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The effect of social emotional skills training to enhance general health & Emotional Intelligence in the primary teachers

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Abstract

This research is a kind of experimental design in which, describes a program to enhance social and emotional skills and general health in teachers. The statistical sample comprised of 76 elementary teachers (grades 4 and 5) with at least 10 year teaching experience and bachelor degree into control (22female, 20 male) and experimental (20 female, 14 male) groups. Bar-On social-emotional scale (adult version) and GHQ test for general health were used. During ten weeks and 10 sessions the experimental group participated in a set of social-emotional skills (inter personal – intrapersonal skills) training program. Independent t-Test, multivariate analysis of variance, and regression were used. The results showed that training had significant effect in increasing social emotional skills and its components on teacher experimental group. Also showed positive correlation between enhancement of Emotional skills and general health

Keywords: teachers, emotional intelligence, emotional skills training, general health.

1. Introduction

Mental health has been conceived as a medical, psychological and sociological phenomenon. It could be vary as a function of time, place, culture and context. Also it is fundamental to good health and quality of life ‘complete physical, mental and social well-being’, a resource for everyday life which enables us to manage our lives successfully’, also integrate health and wellbeing (M, Barry 2011)

Mental Health Defined as” The successful adaptation to stressors from the internal or external environment, evidenced by thoughts, feelings, and behaviors that are age appropriate and congruent with local and cultural norms.”Current definitions of mental health are more than the absence of mental illness. Mental health may be defined as;

1- “a state of emotional and social well-being in which the individual realises his or her own abilities, can manage the normal stresses of life, can work effectively, and is able to play a role in his or her community” (M, Barry,2011).

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2- “The capacity of the individual, the group, and the environment to interact in ways that promote subjective well-being, the optimal development and use of mental abilities (cognitive, affective, and relational), the achievement of individual and collective goals consistent with justice; and, the attainment and preservation of conditions of fundamental equality” (Barry,2011).

So: Being mentally or emotionally healthy is much more than being free of depression, anxiety, or other psychological issues. Rather than the absence of mental illness, mental and emotional health refers to the presence of positive characteristics.

There are some other variables which affected by mental health such as emotional intelligence, self concept, self perception and self efficacy (Gupta.g & Kumar sushil 2010;).

Determinants of mental health is Healthy structures - economic, political, social and cultural framework for developing and maintaining positive mental health, Citizenship - social support, sense of social integration and inclusion, Emotional resilience - self-esteem, coping , life skills, sense of control, Gender and social and economic factors (Barry 2011; Meerah, Halim, Rahman, Abdullah, Harun, Hassan, İsmail, 2010) .

Mental health or emotional health is influenced by individual, biological & psychological factors, social interactions, societal structures & cultural values (Barry,2011,Lehtinen 2008).To Promoting mental health, intervention studies indicated that Individual level determinants(Sense of self -control, efficacy and esteem), life skills , social competencies Relationship skills, Coping skills, Communication, Cognitive style, Emotional literacy ,Problem solving skills and especially Emotional intelligence protect of mental health.(e.g Gupta.g & Kumar sushil 2010, Choubey.A.K & singh.s.k 2009). Research indicated that (e.g Gupta.g & Kumar sushil 2010, Choubey.A.K & singh.s.k 2009) there is Significant relationship between managing emotions ability and burnout and mental health(Smith.M.A). Attempts have also been made to examine the relative significance of various component of emotional intelligence (EI) in predicting stress and health. Finding in general suggest that some forms of EI may protect people from stress and lead to better adaption (e.g. Mikolajczak,N, H& Choubey) . Other research, have emphasized on the importance of social emotional skills in professional achievements (Gloman 1998), leadership jobs, reduce stress .

Today there are three major conceptual models of EI in the literature. (a) The Salovey – Mayer models(Mayer &Salovey ,1997), which defines this construct as the ability to perceive, understand, manage and use emotions to facilitate thinking , measured by an ability – based measure (Mayer. Et al 2002) , (b) the Golman model (1998) which views this construct as wide array of competencies and skills that drive managerial performance , measured by multi- rater assessment (Boyatzis – 2001), and (c) the Bar-on model (1997b-2000) that impact intelligence mental disorders, adaptation, adjustment (Parker 2001), and reduced nutritional disorders. Therefore, emotional intelligence – is an important part of mental health of people. The belief that success of people at work is mainly due to professional knowledge and skills related to IQ has become less prominent since the concept of emotional intelligence became popular and increasingly prevalent as the best predictor of people’s success. In many studies, emotional intelligence has been found to be a predictor of life satisfaction, outstanding performance at work, healthy psychological adaptation, positive interactions with peers and family (Stys, Y. & Brown, S. L, 2004).

Emotional Intelligence (EI) is NOT Aptitude, Achievement, Vocational interest or Personality. EQ is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands. (Bar-On 2006behavior, measured by self-report , with in a potentially expandable multi-model approach including interview and multi-rater assessment (Bar-on 2006).

As a hole, Emotional Intelligence are skills for living, Important to recognize our emotions, emotional self control, Handle relationships and Recognize emotions in others. It is fundamental key to success and leadership, and it can be learned!

Research indicated that, today’s, Teachers experience a wide range of positive and negative emotions while teaching and interesting with student. (Brackett,2006). The nature of their job requires dealing with their own emotions as well as those students, parents, colleagues, and administrators. Moreover teachers are among the groups displaying the highest levels of occupational stress. More than 30 % of British teachers perceived their jobs as stressful, with reports of increasing pressure (Brackett 2006). Indeed, stress and poor emotion management continually rank as the primary reasons why teachers become dissatisfied with the professional (Darling

&Hammond, 2001). Moreover, social and emotional skills of teachers are associated with success in many areas of life, including effective teaching, student learning, quality of mental health and relationship, and academic performance. (Brackett & Salovey 2004, Mayer & Salovey 2004, Sutton 2003).

In the other hand, teachers who have difficulty regulating their emotion (and their classroom) tend to have students who experience more negative emotions in class (Sadness, Shame, Guilt) (Sutton, Wheatly 2003). So, Manage emotions in one and other is a valuable skill for teachers. The frequent implementation of emotion-management strategies is to effective classroom-management, stress reduction, functional professional and personal relationship, and effective teaching and learning environment. Those who can control their emotional reactions can deal better with difficult conversation with parents and administrators.

Recently, educators and parents have begun to support enhancing teachers and student's social and emotional skills (Green berg, 2003). emotional intelligence (EI), as a part of effort, should be included in the learning programs and curricula through disciplines. In order to help children deal constructively with their emotions, teachers must themselves have a reasonable degree of emotional literacy. The program of emotional intelligence teacher (EIT) provides teacher to increase their awareness of the important of EI skills and enhance their ability to employ EI skills in their professional and personal relationships. (Keser et.al., 2010; Brackett, 2006). achievements of instructors in their professional performance contributively lead to school effectiveness (Stys, Y. & Brown, S. L, 2004), handle their own emotion better, more adapt when they are upset, enjoy better physical health, better liked by their students, more socially skilled, have fewer behavior problems and greater attention spans. The EI teacher training provides teachers with practical activities to do on their own and in their classroom to further the development of each EI skill (Brackett & Caruso, 2005). These training can create a more stable, supportive, and productive learning environment – one that encourage positive social interaction, active engagement, and academic achievement among students. (2004; Mayer & Salovey, 2004; Sutton & Wheatley, 2003; Alkharusi, 2010).

2-Aims of study

The goal of this study is emotionally intelligent teacher training to provide professional development such as interpersonal and intrapersonal relationships, management of stress and conflict, improve their mental health, maintenance of a positive school environment, and academic success performance.

3-Hypostases

1-2- social emotional skills training) cause improving the mental health of the teachers.

2-2-Educational interventions (social emotional skills training) cause improving the social emotional intelligence of the teachers

4-Materials and methods

1-4-Subjects:

An experimental design for investigation of Social- emotional intelligence were used on 68 elementary teachers (grades 4 and 5) with at least 10 year teaching experience and bachelor degree were randomly assigned into control (18 female, 16 male) and experimental (20 female, 14 male) groups.

2-4-Instruments:

1-2-4-The Bar-on scale

The Bar-on social-emotional scale already normed by Samooei (2004) was used. This questionnaire has 90 items in 5 domains (interpersonal, intrapersonal, adjustment, general mood, stress management).

2-2-4-GHQ test for general health

General Health Questionnaire: Article 28 of the General Health Questionnaire is designed the whole society. The questionnaire as a screening tool could be possible to determine a person's mental disorder. The questionnaire contains four subscales: physical symptoms, anxiety and insomnia, depression and severe social productivity fail to

act. Total score as an overall score is obtained. Reliability of this scale using two halves and Cronbach's alpha methods, respectively, 0/7, 0/93, 0/9, has been reported.

Validity of this scale by calculating the Pearson correlation between test scores of GHQ and SCL-25 as the general size was calculated that the $r = 0/369$, $\alpha = 0/$ and as a general measure was calculated at $\alpha = 0.05$ is meaningful.

3-3-Statistical methods

Independent t-Test and multivariate analysis of variance were used to compare the mean of EI and mental health their components differences between groups.

4-4-The program of (EIT);

this provides teachers with a background on the important of emotions in teaching and learning an overview of EI skills, to help them handle difficult interpersonal situations more effectively.

Social-emotional skills training consist of: Interpersonal (self-awareness, feeling management, stress management, self-concept, self-confidence), Intrapersonal (verbal-nonverbal relationship, listening, empathy, assertiveness, decision making, problem solving, conflict solution) .Social- emotional skills and general health of teachers were measured as pre test scored and then the Social- emotional skills; in 10- 2 hour session trained. After 2 weeks and 4 month (as follow up) of training (as post test score), Social- emotional skills were measured.

Teacher Training Program consists of 10 sessions (one day per week) and each session lasting 2 hours and was conducted by the researcher. At the end of training, to evaluate the effectiveness of interventions, the social-emotional skills and mental health, as the post test were assessed after 2 weeks. Stability of the effectiveness of skills development in groups after 4 months were studied again.

5-Results:

1-5: educational interventions (emotional and social skills training) would improve the social emotional intelligence of teachers

1-1-5-before training

Independent t- Test show no significant differences in total EI & mental health between subject groups. Also multivariate analysis of variance shown no significant differences in EI & mental health components.

2-1-5- after training

First differential scores for overall social and emotional intelligence and its components, as well as mental health and its components (difference between pre-test scores after the test) were calculated for all subjects. Then, the mean differential scores were analyzed.

Independent T – test shown that subject groups are different in total EI score ($p < 0.0005$). Multivariate analysis of variance (MANOVA), shown that training had significant effect in experimental group- higher score in EI components ($p < 0.0005$, table 1).

Table 1- Between subject effects of social- emotional intelligence (EI) and its components (after training)

var	source	mean	sD	N	f	sig
General mood	Control	-0.157	0.37	34	20.69	0/001
	treatment	0.21	0.28	34		
adjustment skill	Control	-0.14	0.39	34	17.63	0/001
	treatment	0.62	0.42	34		
Interpersonal skill	Control	0.04	0.33	34	58.94	0/001
	treatment	0.62	0.42	34		
Intrapersonal skill	Control	-0.03	0.42	34	38.38	0/001
	treatment	0.34	0.26	34		
Stress management	Control	0.08	0.42	34	18.74	0/001
	treatment	0.053	0.46	34		
Total EI skill	Control	-0.04	0.25	34	68.28	0/001
	treatment	0.46	0.26	34		

3-1-5-follow up stage

In the follow-up stage, differential scores of subjects (follow-up difference scores from pre-test) after 4 months for the overall social emotional intelligence and its components were calculated and the analysis was performed on differential scores.

Analysis of data (differences between post test and follow up after 4 months) shown that:

In EI and its components there are significant differences between control and experimental group. No significant decrease existed in experimental group scores after 4 months (table 2, 3).

Table 2- Mean (SD) social and emotional intelligence score and its components (post test & follow up)

Group	Sc scale	experimental			Control		
		Mean	SD	n	Mean	SD	N
Interpersonal skill	after training	0.61	0.42	34	0.044	0.3	34
	Follow up	0.58	0.38	34	0.038	0.25	34
intrapersonal skill	after training	0.34	0.26	34	-0.03	0.42	34
	Follow up	0.32	0.25	34	-0.02	0.31	34
Stress management skill	after training	0.53	0.46	34	0.08	0.42	34
	Follow up	0.53	0.43	34	0.07	0.37	34
General mood	after training	0.21	0.28	34	-0.157	0.37	34
	Follow up	0.21	0.25	34	-0.12	0.34	34
adjustment skill	after training	0.62	0.42	34	-0.14	0.39	34
	Follow up	0.6	0.41	34	-0.11	0.32	34
Total EI skill	after training	0.46	0.25	34	-0.04	0.24	34
	Follow up	0.48	0.24	34	-0.029	0.18	34

Table 3- Between subject effects of social- emotional intelligence (EI) and its components (follow up stage)

variables	source	SS	df	MS	F	Sig
Interpersonal skill	group	4.397	1	4.397	21.136	0.001
	sex	0.084	1	0.084	0.402	0.53
	Group*sex	0.001	1	0.001	0.005	0.94
	error	13.32	64	0.208		
intrapersonal skill	group	10.32	1	10.32	40.32	0.001
	sex	0.056	1	0.056	0.22	0.64
	Group*sex	0.41	1	0.41	0.159	0.69
	error	16.38	64	0.256		
Stress management skill	group	7.27	1	7.27	20.03	0.001
	sex	0.12	1	0.12	0.335	0.56
	Group*sex	0.288	1	0.288	0.79	0.38
	error	23.28	64	0.364		
General mood skill	group	4.032	1	4.032	19.95	0.001
	sex	0.01	1	0.01	0.048	0.827
	Group*sex	0.000	1	0.000	0.001	0.97
	error	12.94	64	0.202		

adjustment skill	group	18.68	1	18.68	63.68	0.001
	sex	0.076	1	0.076	0.26	0.62
	Group*sex	0.53	1	0.53	1.79	0.185
	error	18.78	64	0.293		
Total EI skill	group	8.22	1	8.22	74.69	0.001
	sex	0.01	1	0.01	0.094	0.67
	Group*sex	0.47	1	0.47	0.432	0.514
	error	7.04	64	0.064		

The results of this analysis showed that emotional skills training of teachers have an effective significant improving in their social, emotional intelligence.

So the first hypothesis study was confirmed.

2-5- educational interventions (emotional and social skills training) will would improve general health of teachers

1-2-5 -before training

In order to examine significant differences between subjects groups before of teachers training in mental health, independent t-test showed no significant differences in general mental health. In the other hand, Multivariate analysis of variance (MANOVA), showed no significant differences in component of mental health.

2-2-5- after training

After training, Independent T – test showed that subject groups are different in mental health score ($p < 0.0005$). Results of multivariate tests showed that, there are significant differences in some components of mental health between subjects groups (e.g. Feeling tiredness, insomnia, Anxiety components and total mental health ,table 4).

Table 4- Descriptive indicators and between subjects effects tests for mental health and its components teachers (after training)

var	source	mean	sD	N	f	sig
Feeling tiredness	Control	0.33	0.38	42	48.72	0/01
	treatment	-0.42	0.55	33		
Anxiety	Control	0.21	0.53	42	12.3	0/01
	treatment	-0.34	0.83	33		
Cope with new situation	Control	0.15	0.32	42	0.23	0.63
	treatment	0.2	0.6	33		
depression	Control	0.174	0.69	42	0.79	0.37
	treatment	0.02	0.87	33		
G mental health	Control	0.22	0.28	42	6.94	0/01
	treatment	-0.14	0.44	33		

To survey the relationship between general emotional intelligence and its components with teacher subjects (before training), Pearson correlation coefficient was calculated. These coefficients indicated the overall socio-emotional intelligence is a significant correlation with the teacher general health ($0/327 = r, p < 0 / 0001$. Tale5).

Simple regression using the differential scores for overall general health and emotional intelligence (pretest to posttest) showed that improvement of emotional intelligence have a coefficients correlation with improvement of general health.

Table 5- regression analysis of variance to improve general health by improving emotional - social intelligence of teachers (after training)

model	df	MS	Ss	R	R2	f	sig
	1	1/73	1/73	0/33	0/11	7.76	0/01
	65	0/15	9/83				

The results of this analysis showed that improvement of emotional intelligence has relationship with increasing of general health of teachers and 11% of the mean differential scores variance could be explained by the differential mean scores of social emotional intelligence .

Conclusion and discussion

Mental Health Defined as” The successful adaptation to stressors from the internal or external environment, evidenced by thoughts, feelings, and behaviors. Mentally or emotionally healthy is much more than being free of depression, anxiety, or other psychological issues.

Mental or emotional health refers to your overall psychological well-being. It includes the way you feel about yourself, the quality of your relationships, and your ability to manage your feelings and deal with difficulties, to cope with the normal stresses of life, to work productively and fruitfully.

Therefore, emotional intelligence – is an important part of community mental health of people.

The emotional intelligence can improve the learning process in schools if there is an expert, who talks with the students. Emotional intelligence should be included in the initial training and in the continuous training of the teachers. Also should be part of the learning programs and curricula inside and outside the classroom. Therefore Teachers need to foster their social and emotional intelligence. Also, their effectiveness is depended to recognize which emotions are best for different situation, more adapt when they are upset, and enjoy better physical health, better liked by their students, more socially skilled, fewer behavior problems to facilitate thinking and behavior.

Teachers who develop skills and attitudes will be: Effective communication, management of stress and conflict, maintenance of a positive school environment, Success effective teaching, student learning, quality relationship, and academic performance (Brackett & Salovey, 2004; Mayer & Salovey, 2004; Sutton & Wheatley, 2003)

Studies of interventions to increase social emotional abilities were (Lopes 2003); believed that teaching social emotional skills enhance social adjustment, reduces aggression and enhances social behavior& mental health (Salovey 2003).The program of emotional intelligence teacher (EIT) provides teachers;

1- To increase their awareness of the important of EI skills

2- Enhance their ability to employ EI skills in their professional and personal relationships.

The results of this study showed that training had significant effect in increasing social emotional skills and its components on teacher experimental group. Results also showed positive correlation between enhancement of Emotional skills and mental health.

So, Incorporating EI training programs can result in a number of benefits outside of, but especially within, the academic setting. For this reason, to be most effective, mental or emotional health content and processes should be applied consistently across the curriculum and at all grade levels. Indeed, schools that utilize social and emotional learning program report an increase in academic success, improved quality relationships between teachers and students, and a decreased in problem behavior.

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