

A study on Emotional Skills among Prospective Teachers”

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Abstract

This study deals with the investigation of Emotional Skills among prospective teachers. The study aims to investigate the level of Stress resistance, Optimism, Emotional control. For this purpose, a descriptive survey model of the Emotional Skills Scale was developed by research scholar, and it was used to gather the data from prospective teachers. The scale consisted of 35 items were divided into three components. The factors are randomly mixed. The researcher takes a random sample of 102 prospective teachers from Srikakulam District (Andhra Pradesh). This study was limited to the Srikakulam district only. The data were evaluated by Statistical software to calculate t-test, Standard Deviation and Mean tests. The final result revealed that 15.68% of the prospective teachers have a low level of Emotional Skills. 65.68 % of the prospective teachers have an average level of Emotional Skills. Only 18.62 % of the prospective teachers have a high level of Emotional Skills. The Emotional Skills of prospective teachers in all factors is around 82%. The variables area, course of the Prospective Teachers doesn't play any significant role in their Emotional Skills. Educational tours experience variable play a significant role. According to this study, the investigator concluded that different type of educational tours experience of prospective teachers differs in their Emotional Skills.

Keywords: Emotional Skills, Stress resistance, Optimism, Emotional control.

Introduction:

Teaching and learning are lifelong processes—effective teaching depends on teachers' behaviour and content knowledge. Teacher's psychological strengths also play a critical role in teaching and learning. The best teaching is the only right way for the holistic development of the students. The socialization of students depends on the moral and emotional behaviour of the teacher. Attentive teachers who get to know their pupil's emotional needs and create relationships with them that develop learning ability in students (Peart & Campbell, 1999). The teacher recognizes the students' emotions and needs and achieves socialization by teaching according to their needs. The emotional stability of teachers increases students' interest in learning. By instilling in teachers the trait of developing emotional stability throughout their training period, they will become more mature in their entire career. The formal involvement in teacher education is the initial step for prospective teachers. Those who participate in this preliminary preparation will receive some teaching experience as student teacher at the end of the course. As a result, the candidate enjoys external backing at this level (Glaser, 1996). Candidates are first-time practitioners who are attempting to sustain a genuine educating procedure, and they can begin developing their proficient uniqueness with little responsibility. One of the primary advantages of this care period is that candidates

will have time to gain hypothetical and real knowledge as well as develop the skills required to begin working as a teacher. Student teachers serve as a bridge between the student and teacher phases. They learn by acting as teachers while feeling like students. However, because they are neither students nor teachers as student teachers, candidates may have difficulties identifying themselves: (Fuller & Brown, 1975). Prospective teachers are frequently observed by their peers, associate teachers, and pupils, which creates a concerning situation. Differences between strategies and theories or teaching- learning approaches are also extensively documented (e.g. Black & Holywell, 2000).

Emotions provide much of the texture and depth to existence. Although emotions might occasionally degrade the quality of life, they also frequently enrich it. Life has the feel of a roller-coaster ride because of the ups and downs linked with our emotional states. Some people have a crazy emotional existence with dramatic highs and lows. Others have a more sensible emotional existence, with less severe highs and lows. But, in some way or another, we are all subjected to life's emotional roller coaster. As a result, emotions are worthy of investigation and play an essential role in psychology.

Most areas of teacher education require candidates to concentrate on "learning to know as a teacher" (European Commission, 2013: 12). As a result, the primary goal of this preparation is to broaden future teachers understanding of the key foundations of the teaching-learning process and to put that information to the test in school internship. A smaller amount period is spent on building authentic skills and developing values that guide teaching practise. This is a substantial problem to teacher educators considering the creation of teacher education programmes. Since this is the first common point in the teaching profession.

Despite the fact that Preserve Teachers have over a period of classroom experience, this student perspective prevents the classroom teaching strategy and teacher work from becoming difficult. As student teachers, this is their first engagement with the multidimensional phenomenon of the classroom toward teachers, and they can watch teaching that is substantially different from what they experienced as students (Hammerness et al., 2005). Because they have limited teaching hours and no routines or schemata, teacher aspirants tend to take very self-centered methods in the teaching space (Fuller, 1974; Tan, 1994). The ongoing conflict between the realities of present practice and the ideals of intended reforms (Shulman, 1992: 8). Several experts in psychology and education have observed challenges in connecting classroom learning.

Because they were students in a previous essential educational system, future teachers will have a rudimentary understanding of teaching practice. Their preconceived assumptions, beliefs, and visions regarding the teaching-learning process are influenced by this prior information. This past knowledge must be addressed in teacher education. On the one hand, these user experiences should be integrated. On the other hand, it should aid in the elimination of misunderstandings and the creation of conceptual changes by utilising the information derived from this expertise. Prospective teachers require Emotional Skills to reduce the emotional problems in their training period. The optimistic nature of the prospective teachers leads them to overcome problematic situations in training. They slowly understand the gap between theory and practice. They adopt professional skills and manage the classroom and school also.

Need and Significance of the Study:

Although teacher preparation programmes around the world range significantly, they all have one thing in common: the purpose of the initial phase is to educate prospective teachers how to apply their academic knowledge in a hands-on situation. More research; however, have emphasized the separation of teacher preparation courses and their remote link to daily

classroom practice (Hagger & McIntyre, 2006; Vic, 2006). "Teachers learn best by learning, doing, and thinking; interacting with other teachers; closely observing students and their work; and sharing what they see," it states (Darling-Hammond, 1998: 8). This viewpoint highlights the importance of future teachers preparing for the trial and developing procedural knowledge through practice and learning from it (Harrington, 1995; Borko, 2009). When the teaching space converts the primary knowledge setting for potential teachers, they can understand what it is like to think, behave, and think like a teacher in a normal context. Teaching has a strong emotional nature (Scott & Sutton, 2009). Teachers' emotional capabilities are a basic measure of their thought manners and true standpoints. Emotions can also affect teachers' behaviour (Saunders, 2013). Exploring teachers' emotions helps us recognize their intellectual and behavior nature, which allows a more accurate understanding of how to improve the quality of teaching in scholastic perspectives.

It has also been demonstrated that teacher emotions are closely tied to student emotions (Mayer & Turner, 2006). Researchers discovered that teacher and student satisfaction in the classroom are positively related (Sutton, 2009), and that student-teacher connections serve as a crucial "emotional filter" (Hargreaves, 1998). According to Newberry (2010), teachers need guidance or support in developing personal relationships with pupils, as this often requires significant emotional work. Positive mood in the classroom, in terms of teaching and learning, is likely to provide the optimum conditions for student development and achievement (Harvey, 2011). The prospective teacher needs to understand the school environment and develop his or her mental transformation accordingly. He should try to cultivate empathy for the students while minimizing their emotional differences. A teacher with good emotional ability can show kindness and love to students. The prospective teacher needs to know the psychological development of the students using the psychological theories he or she has learned. He has to choose his teaching methods according to the mental level of the students. At such a time, the beginner teacher will be under some pressure. Classroom management can be complex for emotionally drained students when they do not have adequate capacity to create teaching experiences. Lack of proper knowledge when teaching the curriculum can lead to impatience with not adequately providing teaching-learning experiences. These conditions can lead to fear and anxiety in prospective teachers. The teacher often has to self-examine the obstacles he encounters to develop teaching skills. In particular, he has to identify the emotional problems and address them. Emotional Skills is essential for them at this time. Going forward with an optimistic outlook will increase their confidence. Prospective teachers prevent their stress and control emotions, developing an interest in teaching and improving class management.

There is a need to show the right way without misleading teachers' thoughts in such times. Programs need to be designed to reduce their burden by conveying moral values. In this study, the researcher intends to find out the measure of the Emotional Skills of prospective teachers.

Objectives:

1. To find out the Emotional Skills of prospective teachers and to classify it.
2. To find out the Emotional Skills of prospective teachers in the following dimensions
 - a. Stress resistance
 - b. Optimism
 - c. Emotional control
3. To find out the Emotional Skills of prospective teachers with respect to the following variables:
 - a. Area : Rural / Urban

Hypothesis:

1. Rural and Urban prospective teachers have no significant difference in their Emotional Skills.

Sample :

A random sample of 102 Prospective teachers from Srikakulam District were taken.

Method used:

To investigate this issue, a descriptive survey method was used. The survey method was shown to be useful in gathering information regarding Prospective Teachers Emotional Skills.

Tool used:

Emotional Skills Scale developed by researcher and used to collect the data from teaching professionals. The scale consists of 35 items. These items are divided into 3 components (Stress resistance, optimism, emotional control). The factors are mixed randomly.

Data Analysis:**Objective -1**

To find out the Emotional Skills of Prospective teachers and to classify it.

To analyze the data for this objective, Mean, S.D, % Mean of Scores of total sample of Prospective Teachers were tabulated in table 1 and 2.

Table 1: Emotional Skills of prospective teachers

| Total Sample | Mean | SD | % of Mean |
|--------------|--------|-------|-----------|
| 102 | 129.28 | 11.93 | 83.94 |

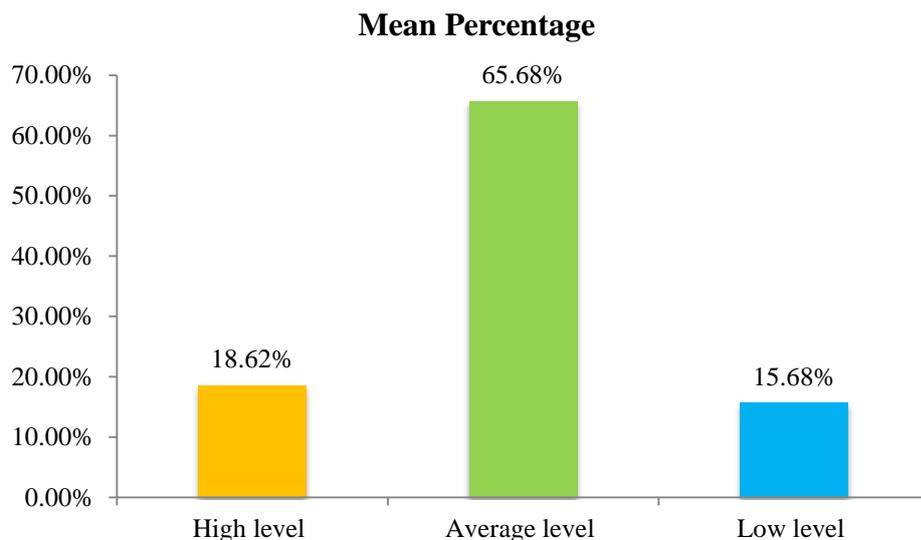
Table 2: Levels of : Emotional Skills among teachers.

| S.No | Levels of Emotional Skills | Score | No of Sample | Percentage |
|------|----------------------------|------------|--------------|------------|
| 1 | High level | 141 | 19 | 18.62% |
| 2 | Average level | 117 to 141 | 67 | 65.68% |
| 3 | Low level | Below 117 | 16 | 15.68% |

Interpretation:

One S.D is added to the mean ($\text{Mean} + 1\text{SD} = 129.28 + 11.93 = 141.21$). The obtained value is 141. The sum of prospective teachers whose scores are above 141 (rounded off) is arrived at 19 and percentage is 18.62%. This group is categorized to high Value of Emotional Skills. One S.D is subtracted from the mean. The attained value is 117 ($\text{Mean} - 1\text{SD} = 129.28 - 11.93 = 117$). The number of prospective teachers whose scores are below 117 (rounded off) is arrived at 16 and 15.68 percentage. This group has low Emotional Skills. The sum of Prospective Teachers whose scores are in between 117 and 141 are considered to possess average Emotional Skills.

1. Bar diagram shows Mean- Levels of Emotional skills



Findings:

1. From the tables 1 and 2 it may be inferred that the sample of prospective teachers have average level of Emotional Skills.
2. 15.68% of the prospective teachers have low level of Emotional Skills.
3. 65.68% of the prospective teachers have average level of Emotional Skills.
4. Only 18.62 % of the prospective teachers have high level of Emotional Skills.

Objective -2

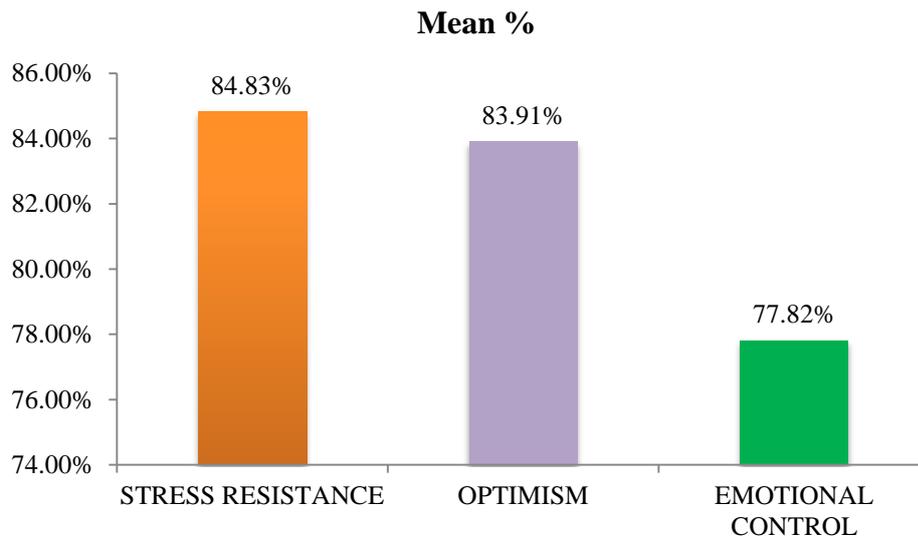
2. To find out the Emotional Skills of prospective teachers in the following dimensions
 - a. Stress resistance
 - b. Optimism
 - c. Emotional control

Table 3: Factors of Emotional Skills of prospective teachers

| S.No. | Factor | Sample | Mean | SD | %M | Rank |
|-------|-------------------|--------|-------|------|-------|------|
| 1 | STRESS RESISTANCE | 102 | 52.60 | 4.7 | 84.83 | I |
| 2 | OPTIMISM | 102 | 37.76 | 4.11 | 83.91 | II |
| 3 | EMOTIONAL CONTROL | 102 | 38.91 | 5.22 | 77.82 | III |

Interpretation:

1. From the table 3 it is observed that prospective teachers scored high in all dimensions of Emotional Skills.
 2. Emotional Skills of prospective teachers in all factors is around 82%
2. Bar Diagram Shows-Mean%- Factors of Emotional Skills.



Findings:

The Emotional Skills of prospective teachers consists of 3 factors and from those factors stress resistance has higher mean score (52.60) than the other factors. The prospective teachers have high stress resistance, moderate level of optimism (37.76), and emotional control (38.91).

3. To find out the Emotional Skills of prospective teachers with respect to the following variables:

- a. Area : Rural / Urban

The following hypotheses have been formulated and they are tested one by one.

1. Rural and Urban prospective teachers have no significant difference in their Emotional Skills.

Table 4: Comparison of mean vale, S.D, t value.

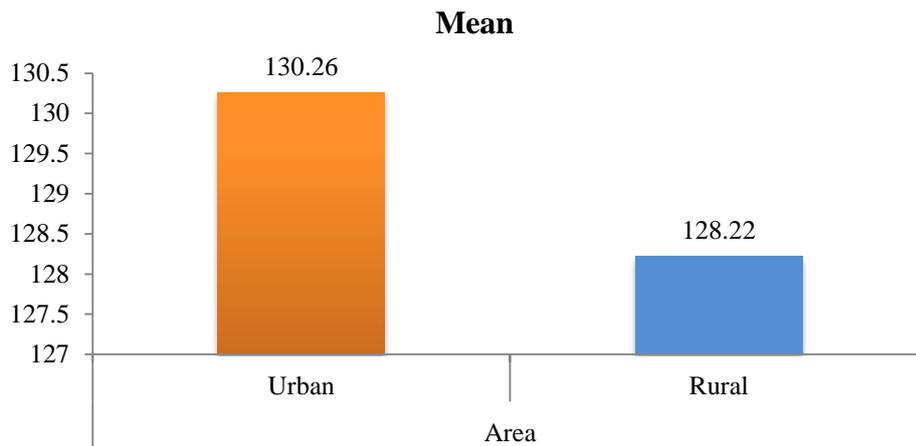
| S.no | Variable | Group | N | Mean | SD | % of Mean | SED | “t” | Hypotheses |
|------|----------|-------|----|--------|-------|-----------|------|-------|--------------------------|
| 1 | Area | Urban | 53 | 130.26 | 11.86 | 84.58 | 2.36 | 0.861 | Null hypothesis accepted |
| | | Rural | 49 | 128.22 | 12.04 | 83.25 | | | |

* Not Significant at 0.05 level.

Findings

2. The variable area doesn't play a significant role on the Emotional Skills of prospective teachers.

3. Bar Diagram Shows- Mean- Area- Emotional Skills



Educational Implications:

1. College and school give priority for Emotional Skills enrichment among student teachers so that they are transmitted to their students and community at large.
2. The present study helps the students and society as well, as prospective teachers are brilliant in their Emotional Skills.
3. This study may be implied and useful to the teacher educators to understand the Emotional Skills of Prospective teachers in order to give modalities and guidelines.
4. The prospective teachers who have good Emotional Skills can have the ability to improve the student's effectiveness in emotional and social skills.
5. It is recommended that academicians pay attention to academic activities and field engagements (educational tours) these are suggested in curriculum to enhance prospective teachers skills and Emotional Skills.

Conclusion:

Teaching is a type of influence that aims to change the potential behaviour of another person. Teachers are capable of communicating with students and instilling positive feelings in them. Teachers must respect their students' feelings, goals, and opinions. Emotional sufficiency of Prospective Teachers allows them to change without negatively influencing students. A teacher who is adaptable and emotionally balanced may work wonders with their kids. Effective teaching is dependent on the behaviour and topic expertise of teachers. Teachers will become more mature in their entire profession if they are instilled with the trait of establishing emotional stability throughout their training period.

Emotional Skills is a must for beginner teachers because they deal with the practical world with theoretical knowledge. In this training period, prospective teachers suffer from academic and professional burdens. They do not know how to manage stress and anxiety in the classroom situation. Sometimes they can't control their emotions; this emotional burst leads to escapism. In this situation, prospective teachers need to realize and accept the actual teaching and learning situation. The Emotional Skills of prospective teachers standardized them to understand the nature of teaching and learning. Emotional Skills is necessary to overcome the emotional issues in their profession.

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