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TEACHING STYLES AND EMOTIONS SKILLS OF GHANAIAIAN PROSPECTIVE TEACHERS¹ GANALI ÖĞRETMEN ADAYLARININ ÖĞRETME STİLLERİ VE DUYGUSAL BECERİLERİ

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ABSTRACT

The aim of this study is to establish the relationship between the dependent variables of gender, age, and departments of prospective teachers and teacher emotional skills and teaching styles. The study was conducted with 264 prospective teachers from Ghana. The essence of this study was to investigate teacher emotion skills and teaching styles of prospective teachers in Ghana on certain variables including but not limited to their gender, ages, and departments. The correlation between teacher emotion and teaching styles was concluded that teacher emotion skills scales however showed a significantly negative relationship with the scales of teaching styles. In the case of gender on teacher emotion skills scales and teaching styles, scales were not statistically significant between males and females. The independent variable of age showed that the younger teacher exhibited little emotional skills during teaching than their elderly compatriots. Departments of prospective teachers do not have any effect on the teacher's emotional skills and teaching styles exhibited by these teachers. This work will serve as a Launchpad for further studies in the field to further understand the teacher emotion skills and teaching styles assessment of prospective teachers and all teachers in the service.

Keywords: Teacher Emotion Skills, Teaching Styles, Prospective Ghanaian Teachers.

ÖZET

Bu araştırmanın amacı öğretmen adaylarının cinsiyet, yaş ve bölümlerinin bağımlı değişken olan duygusal becerileri ve öğretim stilleri ile ilişkisini belirlemektir. Çalışma Ganalı 264 öğretmen adayı üzerinde yürütülmüştür. Bu çalışmanın özü, Gana'daki öğretmen adaylarının öğretmen duygusal becerileri ve öğretim stillerini cinsiyet, yaş ve bölümleri dâhil ancak bunlarla sınırlı olmamak üzere belirli değişkenlere göre incelemektir. Öğretmen duyguları ile öğretim stilleri arasındaki ilişkiye göre öğretmen duygusal becerileri ile öğretim stillerinin anlamlı düzeyde ve negatif bir ilişki gösterdiği sonucuna varılmıştır. Araştırmada yaşı daha genç öğretmen adaylarının duygusal beceri bakımından daha üst düzeyde oldukları, cinsiyetin ise istatistiksel olarak anlamlı farka neden olmadığı belirlenmiştir. Öğretmen adaylarının öğrenim gördükleri bölüm de cinsiyet değişkeni gibi etkisiz bulunmuştur. Bu araştırmanın öğretmen duygusal becerileri ve öğretim stillerinin değerlendirilmesi için yapılacak çalışmalara bir başlangıç görevi gördüğü düşünülmektedir.

Anahtar Kelimeler: Öğretmen duygusal becerileri, Öğretim stilleri, Ganalı öğretmen adayları.

¹ This study was based on Master's thesis titled "Teacher Emotion Skills and Teaching Styles of Prospective Teachers in GHANA", Fırat University, Institute of Educational Sciences.

1. INTRODUCTION

The role of emotion cannot be overemphasized in everyday dealings with people we come across. This is evident in the overwhelming surge in the number of research in the field. As a result of this, there has been a little more attention and deliberations given to the subject of Emotional Intelligence (E.I.). Emotions are the main driving force in communication and especially learning in areas of cognitive psychology (Bahia, Freire, Amaral & Estrela, 2013; Day, 2011) and educational philosophy (Cherubini, 2009). Emotions are understood as involving cognitive, physiological, motivational, and expressive components. Componential definition, especially appraisal theory points out how teacher emotions come about (MacLeodet & Grafton, 2015). This componential, appraisal-based framework to develop a better appreciation of the causes of emotions was a strong pillar in the constructions of hypothesis made in measuring the Teacher Emotion Skills (TES).

Wiswall (2013), describes andragogy as “the ability of the teacher’s behavior to sway the learning climate as a main factor in the teaching and learning environment”. The act of teaching connects three things, namely; content, learners, and the environment (Hanushek & Luque, 2003). Over the years, it has been established that both teacher and student-centered approaches to teaching and learning are the two most important approaches to linking the teacher and the learner (Conti, 2004). “Teaching style is the ability of the teacher to employ the best approaches to connect the learner to the content irrespective of the circumstances at hand at a particular time” (Conti, 2004). The methodologies and strategies teachers use to reach their teaching objectives are just a fraction of the teaching styles (Conti, 2004). Before teachers set out to teach, they have already set their targets to accomplish (Brackett, Palomera, Mojsa-Kaja, Reyes & Salovey, 2010), and these targets shape their beliefs of who the learner is, the essence of what the curriculum entails, and what the teacher is expected to do once they are in the classroom (Chang, 2013). Thus, “teachers’ awareness of their teaching style is a deal-breaker in how teachers handle their class, and the performance of their students” (Conti, 2004). There are some emotions thronging in the classroom setting. As it is evident that there are many works of research on teacher emotions. These teacher emotions have strong collaboration to emotional incidents (Ghanizadeh & Jahedizadeh, 2015; Vandenberghe & Huberman, 1999). Teachers do go through some sort of emotional experiences that are usually specific and discrete. These emotional experiences include enjoyment, anger, or anxiety. On the contrary, these emotional experiences have not received the needed attention they should have been given in research (Frenzel, 2018; Schutz, Hong, Cross & Osbon, 2006; Zembylas, 2009).

Before 2017, Ghana defined basic education from kindergarten up to Junior High School, however, due to the ever-changing systems aimed at achieving efficiency in the educational section has led to the addition of Senior High School in Ghana in the basic education category. The addition of Senior High School to the basic education of Ghana has caused a ripple effect on the whole education sector. Teacher Training Colleges were rebranded as Colleges of Education affiliated to the traditional state-owned universities (Acheampong, 2002). The Colleges of Educations will now award degrees in basic education as opposed to the diploma in basic education before. The Ghanaian education system is centralized by the Government of Ghana, planned and funded as most countries do. There are three key stages of the education ladder in Ghana before a student gets to the tertiary level (Acheampong, 2002).

The three key stages of the educational ladder of Ghana are known as primary, junior high, and senior high school. Until 2017 only the primary and junior high schools which comprises nine (9) years of education in Ghana were compulsory and free by an act of constitution. As part of a political campaign promise fulfillment, the other three years in senior high school have also been made free. Ghana uses a 6-3-3 system (Aboagye, 2010). In Ghana pre-schools are not compulsory as the age for compulsory education begins at 6. The educational programs in senior high schools are rendered in two categories, general senior high schools and technical/vocational schools (Asare, Mereku, Anamuah-Mensah & Oduro, 2012). After the basic education, students continue their tertiary education in areas of their interest. In Ghana, it is three years in the training and two sandwiched years or four years for regulars in the universities. Ghana has made all teacher training programs like any tertiary education program in the country four years after the approval from the Parliament of Ghana was passed (Adu-Darkoh, 2014). Compared with other countries it can be seen that Turkey’s teacher education program like any other is four years after the prospective teacher candidate has successfully completed high school years, France has 3+2, South Korea 3 years, and Germany 3 years. England too has 3-4 years + 1 year (Akyüz, 2012).

1.1. The Concept of Teacher Emotions

Emotions are generally perceived as mental circumstances (Hargreaves, 2000) and consist of many components (Sutton & Wheatley, 2003), including changes in systems, a collection of intellectual, functional, or bodily, and communicative components. They are characteristically associated with and affected by outlooks (Philipp, 2007; Yao et al., 2015). Nonetheless, emotions have the tendency to change faster than they are expected to be. The consequences of the emotional changes are deeply felt and well-thought-out to be “less cognitive than attitudes” (Philipp, 2007). The concept of teacher emotions is basically related to movement and its frequent changes. Emotions are “socially constructed, personally enacted ways of being that emerge from conscious and/or unconscious judgments regarding perceived successes at attaining goals or maintaining standards or beliefs during transactions as part of social-historical contexts” (Schutz et al., 2006). Emotions are very important in the teaching and learning institution (Cross et al., 2012; Fried et al., 2015; Hargreaves, 1998; Nias, 1996; Schutz et al., 2006).

1.1.1. Enjoyment

High levels of enjoyment in teaching for a prospective or in-service teacher seems to be related to the kind of particular instructional strategies the teacher has chosen (Stipek et al., 2001), a student-centered perspective (Trigwell, 2012), and some attitudes, beliefs, and practices, including teachers' self-confidence of a particular teacher (Stipek et al., 2001) and the teacher's preparedness to take up certain bigger ventures (Trigwell, 2012). A combination of such teaching instructions, philosophies, and teachers' enjoyment have the recipe that is vital for improving the quality of teaching in any discipline in the education system (Stipek et al., 2001).

Looking into previous studies, enjoyment has always played the role of being an indicator for the prospective teacher to be motivated from inside of himself or herself. This brings the enthusiasm of the prospective teachers to bear as without enthusiasm a whole face of the prospective teachers' competence is eroded (Baumert and Kunter, 2013). The prospective teacher's attitudes, sentiments, and concerns go a long way to affect his or her mood of happiness and universal enjoyment (Lohbeck, Hagenauer, and Frenzel, 2018). With the statement of this fact, it can be hypothesized that enjoyment of teaching of prospective teachers can be related to another crucial portion of effective pedagogy, which is; the readiness of the teacher to incorporate more cognitively requiring activities and decisively, to keep an astronomical level of cognitive demand as work on the activities are unleashed during the lesson (DeHaan, 2008).

Demetriou (2009) makes a claim it is not enough for teachers to assimilate activities that are eloquent and consequential, sensible, and “truly problematic for students”, but the prominence of keeping a very elevated level of cognitive demand throughout student rendezvous with the activity. This doesn't refer to only the structure of the activity, the means or methodology by which it is created and used by the teacher in the classroom. When the teacher is able to go through all of these, then to demonstrate that he or she is capable of accepting and rendering support to incapable students without discouraging or dictating the pace for the students to limit the critical thinking skills in carrying out any activity (Sullivan, Clarke, Clarke & O'Shea, 2010; Wilkins, 2009).

1.1.2. Anger

Many psychologists have drawn conclusions from their works that most teachers presume that anger and burn-out amongst teachers are largely due to negative emotional conditions, on the contrary, anger is a necessary emotion that is usually required to keep people more conscious of problems and devising means to counter such issues (Deffenbacher, 1996). Anger is an emotional state in a person who finds himself or herself when one's aspirations are being curtailed, or the person's feeling is incited, or their personality is being insulted (Tan et al., 2016). An action inflicted upon another person with the motive to cause pain or aggression to the said person or something (Deffenbacher, 1996). The ability able to differentiate anger is crucial. It is sometimes thought of as being just the apparent display of belligerence. However, in the real essence, aggression is the fundamental cause of emotional anger and also a harbor of other emotional thinking and behaviors. The general understanding of the term anger will guide us to appreciate that it can sometimes capitalize on emotion to bring the best out of students (Deffenbacher, 1996).

Anger is mostly influenced by the manner in which actions towards us are interpreted. Our values and experiences usually have a strong connection in determining whether we should be angry or not. When

people provoke us or make gestures towards us, we take those actions through a lot of interpretation to value the extent to which it was offensive, fair, justified or it was worthy of blame. It is the feeling after this scrutiny that ignites anger (Deffenbacher, 1996). Teachers usually get angry at some instances like rude or discourteous students' behaviors, students who intentionally refuse to obey the teacher's commands, provocation from top management of the school, and sometimes the content of the subject they teach. Researchers have shown anger is not limited to aggressive behavior like yelling, swearing, hitting, and other destructive ways but could be expressed in other forms that would be beneficial and adjustable to situations. It sometimes makes us conscious of our environment and aids us in thoughtful actions to confront the wrong (Aarts et al., 2010).

Relationship building in the classroom is very crucial to making the environment adaptive for the teacher and students to be able to attain their teaching and learning goals. Thus, teachers ought to control their outbursts on students in a manner it does not ruin their relationship in any form (Ford and Tamir 2012), our reaction is so much anticipated to a continuing relationship that is beneficial for both the teacher and the students (Robertson, Daffern, and Bucks 2015). The teacher is expected to assume leadership in the situation and respond to the provocation that leads to anger in order to reach a position better than before (Van Kleef, Anastasopoulou, and Nijstad, 2010). Nonetheless, there are instances when the best action to take is to quash the anger, forgive or even screech our throats out when it is necessary (Goldman and Wade 2012).

1.1.3. Anxiety

Anxiety is thought of by prospective teachers in so many varying circumstances that can be said to be an intricate psychological spectacle caused by many great fluctuations which contribute to the intensity of anxiety people, especially teachers, experience in their job. The intensity of anxiety can be different from one individual to the other as a result of many factors. These factors could be gender, experience, marital status, age, and whether or they work for a private or state institution. Research conducted by Küçüksüleymanoğlu (2001) indicated that gender produces significant differences in the intensity levels of experienced anxiety. When the results of her investigations were compared with their male opponents, the female endured most from the higher level of anxiety and depression.

Also, other works by Lawson et al., (2015) unraveled there was a link between the years of experience and challenges academics face on the job. Generally, teachers have always been some of the victims. Anxiety is considered a stumbling block to teachers. It affects their general instructional process to realize teaching objectives and which would explain a high level of burnout (Frederickson, 2001; Kikas et al., 2016). Anxiety brings the teachers' performance in teaching to lower levels in the class which, as a result, increases the burden in facilitating the process of teaching and successfully achieving the course objectives (Hobson et al., 2009).

The levels of anxiety displayed amongst teachers have been proven throughout various studies. The notable ones amongst them are gender, experience, nature of the school and its environment, the persons' own self, the behavior of students, teacher's interaction with administration of the school, and parent association. Others are the context, financial issues, unproductive alterations in the curriculum, and many more effects or influences on the level of anxiety amongst teachers. Teachers' attitude to their work is influenced by the prevailing circumstances (Shillingford-Butler et al., 2012). Referring to the works of other researchers working in the field, Travers outlined the unacceptable basic issues derailing the effort of teaching, put bottlenecks or creating apprehension amongst teachers as impoverished physical working conditions, lack school buildings and necessary facilities, nervous environment, large class sizes and difficulty in creating a silent environment (Travers, 2003).

1.1.4. Teaching Styles Assessment

Teaching styles are teaching methods, that are deemed to be the general principles, educational, and management strategies for classroom training. According to Kaplan's (2002) definition, teaching style "embraces the enactment of philosophy; it made up of evidence of beliefs about principles associated with and attitudes toward all the components of the teaching-learning exchange". "The term itself has no specified and an accepted-by-all explanation. However, those that are most recognized interpretations by the majority of people are referred to it as "a set of teaching tactics" (Yan et al, 2011) "instructional format" (Wilkins, 2009). Teaching styles mirror all of the teaching methodology, tacks, and approaches that teachers deploy to teach a certain subject to a particular group of students (Travers, 2003). Conti also defined teaching styles as "the distinct qualities displayed by a teacher that

are persistent from situation to situation regardless of the content” (Conti, 2004). It was until the start of the twentieth century that we began to see different styles of teaching as many researchers have devoted time to investigate alternative ways of teaching and learning (McCoy et al., 2006). This study used five criteria to assess the teaching styles of prospective teachers. Amongst them are (1) Teacher Participation in the Learning Process, (2) Teacher Experience on their Teaching Styles, (3) Climate Building, (4) Ability to Incorporate Learner-centered Activities, and (5) Personalizing Instruction.

It is a consensus amongst researchers that teachers and teacher participation in the learning process is brought to the frontline evidently by exerting their styles of teaching are undeniably one school-based asset in the formative of students’ future academic success and lifetime outcomes which cannot be done away with (Rockoff, 2004; Rivkin, Hanushek & Kain, 2005; Chetty, Friedman & Rockoff, 2014). This ideology has led to so many resources being pumped into the development of teachers’ teaching styles to enable their participation in the learning process to improve students’ learning in general (Goe, 2007). Other researchers have defined teacher participation in learning by the development in student learning, usually based on students’ standardized assessment results (Chetty et al., 2014) have shown that most efficient teacher participation in the learning process had a higher tendency to induce love in students for learning and proceeding to seek further studies in colleges and universities, have more returns in salaries and wages, reside in premium neighborhoods, can invest in their retirements, and had almost chance of being involved in adolescence vices of various degrees. This capacity of highly effective teacher participation in the learning process to significantly enhance their teaching styles to improve and make a difference in the lives of their students has compelled most researchers and policymakers to thoroughly understand the underlying factors that contribute to a teacher’s participation in the learning process. However, there will be an elaboration on the relationship between specific teacher characteristics in participation in the learning process and student achievement (Wayne & Youngs, 2003).

Rice (2003) established that the relationship that exists between teacher experience over the years and the improvement in their teaching styles was most prevalent for teachers across the basic school level in Ghana. Other research works conducted on schools, mostly in the United States of America by Wiswall (2013), Papay and Kraft (2015), and Ladd et al., (2017). On the contrary, many other pieces of research have had varied results to show that there is not enough statistically significant relationship between teaching styles and teacher experience (Hanushek and Luque, 2003; Wilson and Floden, 2003; Blomeke, Olsen, Suhl, 2016; Luschei and Chudgar, 2011). Another group of researchers have the view that teacher experience on their teaching styles is only significant during the early years of the teacher on the job, the same cannot be said during the later parts of their years in teaching (Rivkin et al., 2005; Boyd, Grossman, Lonkfork, Loeb, 2006; Staiger and Rockoff, 2010).

Climate building is highly necessary to have all students improve. Though the onus lies on the teacher to create an atmosphere in the class that is warm enough to enable the student to build their capacities in whatever field they find themselves in. The teacher must foster an environment that encourages student collaboration with the aim of developing every one of the students (Sanacore, 1992). The school climate could most of the time be full of intoxicating behavior from other colleague teachers and most often by students. Some senior students especially in the boarding schools make it their habit to bully the juniors and weaker students. This intoxicating behavior can kill the morale of students to learn properly when in school. Some other toxic climates are teacher outbursts, severed students, unplanned wreckage and untidiness, and cultural and socio-economic differences, among others. Research works in these areas have shown that the antidote to most of these issues is a positive school climate.

The thought of learner-centered teaching pre-dates history (Darling, 1994). In that publication, Rousseau advances the idea that both physical and mental alertness is not lacking in children, thus recommending that education should be based on the alertness or activeness of these kids, without forgetting their individual variation to learning and their pace of development. The term Learner-centered was unequivocally used in 1889, by Friedrich Froebel, a German, who put forward the idea that schooling must be organized according to children’s stages of development (Chung & Walsh, 2000). Learner-centered teaching philosophies were widely accepted due to Piaget’s theory of the development of children and in the use of constructivist approach to learning, which is not the same when a comparison is made between children and adults’ way of comprehension and how they see things. Children’s viewpoints are sensible with respect to their current thoughts (Ginsburg & Opper,

1979). These ideas marshaled a period of a constructivist approach to learning especially in the primary schools across the globe (Edwards & Mercer, 1987).

Personalized instruction is a teaching style that uses highly structured and depends on student-centered to be carried out effectively. The works of Keller Sherman were very crucial to the development of this style of teaching in the modern day of education (Gerittsen et al., 2004). Personalized instruction allows the students to go through the learning process at their own capacity of absorption and pace. Notwithstanding the fact that students have to undergo a summative final examination, they still have to prove beyond all reasonable doubt that the upper in any particular module before they proceed to the next one. Teaching through personalized instructions so heavily depended on text materials. Additional tutoring for students in this kind of teaching is only undertaken for further clarifying and enhancing the understanding of the modules. Personalized instruction urges teachers to be extra innovative and exploratory. Personalized instruction is student-centered and affords them to take lessons according to their capacity by different skills and knowledge so each student can have individualized content (Brusilovsky, 2000).

The general objective of this research is to investigate teacher emotional skills and teaching styles of the teachers in terms of some variables. Following research questions are answered in the context of this objective:

- What is the effect of gender variable on Ghanaian prospective teachers' emotional skills and teaching styles?
- What is the effect of age variable on Ghanaian prospective teachers' emotional skills and teaching styles?
- What is the effect of department variables on Ghanaian prospective teachers' emotional skills and teaching styles?
- Are teacher emotions a significant predictor of teaching styles What is the rate of teacher emotion skills explaining the variance of teacher styles?

2. METHODOLOGY

The study consisted of 264 prospective teachers from the Ashanti Region of Ghana. Amongst them 90 were females and 174 were males. These prospective teachers had an average age of 21 and their only experience was the teaching practicum they embark on to communities around the school. With permission granted by the Principals and Heads of departments concerned, the set scaled questions were given to the prospective with supervision and instruction to solicit usable and reliable data from them. The scaled questions were categorized into two sections; section A dealt with Teacher Emotion Skills (TES) and section B, Teaching Styles Assessment (TSA) (Frenzel et al., 2018). The TES was administered on a four-point Likert scale under the headings of strongly disagree, disagree, agree, and strongly agree (Wing, 2001). Meanwhile, the TSA was administered on a six-point Likert scale as never, almost never, often, seldom, almost always, and always. All 54 items, 24 for the three emotions measuring the teacher emotion skills 30 for the teaching styles assessment were shuffled. A couple of statistical analyses were done including T-statistics, Non-parametric (Kruskal- Wallis), and Pearson's Correlation.

3. FINDINGS

The results and discussions of the data obtained from the study are presented in this chapter. This data was collected using itemized scales. Therefore, all the data presented were collected from 264 respondents from the selected teacher education institutions in the Ashanti Region of Ghana. The presentation of the results of the study is organized based on the nature of the specific objectives. For this purpose, the results of the first and second objectives were analyzed and presented descriptively while the third objective was analyzed and presented explanatorily.

The comparison of the gender variable against the teacher emotion scales and teaching styles scale are presented in Tables 1 and 2 below. The table compares the dependent variables of both teacher emotion scales and teaching styles scales against the gender from the data. The results as displayed show the following entries, the means, standard deviations, and standard Error Means for all the factors of the scaled items gathered from the questions.

Table 1. Group Statistics for T-test for Gender

Group Statistics	Gender	N	Mean	Std. Deviation	Std. Error Mean
TES_Enjoyment	Male	174	2.93	0.66	0.05
	Female	90	2.84	0.70	0.07
TES_Anger	Male	174	3.41	0.78	0.06
	Female	90	3.31	0.89	0.09
TES_Anxiety	Male	174	2.59	0.56	0.04
	Female	90	2.55	0.60	0.06
TES_Enoyment_Spec	Male	174	3.05	0.47	0.04
	Female	90	2.96	0.39	0.04
TES_Anger_Spec	Male	174	2.11	0.35	0.03
	Female	90	2.14	0.37	.039
TES_Anxiety_Spec	Male	174	2.13	0.50	0.04
	Female	90	2.05	0.54	0.06
TES_Total	Male	174	2.98	0.56	0.04
	Female	90	2.90	0.63	0.07
TES_Total_Spec	Male	174	2.30	0.28	0.02
	Female	90	2.26	0.29	0.03
TS_Learn_Process	Male	174	4.38	0.37	0.03
	Female	90	4.41	0.33	0.03
TS_Experience	Male	174	4.22	0.50	0.04
	Female	90	4.18	0.57	0.06
TS_Climate_Build	Male	174	4.18	0.49	0.04
	Female	90	4.14	0.52	0.05
TS_Learn_Centred	Male	174	3.55	0.64	0.05
	Female	90	3.66	0.68	0.07
TS_Personalising	Male	174	3.70	0.66	0.05
	Female	90	3.60	0.76	0.08
TS_Total	Male	174	4.06	0.28	0.02
	Female	90	4.06	0.31	0.03

The analysis as displayed in Table 1, indicated that the opinions of prospective teachers based on gender for teacher emotion skills were that the males recorded higher means compared to female counterparts. It can be observed that the pattern of means of the male prospective teachers in the teacher emotion skills specific as the teaching styles assessment is higher, even for TES_Total and TS_Total when compared to the females. Comparing the mean total scores of Teacher Emotion Scales (TES) and Teaching Styles Scales (TSS) for males and females, the statistical means of teaching emotions scales for males is 2.97 and that of the females is 2.90 which is slightly less than the mean of the males and the means recorded for teaching styles for males is 4.05 and 4.06 for the females which slightly more than the mean for the males.

Table 2. Independent Sample Test for Gender

Dimensions		F	Sig.	T	Df
TES_Enjoyment	Equal variances assumed	1.00	0.32	1.04	262
TES_Anger	Equal variances assumed	3.27	0.07*	0.94	262
TES_Anxiety	Equal variances assumed	0.95	0.33	0.52	262
TES_Enoyment_Spec	Equal variances assumed	2.36	0.13	1.55	262
TES_Anger_Spec	Equal variances assumed	0.39	0.54	-0.52	262
TES_Anxiety_Spec	Equal variances assumed	0.92	0.34	1.30	262
TES_Total	Equal variances assumed	3.84	0.05*	1.01	262
TES_Total_Spec	Equal variances assumed	0.06	0.81	1.06	262
TS_Learn_Process	Equal variances assumed	0.93	0.34	-0.55	262
TS_Experience	Equal variances assumed	1.44	0.23	0.57	262
TS_Climate_Build	Equal variances assumed	0.64	0.43	0.59	262
TS_Learn_Centred	Equal variances assumed	0.83	0.36	-1.29	262
TS_Personalising	Equal variances assumed	3.06	0.08	1.15	262
TS_Total	Equal variances assumed	1.23	0.27	-0.04	262

*p < .05

Table 2 above is the independent t-test results for both teacher emotions and teaching styles. The level of significance for this analysis was done at .05 or 5%. This produced a significant value of .051 for teacher emotion skills scales, which is approximately .05. The significant value for teaching style is however .268. The t-statistic is .93 has 161.77 degrees of freedom and a significant value of .332 which when compared to the level of significance .05. The mean difference is the difference between the means of males and that of the females, and so 2.97 minus 2.90 is .07. Also, the t-statistic of the teaching style is -.041 which is less than the level of significance .05.

The comparison of the age variable against the teacher emotion scales and teaching styles scale are presented in Tables 3 and 4 below. The table compares the dependent variables of both teacher emotion scales and teaching styles scales against the age from the data. The results are displayed show all entries, the means, standard deviations, and standard Error Means for all the factors of the scaled items gathered from the questions.

Table 3. Group Statistics of T-test for Ages

Group Statistics	Age	N	Mean	Std. Deviation	Std. Error Mean
TES_Enjoyment	18 - 21	65	2.89	0.67	0.08
	22 - 24	199	2.90	0.68	0.05
TES_Anger	18 - 21	65	3.37	0.86	0.11
	22 - 24	199	3.38	0.81	0.06
TES_Anxiety	18 - 21	65	2.57	0.64	0.08
	22 - 24	199	2.58	0.56	0.04
TES_Enoyment_Spec	18 - 21	65	3.03	0.45	0.06
	22 - 24	199	3.02	0.44	0.03
TES_Anger_Spec	18 - 21	65	2.08	0.37	0.05
	22 - 24	199	2.14	0.35	0.02
TES_Anxiety_Spec	18 - 21	65	2.11	0.52	0.06
	22 - 24	199	2.10	0.51	0.04
TES_Total	18 - 21	65	2.94	0.60	0.07
	22 - 24	199	2.95	0.58	0.04
TES_Total_Spec	18 - 21	65	2.29	0.29	0.04
	22 - 24	199	2.28	0.28	0.02
TS_Learn_Process	18 - 21	65	4.38	0.38	0.05
	22 - 24	199	4.40	0.35	0.02
TS_Experience	18 - 21	65	4.15	0.55	0.07
	22 - 24	199	4.23	0.52	0.04
TS_Climate_Build	18 - 21	65	4.14	0.49	0.06
	22 - 24	199	4.18	0.51	0.04
TS_Learn_Centred	18 - 21	65	3.58	0.73	0.09
	22 - 24	199	3.59	0.63	0.04
TS_Personalising	18 - 21	65	3.58	0.83	0.10
	22 - 24	199	3.69	0.65	0.05
TS_Total	18 - 21	65	4.03	0.26	0.03
	22 - 24	199	4.07	0.30	0.02

The mean total scores of Teaching Emotion Skills scales (TES) and Teaching Styles Assessment scales (TSA) for ages 18-21 and 22-24 showed there were 64 prospective teachers between the ages of 18-21 and a chunk of them, 199 between the ages of 22-24. The total mean of teaching emotions for ages 18-21 is 2.94 is slightly less than that of ages 22-24 which is 2.95. Meanwhile, the total mean recorded for ages 18-21 and 22-24 of the teaching styles is 4.02 and 4.06 respectively. The standard deviations are .25 for the first group of ages of 18-21 and .30 for ages 21-24.

Table 4. Independent Sample Test for Age

Dimensions		Levene		T	Df	Sig. (2-tailed)
		F	Sig.			
TES_Enjoyment	Equal variances assumed	.06	.81	-.13	262	.90
TES_Anger	Equal variances assumed	.40	.53	-.09	262	.93
TES_Anxiety	Equal variances assumed	1.77	.18	-.09	262	.93
TES_Enoyment_Spec	Equal variances assumed	0	.99	.17	262	.87
TES_Anger_Spec	Equal variances assumed	.76	.38	-1.21	262	.23
TES_Anxiety_Spec	Equal variances assumed	.10	.76	.06	262	.95
TES_Total	Equal variances assumed	.17	.68	-.12	262	.91
TES_Total_Spec	Equal variances assumed	.14	.71	.25	262	.81
TS_Learn_Process	Equal variances assumed	1.8	.19	-.40	262	.69
TS_Experience	Equal variances assumed	.20	.66	-1.10	262	.27
TS_Climate_Build	Equal variances assumed	0	.99	-.50	262	.62
TS_Learn_Centred	Equal variances assumed	2.40	.12	-.12	262	.91
TS_Personalising	Equal variances not assumed	4.63	.03*	-1.00	91.21	.32
TS_Total	Equal variances assumed	.27	.61	-1.06	262	.29

*p < .05

The level of significance for this analysis was .05 with a significant value of .68 for teacher emotion skills, which is higher than the level of significance .05. The variances are approximately equal and so we assume equal variance. The significant value for teaching styles is however .60. This value is higher than .05, which indicates that the mean distribution score of the ages 18-21 is similar to the mean distribution score of ages 22-24. Due to the fact that the mean distribution scores for teacher

emotion skills are similar, we read the t-statistic from Table 4 as -.119 with 262 degrees of freedom and a significant value of 0.90 which when compared to the level of significance .05. Also, the t-statistic of the teaching style is -.1061 with a significant value of .29 which is higher than the level of significance .05. Eventually, the 95% confidence level gives the actual difference for the males and females as -.17 and .15 for teacher emotions and -.12 and .03 teaching styles.

The Kruskal-Wallis Test is a version of the independent measures (One -Way) ANOVA that is performed on ordinal (ranked) data like the kind I have in this study. The researcher settled on the Kruskal-Wallis Test because the dependent variable is ordinal or it is not continuous. The Kruskal-Wallis Test will allow the researcher to estimate to know if there is any difference between the various groups (departments) using an alpha level of .05. Like most tests in SPSS, the researcher has to define the null and alternate hypotheses. In the Kruskal-Wallis test, emphasis is to demonstrate that the various departments have similar distributions amongst themselves. The Test Statistics for this analysis is shown the Table 4.6 and the resultant Kruskal-Wallis is displayed in Table 5.

Table 5. Test Statistic for Dependent Variable

	Chi-Square	df	Asymp. Sig.
TES_Enjoyment	9.06	6	0.17
TES_Anger	7.51	6	0.276
TES_Anxiety	3.53	6	0.74
TES_Enoyment_Spec	27.29	6	0.000*
TES_Anger_Spec	5.82	6	0.444
TES_Anxiety_Spec	7.81	6	0.252
TES_Total	8.79	6	0.186
TES_Total_Spec	6.54	6	0.365
TS_Learn_Process	17.72	6	0.007*
TS_Experience	6.07	6	0.415
TS_Climate_Build	20.00	6	0.003*
TS_Learn_Centred	82.67	6	0.000*
TS_Personalising	61.59	6	0.000*
TS_Total	36.06	6	0.000*

*p < 0.05

Using an alpha level of .05, the degree of freedom is 6 since there were seven departments involved in the research. When this α value of .05 is crossed with the df of 6, the critical value is 12.5916. If the χ^2 is greater than 12.59, then, the null hypothesis will be rejected and we will prognosticate that there are significant differences in the mean ranks amongst the various department. If the χ^2 is not greater than 12.59, then the null hypothesis will not be rejected. Comparing the critical value with the chi – square (χ^2) value for the Total of Teacher Emotion Skills (Total_TES) is 8.79, it shows clearly that the chi – square (χ^2) value is not greater than the critical value, hence, the null hypothesis will not be rejected. This implies that there is no significant difference in mean ranks of the departments for teacher emotional skills. The effect size or the variability in the rank score is accounted for by departments is 3%. This result is line with the findings of the works of Berg and Cornell (2016) and Chang (2013), who share similar conclusion that emotions exhibited by teachers mostly has nothing to do with the departments they teach or have majored in.

On the other hand, readings from the same table show the chi – square (χ^2) value for Total Teaching Styles (Total_TS) is 36.062. This value is far higher the critical value of 12.59 and so the null hypothesis will be rejected meaning that there are significant differences in the mean ranks for teaching styles of the various departments used in the conduct of the research. Calculating the effect size shows that approximately 13.7% of the variability in the rank score is accounted for by the departments.

The researcher has decided to use Pearson correlation, r, for this study because they are continuous scaled variables and are normally distributed. They are had a linear relationship. Any variable correlated with itself is perfectly correlated either positively or negatively. The Pearson Correlations of the teacher emotion scales and teaching styles scales crossed against one another are given in Tables 6 below. The two tables are actually supposed to be one, however, the researcher had difficulties presenting it as one table due to the fact that it is too large. Therefore, reference will be made appropriately to values depending on which of the table those values are found for the purpose of clarity.

Also, throughout the tables the rows for the number of respondents or entries have been intentionally deleted to further compress the table for suitable presentation. Nonetheless the number of respondents or entries has been indicated boldly as $N = 264$ under the table for easy readability.

Table 6. Pearson Correlation of TES against TS

Correlation	N	Pearson	Sig. (2-tailed)
TES_Total*TS_Total	264	.059	.340
TES_Enjoyment*TS_Total		.026	.679
TES_Anger*TS_Total		.045	.471
TES_Anxiety*TS_Total		.085	.166
TES_Enjoy_Spec*TS_Total		-.005	.937
TES_Anger_Spec*TS_Total		-.093	.131
TES_Anxiety_Spec*TS_Total		-.061	.320

The results are displayed show all entries, the means, standard deviations and standard Error Means for all the factors of the scaled items gathered from the questions. From Table 6 the Pearson correlation of all the scaling factors have been compared with all other factors and the results indicate for the Teacher Emotion Skills scales for TES_Enjoyment is .662 against TES_Anger and the level of significance is zero which is less than the level of significance (α -value) of .05, then it could be said there is enough evidence to suggest that the correlation observed are positive and does exist for TES_Enjoyment and TES_Anger. A similar conclusion could be drawn for TES_Anxiety and TES_Total against TES_Enjoyment which recorded correlation values of more than .05.

On the contrary, TES_Enjoyment had correlation values that suggest there is though positive but of weaker strength against TES_Enjoyment_Specific, TES_Anger_Specific and TES_Anxiety_Specific with records of .004, .003 and .012 respectively with significant values greater than the level of significance, .05. This suggests that TES_Enjoyment has a correlation that is not statistically significant compared with Teacher Emotion Specifics. It can therefore be presumed that they occurred by chance.

In the case of TES_Anger and TES_Anxiety the Pearson correlation is 0.569 implies a stronger strength, and a significant value of zero means there is a significant relationship between the two. TES_Anger showed weaker strength when measured against the TES_Enjoyment_Specific, TES_Anger_Specific and TES_Anxiety_Specific but the significant values recorded were higher the significance level of .05 hence the test is not significant.

Finally, regression analysis was used to better interpret the relationship between TS_Total and TES_Total. However, it was first investigated whether regression analysis assumptions were provided. From these assumptions, it is understood from the result in the correlation analysis that there is no multiple correlation problem. Regarding the homogeneity condition, which is another assumption the skewness and kurtosis coefficients of both dependent variables were examined. These coefficients both dependent variables are given in Table 7.

Table 7. Some Statistics of TES_Total and TS_Total

		Statistic	Statistic
TS_Total	Mean	4.05	2.95
	Median	4.06	3.16
	Variance	.085	.339
	Std. Deviation	.29	.58
	Range	1.70	2.50
	Skewness	.050	-1.44
	Kurtosis	.215	1.23
			TES_Total

As seen in the Table 7 the skewness and kurtosis values of both dependent variables are in the range of ± 1.5 . P-Plot and Q-Q diagrams for both dependent variables are as in Figure 1.

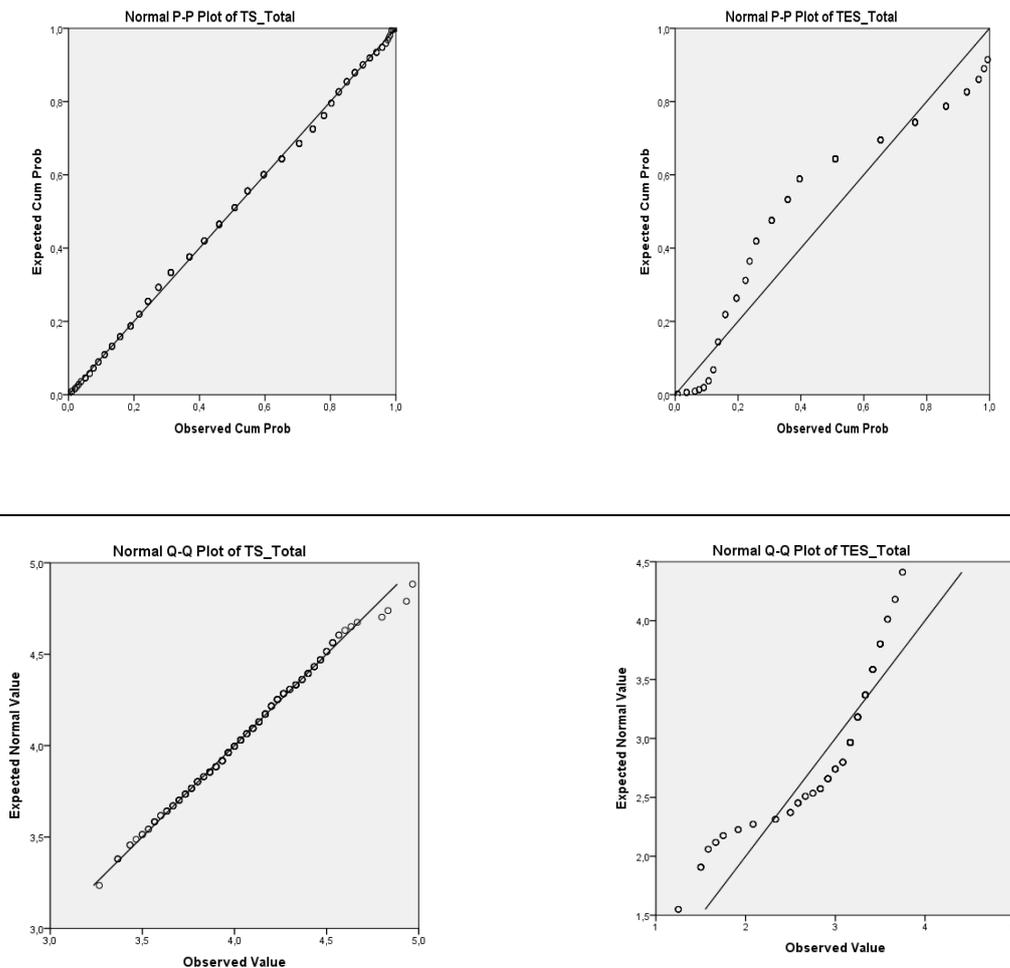


Figure 1. Diagrams of TS_Total and TES_Total

When the correlation analysis, skewness and kurtosis values and P-Plot and Q-Q graphs were examined, regression analysis assumptions were provided. Regression analysis results are given in Table 8.

Table 8. Regression Analysis

Model	Dep. Var.	Ind. Var.	B	T	Sig.	F	Model (Sig)	R2	Durbin Watson
1	TS_Total	Constant	3.972	42.743	.000	.914	.340	.003	2.082
		TES_Total	.030	.956	.340				

According to Table 8, the model is not meaningful. R^2 or the coefficient of the termination or the covariance is the proportion of the variability in TS_Total (Teaching Styles scales) that is explained by the independent variable TES_Total (Teacher Emotion Skills scales) in the model. It can be said that 3% of the Teaching Styles are influenced by Teaching Emotion Skills.

The Durbin-Watson statistic is used to detect the presence of autocorrelation at lag 1 in the residuals of (prediction error) from the regression analysis. From Table 8 the value of Durbin – Watson reads as 2.08. This value is greater than 2 and inferences could be made that successive error terms are negatively correlated. In regression, it means there is an underestimation of the level of statistical significance.

The value of the F statistic from the regression analysis is .914 which means the model has no explanatory power. In other words, the independent variable does not help in any way to predict the dependent variable. The p – value which is shown under the sig is 0.000 Therefore, no statistically significant effect was observed between these two dependent variables.

4. RESULTS and DISCUSSION

It was established that the means of the two measurable scales, i.e. the teacher emotion skills scales and teaching styles scales were not significantly different when viewed under the glass of gender. In a similar study, Acar (2001), Gökçe (2006), and Öztekin (2006) reached the conclusion the emotional skills scores of teachers do not differ by gender. However, another result finding from the works of Goetz, Frenzel, Pekrum, Hall, and Lüdtke (2007) says that the attitudes of a person are likely possible to have a higher value of variance on their gender, and this is attributable to between-domain differences in emotional experiences (Goetz, Frenzel, Pekrun, Hall, & Lüdtke, 2007). Similarly, Yüksel (2006) found that women's Emotional Skills Score was significantly higher than that of men, but Petridas and Furnham (2000) stated that emotional intelligence scores of men are higher than those of women.

In short, the teacher emotion skills scales and the teaching styles scales for the gender of the prospective teacher established that the relationship between the scales, i.e. teacher emotion skills scales, and teaching styles scales were not statistically significant between males and females per the data collected and backed by previous research by Van Uden et al (2014) and Taxer et al., (2015).

The level of significance for this analysis was .05 with a significant value of .683 for teacher emotion, which is higher than the level of significance, .05 implying that the distribution scores for teacher emotions are similar for the ages 18 – 21 and 22 - 24. The significant value for teaching style is however .605. This value is higher than .05, which indicates that the mean distribution score of the ages 18 – 21 is similar to the mean distribution score of ages 22 – 24. Also, the t-statistic of the teaching style is -.1061 with a degree of freedom of 262 and a significant value of .29 which is bigger than the level of significance .05. This means that the mean distribution scores of the two groups of ages are not significantly different teaching styles as well.

In summary, the scales under consideration, which are teacher emotion skills scales and teaching styles scale indicates that sometimes the 18 – 21 – year olds will have fewer teacher emotions and teaching style score compared to those who are 22 – 24. Thus, resonating with Yin (2015) is that very elderly persons exhibit more emotions in teachers compared to the younger generation.

The Kruskal-Wallis Test allowed the researcher to estimate to know if there is any difference between the various groups (departments) using an alpha level of .05. It was established that there is no significant difference in mean ranks of the departments for teacher emotional skills. The effect size or the variability in the rank score is accounted for by departments is only 3%. This result is in line with the findings of the works of Berg and Cornell (2016) and Chang (2013), who share a similar conclusion that emotions exhibited by teachers mostly have nothing to do with the departments they teach or have majored in. Similarly, Otacıoğlu (2009) conducted a study with music teacher students and he concluded that there was no significant difference in the level of emotional skills according to the class variable; however, Oskay, Erdem and Yılmaz (2008) in their study with prospective teachers in chemistry, concluded that 4th grades have higher levels of emotional intelligence than 5th grades. Similarly, Arlı, Altunay and Yalçınkaya's (2011) research on prospective teachers enrolled in 2008-2009 at Ege University Secondary Education Teacher Education Master's Programs without Thesis found that students of the Faculty of Science were higher than those of the Faculty of Literature and students of Fine Arts.

The researcher showed that teacher emotion skills scales and teaching styles scales were related amongst themselves. There was enough evidence to suggest that the correlation observed is positive and does exist for TES_Enjoyment and TES_Anger. A similar conclusion could be drawn for TES_Anxiety and TES_Total against TES_Enjoyment which recorded correlation values of more than .05. TES_Enjoyment has a correlation that is not statistically significant compared with Teacher Emotion Specifics. It can therefore be presumed that they occurred by chance. The data also indicated that TES_Anger showed weaker strength when measured against the TES_Enjoyment_Specific, TES_Anger_Specific and TES_Anxiety_Specific but the significant values recorded were higher the significance level of .05 hence the test is not significant. Lastly, it could be said TES_Anxiety had a stronger strength compared to TES_Enjoyment and TES_Anger but the values of the 2-tailed alpha values were less than the .05 meant there is a significant relationship between TES_Anxiety when crossed against TES_Enjoyment and TES_Anger.

All in all, there was a significant positive relationship between teacher enjoyment and anger on all the teaching styles scales. This was a result of good affecting the teaching process for teacher enjoyment, while most teachers used anger to the benefit of classes they handled. Students felt the anger of teachers and did all they could to caught in the wrath of the teacher. Overall, it can be said teacher emotion skills scales however showed a significantly negative relationship with the scales of teaching styles.

Teaching styles are not engraved in stone, so teachers shouldn't restrict themselves into pigeon holes without any flexibility. All teachers irrespective of their status or number of years of experience find themselves using one type of teaching style to another, be it from the authoritative expert to the student-centered facilitator and delegator. Teacher experience does not significantly affect the teaching style (Brackett et al., 2010). It is not so important to know exactly where one falls but it is necessary and every teacher must do their best to enable them best put the teaching style in context to know which one best suits the situation and is most appropriate for the development of the students' intellect. The teaching styles of many teachers are compatible with different kinds of learning styles of students (Felder & Silverman., 1988)

Most teachers' satisfaction when they come in contact with is exhibited in the manner in which they react to certain attitudes put up by the student (Yin, 2015). With reference, to the three aspects of teaching emotion scales; enjoyment, anxiety, and anger when looking at the gender variable, most studies conducted in the area conclude that teacher emotions are not significantly influenced by gender. A few of studies show the contrary though (Küçüksüleymanoğlu, 2011). Unfortunately, female teachers have must time not been able to restrain themselves with confronted with issues beyond their everyday experiences (Berg and Cornell, 2016; Chang, 2013). Different results have been found in the literature in this regard. King (1999), Wing (2001), Katyal, Awasthi (2005) examined the differences between emotional intelligence according to gender and women are more fortunate than men, however, Chu (2002) found that men were more fortunate in terms of intelligence.

The comprehension of emotion management and teacher emotion outplay is found to be influenced by many other elements aside from gender. These elements include teaching experience, classroom management, and age. Age was found to be significantly associated with stress and depression (Bizumic, Reynolds, Turner, Bromhead & Subasic, 2008), but not linked to differences in emotion management strategies (Brackett et al., 2010) which is in consonance the with data reported in this study.

Teaching styles that are in consonance with the learning styles of students, thereby prioritizing the students' learning and needs, do lead to progressive academic outcomes of the students. The prospective teacher who are conscious of their teaching style, and do re-evaluate every now then, are not afraid or intimidated into taking on new challenges. They get feedback from students which helps teachers to improve their teaching nonetheless.

The results of the study present many implications for prospective teachers and the professionals working with them. In this respect, educational programs specially designed for teachers must encompass emotion-related content. This should motivate prospective teachers to be consciously aware of the underlying appraisals they give to some student behavior by way of their emotions, we may enhance their emotional understanding and, where necessary, stimulate a change in their "emotional rules" (Chang, 2009; Zembylas, 2014). The route to change is always difficult even for the prepared minds, thus taking a substantial amount of time to achieve it (Moè et al., 2010). Teacher inclined educational programs, conscious efforts are made to enhance the progress of emotion adjustment tactics, when it comes to unpleasant emotions. This has shown positive results in teachers through the improvement of teaching and learning in their classrooms (Cowie, 2011; Ishak, Iskandar & Ramli, 2010).

This the same result finding from the works of Goetz, Frenzel, Pekrun, Hall, and Lüdtke that says that the attitudes of a person are likely possible to a high amount of variance on their gender, and this is attributable to between-domain differences in emotional experiences (Goetz, Frenzel, Pekrun, Hall, & Lüdtke, 2007). Teacher emotion skills scales and teaching styles scales were statistically significantly between males and females per the data collected and backed by previous research by Van Uden et al (2014) and Taxer et al. (2015).

The age of the prospective teachers in Ghana indicates that sometimes the 18 – 21 – year olds will have smaller teacher emotions and teaching style scores compared to those who are 22 – 24. Thus, resonating with Yin (2015) is that very elderly persons exhibit more emotions in teachers compared to the younger generation.

The departmental result of the prospective teachers is in line with the findings of the works of Berg and Cornell (2016) and Chang (2013), who share a similar conclusion that emotions exhibited by teachers mostly have nothing to do with the departments they teach or have majored in, i.e. there no statistical significance between the scales measured and departments.

In general, the data collected was enough to predict the relationship amongst the variables. Therefore, no statistically significant effect was observed between these two dependent variables.

This study has led the researcher to recommend that teacher training institutions should put in place, the necessary instrument that would motivate researchers, especially tutors within the training institutions to explore more on teacher emotional skills and teaching styles related to other imperative happenings that are acknowledged to have a direct influence on the prospective teachers' emotions skills in the basic schools in Ghana, such as teachers' general content knowledge, their pedagogical know-how, and their predisposition to using cognitively arduous tasks.

It is on record though, that most of these have already been studied (Sullivan et al., 2010), which has led to the generation of a decisive assessment of teacher emotional skills and teaching style of the prospective teacher within the framework of the prospective teacher in Ghana, and therefore scientifically investigated in higher quantities thereby influencing the content of the teacher training curriculum in Ghana. To improve on the works already done in this regard, the researcher advocates that subsequent studies should also look into other factors that do facilitate the spring-up matters bordering on teachers' emotional skills and teaching styles.

Finally, the conviction that it is appropriate to keep astronomical levels of cognitive demands for students on general activities is pivotal to quality teaching in any educational jurisdiction (Stein et al., 1996). The effect of this means that educators and policymakers on education must make room for researchers to expand and help bring to those that matter in the educational sector a better understanding of teacher emotional skills and teaching styles, because of its importance to the overall development of our education and society (Frenzel et al., 2018).

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