



7th International Conference on Intercultural Education “Education, Health and ICT for a Transcultural World”, EDUHEM 2016, 15-17 June 2016, Almeria, Spain

## Working with emotions in the classroom: Future teachers’ attitudes and education

María J. Hernández-Amorós\* & María E. Urrea-Solano

*Faculty of Education, University of Alicante, Ap. C. 99, 03080 Alicante, Spain*

---

### Abstract

This paper discusses the results of a qualitative study aimed at analysing the attitudes of education students towards emotional education and the training that they receive in this area. The 122 participants were enrolled in the first year of the Teacher Training Degree in Primary Education at the University of Alicante (Spain). The study focused on their views about the relevance of emotional education in their initial teacher training, as well as their willingness to work with emotions in the future. The results suggest that pre-service teachers have favourable attitudes towards dealing with emotions in the classroom. They also recognised the importance of teachers’ training in developing pupils’ emotional competence. Additionally, they argued that their university lecturers provided them with various strategies to promote pupils’ learning about how to deal with emotions. However, they considered that this training was sparse and too theoretical. The proposals made by the participants notably included that it is essential to rely on emotional education from the earliest stages of the education system, and especially in teacher training programmes.

© 2017 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the organizing committee of EDUHEM 2016.

*Keywords:* emotional education; teachers’ attitudes; pre-service teacher education; emotions.

---

### Introduction

In the post-millennium globalised and changing world, studying emotional intelligence is not merely a question of scientific interest, but also a necessity that is intrinsic to human nature. The insecurity and volatility of our liquid society (Bauman, 2007) are weakening the certainties and convictions which to date had been held to be absolutes.

---

\* Corresponding author. *E-mail address:* josefa.hernandez@ua.es

The economic and institutional fracture, the crisis of values and the dehumanisation of society, are some of the examples of the current critical situation (Cairó-i-Céspedes and Castells-Quintana, 2016). In this context, where human bonds become fragile, fleeting and temporary, it falls to education to provide those answers that allow the subject to meet the challenges posed by society. Under these assumptions, emotional education is the most appropriate way of ensuring the all-round development and training of the individual for life (Bisquerra, 2005). This is especially true considering that, in order for individuals to move towards a fully human future, they need to be responsible, committed and caring citizens.

Given the awareness of the impact that emotional competencies have, particularly in education, numerous studies have taken them as their focus (Corcoran and Tormey, 2012a; Jennings and Greenberg, 2009). Overcoming the dichotomy between the cognitive and the emotional has shown the potential influence of emotions on education, and specifically on the agents involved (Becker, Goetz, Morger and Ranelluci, 2014). It must be acknowledged that a close relationship exists between, on the one hand, the domain of emotional competencies, and on the other, academic performance (Billings, Downey, Lomas, Lloyd and Stough, 2014; Costa and Faria, 2015), finding creative solutions (Jahanian, 2012), problem solving (Pena, Extremera and Rey, 2011) and coping with stressful educational situations (Extremera, Durán and Rey, 2007), respectively. It is therefore understandable that emotional education has become an object of interest for educational institutions, given their concern with promoting the balanced development of the subject in all dimensions of its personal and social life. The multiple initiatives that have emerged in recent years to promote the acquisition of socio-emotional skills in the classroom are a reflection of this (Berger, Milicic, Alcalay and Torretti, 2014; Castillo, Salguero, Fernández-Berrocal and Balluerka, 2013). The positive results achieved highlight their enormous potential to ensure the pupils' psychological and emotional adjustment (Durlak, Weissberg, Dymnicki, Taylor and Schellinger, 2011)

For the implementation of such programmes to be successful, they undoubtedly require professionals sufficiently trained in basic socio-emotional skills, such as the perception, assimilation, expression and regulation of their own emotions (Mayer, Salovey, Caruso and Cherkasskiy, 2011). This training is required for their own well-being and their effectiveness as teachers, as well as to foster the appropriate socio-emotional development of their pupils. The high levels of stress involved in teaching (Johnson et al., 2005), and the influence that positive emotions have on teacher effectiveness (Vesely, Saklofske and Leschied, 2013) demand that emotional intelligence be considered to be a key element in initial teacher training. It needs to be taken into account that emotionally competent teachers have an impact on pupils, by encouraging their all-round and balanced growth (Durlak et al., 2011; Sutton and Wheatley, 2003), fostering a positive atmosphere in the classroom, and creating stimulating and healthy environments (Garner, 2010; Jennings and Greenberg, 2009). Despite this, many studies have highlighted the lack of initiatives aimed at promoting emotional capabilities in teachers during the early stages of their training (López-Goñi and Goñi, 2012; Peñalva, López and Landa, 2013). To this must be added the deficiencies inherent in emotional education processes, which are more focused on theoretical aspects than on experimentation and their own personal experience (Nelis, Quoidbach, Mikolajczak and Hansenne, 2009). This lack of authenticity in learning may explain the low levels of emotional competency often found in prospective teachers (Corcoran and Tormey, 2012b), despite acknowledging a great interest and motivation towards socio-affective work in the classroom (Cejudo, López-Delgado, Rubio and Latorre, 2015).

Based, therefore, on the conviction that initial teacher-training is a privileged environment for improving educational quality, and considering that the emotional training of future teachers has become an essential requirement for their well-being and professional effectiveness (Palomera, Fernández-Berrocal and Brackett, 2008), this study aims to discover the attitudes and perceptions of student teachers towards emotional education, and the role it should play in their future professional practice.

## Method

A qualitative methodology was chosen for this study, as achieving the required objectives depended on an in-depth analysis of the participants' contributions. Our objectives were:

- Understanding, assessing and identifying the attitudes held by student teachers about the fostering of emotional intelligence in schools.

Download English Version:

<https://daneshyari.com/en/article/5125773>

Download Persian Version:

<https://daneshyari.com/article/5125773>

[Daneshyari.com](https://daneshyari.com)