is comfortable with ambiguity	3.90	1.12	High
9. Sets measurable and challenging goals for oneself or others	4.31	1.11	High
10. Anticipates obstacles to a goal in order to overcome them	4.46	1.12	Very high
11. Persists in seeking goals despite obstacles and setbacks	4.52	1.05	Very high
12. Operates from hope of success rather than fear of failure	4.87	1.02	Very high
Mean	**4.21**	**0.75**	**High**

The level of emotional intelligence of respondents in terms of self-management domain was described as high as shown by the mean of 4.21 and a standard deviation of 0.75. This explains that the respondents were very calm in dealing with stress, had a positive attitude, prepared in terms of obstacles, persistent, and very hopeful; however, they were low in terms of confronting unethical actions, they tend to admit mistakes in public, acted in their own values or beliefs, and were straight or very meticulous in following the standard procedures.

Students confronted unethical actions in others with a mean of 3.42 and a standard deviation of 1.35 interpreted as low. Among the high interpretation, it is gleaned that students set measurable and challenging goals for themselves or others with a mean of 4.31 and a standard deviation of 1.11. operating for hopes of success rather than fear of failure has the highest interpreted as very high with a mean of 4.87 and a standard deviation of 0.75.

Self-management oftentimes connotes diverse effects to different people and sometimes different things at different times even to the same people (Patrick McGowan, Ph. D., University of Victoria- Center on Aging, 2005: Balbaguio, 2018). In addition to this, Robbins, Chatterjee, and Canda (2008) as mentioned by Balbaguio (2018) define empowerment as the "process by which individuals and groups gain power, access to resources and gain over their own lives." Zimmerman (2000) and Agboola and Tsai (2012) perceive empowerment as "a multi-level construct involving participation, control, and critical awareness. Process are empowering if people can develop skills that allow them to problem solve and make decisions". The outcome is defined by Agboola, and Tsai (2012) as "the operationalization of empowerment, and can include situation-specific perceived control, skills, and proactive behaviors".

3. Students' performance

The demonstration teaching is given before the students qualify for the student teaching program as evaluated by the Student Teaching

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Supervisor. Their rating is based on the evaluation tool.

Table 3

Respondents' Student Teaching Performance – Demonstration Teaching

Score	Description	Frequency n= 382	Percentage
1.0	Excellent	0	0.00
1.1 – 1.5	Superior	173	45.29
1.6 – 2.0	Very Good	187	48.95
2.1 – 2.5	Good	20	5.24
2.6 – 3.0	Fair/Passing	2	0.52

Fort the demonstration teaching, majority of 187 (48.95%) of the student-teachers got a very good description or a rating of 1.6 to 2.0. This is followed by a superior, 173 or 45.29 percent with a grade range of 1.1 to 1.5. this indicates that student-respondents were prepared for their task or ready to teach at the levels they wanted to teach. With the rating, the committee responsible for determining the possible student-teachers will have a less supervisory task of supervision when these students would be assigned to the laboratory school. But this considers the two students with a description of fair or passing of 2.6-3.0 needed to be given priority of tutoring. Mastery of subject matter, methods and teaching ability, communication skills and personal qualities, class management and effectiveness of teaching were the bases for the whole evaluation. Students who got a fair or passing mark were closely monitored by the student teaching supervisor.

CONCLUSIONS

A very high level of critical thinking skills, emotional intelligence, academic performance, and pre-service teaching performance of the respondents was found in this study. Self-awareness, social awareness, and self-management are the significant components of the emotional intelligence of a pre-service teacher

which need to be considered. Demonstration teaching indicates the level of readiness the pre-service possesses.

RECOMMENDATION

In the light of findings and conclusions, the following recommendations are offered:

1. The admission policy of the teacher education should include critical thinking skills, emotional intelligence, and academic performance as part of the criteria in selecting the students entering the program and in addition to their teaching aptitude.
2. Th need to improve the monitoring and evaluation process of the student teaching performance particularly on the on the type of evaluation instruments by making it standard in the whole system, the rubrics used in evaluating the demonstration teaching skills must be agreed and approved by the board of trustees; and
3. Implement the action plan.

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