

# **The Effect of Emotional Competence on Emotional Well-being of Student Teachers**

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## **Abstract**

This study aimed at investigating the effect of emotional competence on emotional well-being of student teachers. The purposes of this study are to examine student teachers' emotional competence by gender and education level, to assess student teachers' emotional well-being by gender and education level and to investigate the effect of emotional competence on emotional well-being of student teachers. A total of 600 student teachers participated in this study. Intrapersonal and interpersonal emotional competence, positive and negative affect of emotions, depression, anxiety and stress were examined. This study had three major findings. First, results indicated that there was no significant gender difference in emotional competence and well-being of student teachers. Second, this study revealed that fifth year student teachers had the highest intrapersonal and interpersonal emotional competence. Regarding emotional well-being, fifth year student teachers had the highest positive affect of emotions and the lowest negative affect of emotions, depression, anxiety and stress. Finally, this study indicated that student teachers who had higher level of intrapersonal emotional competence had lower levels of negative affect of emotions, depression, anxiety and stress than those who had lower level of intrapersonal emotional competence, while student teachers who had higher level of interpersonal emotional competence had more positive affect of emotions and anxiety than those who had lower level of interpersonal emotional competence. This study may shed light on the effect of emotional competence on emotional well-being of student teachers.

**Key words:** Emotional competence, Emotional well-being, Student teachers

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