

THE QUALITY OF THE EDUCATION AND THE COHERENCE OF THE EMOTIONAL COMPETENCIES

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The quality of the teacher's work, which is one of the many factors affecting the quality of the education is crucial from the aspect of the learning method of the students. However, the interesting result of the related scientific researches is that the measureable characteristics (for instance the level of the qualification, the teaching experience etc.) of the teachers slightly explain the deviation of the results of the students. According to the view of the experts, the unmeasureable characteristics are closely related to what happens in the classroom.

As for the teacher's teaching methods, they apply not only their professional knowledge, but their emotional competencies are also important.

Keywords: teaching profession, emotional competencies, the challenges of the teacher's training

Several pieces of empirical research prove that mainly the quality of the teacher's work of *the interior factors of the school* defines the performance of the students. From the aspect of the student's learning, this is crucial (see Rivkin & Hanushek & Kain, 2000) among the many factors affecting the quality of teaching. According to Vekerdy (2004:30) „the tool of the teacher is his own personality.”

Professional literature show show many experts have tried to find the key of the secret that what makes a teacher to be a good teacher. The endeavours to find the right answer are continuous. However, the answer seems to be easy, it is very hard to find it. There are some researches evoked below, which made an attempt to know the characteristics of the teachers.

The previous example has been taken from a research aiming at the discover of the teacher-candidates' beliefs. The author (Dudás 2007) has used the mindmap. The research aimed at the discover of the beliefs of the teacher trainees about the teaching profession (Dudás 2007:64). As it is well-known, this beliefs are hidden in the thinking of the teacher candidates (as it is average in the every-day thinking), they carry strong emotional validity. The reason is why it is important to know this beliefs is that they influence the processing of hte information, the decision-making and the activities. This beliefs can hardly change (Falus, 1998). The results relating to the teacher's image and the teaching profession are shown by the following charts. The author made five categories of the associations in the „teacher” mindmaps. The proportion of the associations and the definitions is

remarkable. Despite the arbitrary construction of the categories, we can see that the most frequently occurring expectations relating to the „TEACHER” are the personal attributes and characteristics (fifth category). In addition, the author mentions in her study that the students put these characteristics into the first part (layer) of the mindmap. Consequently, the responding students attached primary importance to personal attributes. (As for the construction of the categories, this research does not contain any references to former researches, scientific organisation or to any common base. At the grouping, the skills, the characteristics, the teacher’s activities and tasks are mixed up.)

The operational grouping of the teacher’s mindmap (Dudás 2007:69-70):

Substantial categories	Number of associations
1. Professional knowledge, background knowledge	103
professional knowledge	38
general enformation / education	36
background knowledge	21
th development of professional knowledge	8
2. Teaching	165
presenting abilities, communication skills	37
fairness, objectivity, fairness in the evaluation	33
attracting attention	22
maintaining interest	17
creativity, full of ideas	13
transmitting topical knowledge	11
organizing skills	8
other (discipline, developing facilites)	24
3. Education	56
setting example, affection	13
problem-solving skills	11
community forming	9
encouragement	5
other (conflict management)	18
4. Relationships	68
establishing contacts, maintaining ralationships	15
loving children	13
understanding	13
helpfulness	9
respect	9
rigour	9
5. Personal attributes	273
patience	38
confidence, determination	24
empathy	18
self-controll, self-knowledge	17
consistency	13
dedication to profession	13
knowing people	13
sense of humour	11
flexibility, adaptability	11
persistance	10
other (creativity, open-mindedness, calmness)	105

We highlighted the results of another research study (Köcséné Szabó, 2007) relating to the teacher’s model. It is interesting that it examines a long period of time as it is a longitudinal piece of research. On this chart, we can see the results of a questionnaire. The question was: „What kind of characteristics did your favourite teacher have?” The answers were sorted

according to these categories below. The personal attributes are the most important here as well, then comes the relationship between the student and the teacher and finally the teacher's activities according to the proportion of their occurrence.

What kind of characteristics did your favourite teacher have? (Köcséné Szabó 2007:130)

Third semester (268 persons)			
rank	content	frequency	ocurrence rate
1.	characteristics	197	74%
2.	teacher-student relationship	56	21%
3.	activity	48	18%
4.	qualifications	32	12%
5.	profession	1	1%
Fourth semester (195 persons)			
1.	characteristics	153	78%
2.	teacher-student relationship	107	55%
3.	activity	91	47%
4.	qualifications	43	22%
5.	profession	11	6%

The „characteristics” category is three times more frequent than the other categories together. Although, the author has come to the consequence that the personal characteristics are dominant if anyone wants to be a teacher, she devotes only three sentences to them in her study. The other categories, however, are introduced in details.

If we observe the aggregate order of characteristics of the positive sample then we add the result of the survey relating to the self-image (Köcséné Szabó 2007:147), in which the personal characteristics are dominant as well (the frequency of characteristics: 82, patience 50, confidence 26), not to mention the other research study above, it is remarkable that in both case the components fo the emotional intelligence (see Kase, 2008 and Goleman & Boyatzis & McKee, 2003:63-64, 294) occur first. The competency model of the emotional intelligence developed by the psychologists (self-knowledge, self-control, social- and rleationship-leading skills) connects the categories of skills to the personal characteristicsleading them and, which can be nerve-psychologically localized. The exploration of the beliefs can be approached from more aspects. The examination of the self-image is to be aware of our own knowledge and belief. (the author) The question of the questionnaire: „To be a good teacher I should be developed in...” (Köcséné Szabó 2007:147)

The result of the research relating to „self image”

- Appreciation (79)
- Helpfulness (75)
- Immediacy (66)
- Sense of humour (66)
- Consistency, fairness (58, 59)
- Kindness (56)
- Great knowledge (47)
- Rigour (38)
- Correctness (26)
- Patience (8)

According to the first research study mentioned above, due to their experiences in the school, the teacher candidates simplify the teaching profession on the one hand, and overvalue the teacher's characteristics on the other hand. Mostly, they were thinking about personal attributes, characteristics and they substituted the teacher's competences with these (Dudás 2007:72). In our opinion – both according to the emotional intelligence surveys and the personality-model by József Nagy (2002) – the researches clearly shows among the personal and social competencies, which competency elements are indispensable in the efficient teaching profession. (According to the interpretation of József Nagy: From these three competencies – cognitive, personal, social – thousands of other special competencies can be originated as a result of the division of labour.) We can say that the result of the examinations is the instinctive manifestation of the revelation of our biological determination. We need the wealthy of stimuli, the emotional effects, the social impuls in all methods of learning during the school socialisation as well. The teacher's competencies do not separate from the other competency-groups of the personality, because they affect each other and they can be developed efficient in the interaction with each other.

The research study (Holik, 2008) mentioned in the third example, examined 335 senior students at faculty of pedagogy and 485 senior students at faculty of teacher in 12 schools of 4 universities. The results were almost the same as above. It was asked inter alia „what are the essential characteristics at the teaching profession?” (the respondents could choose the characteristics from a list contained 28 elements). The first 10 characteristics had been given by the teacher's model are the same as given by the student's model except one. At the third and the second rank are the *motivation skills* and the *conflict solving skills* on both list. *Empathy* is on the 4th place at teachers and 7th at the students. The *effective communication* is 5th at the students and only on the 9th place at the teachers. By the way of derogation from the grouping of this research study above, all of these characteristics belong to the group of the social competency, on the base of the elements of the emotional intelligence model. This grouping is not in opposition to the competency-model of József Nagy (2002:205). At both sample, the intelligence and the creativity are on the first place. At the other ranks under 10, there are – inter alia – openness and tolerancy, which are two personal competencies. It can be obviously seen that the need for the development of the social competency is the basic condition of the pedagogical efficiency. This view is in opposition to the results of the research in other questions (the three tasks considered to be the most important were ranked). According to more than half of the respondents, the most relevant task or duty of the teacher is the education and the development of the personal attributes was signed only 20% of the respondents. It is another prove that as for the beliefs, the model is still the knowledge-transferring (or information-transferring) teacher.

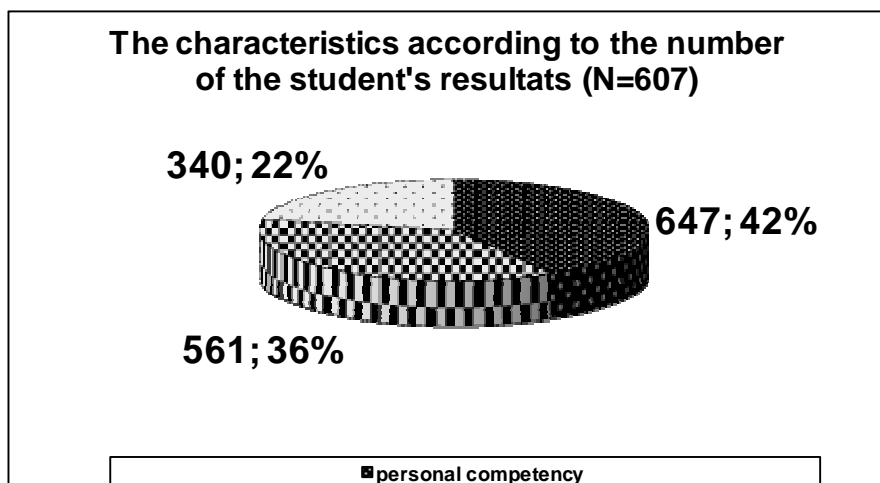
The rank of the characteristics considered to be crucial at teaching profession (Holik 2008:235):

Rank	Teacher's model (Competency group)	Student's model
1.	Intelligence (cognitive)	Creativity
2.	Motivation skills (social)	Motivation skills
3.	Conflict solving skills (social)	Conflict solving skills
4.	Empaty (social)	Intelligence
5.	Creativity (cognitive)	Effective communication
6.	Tolerancy (personal)	Performing skills
7.	Performing skills (social)	Empathy
8.	Evaluation skills	----
9.	Effective communication (social)	Openness
10.	Openness (personal)	Tolerancy

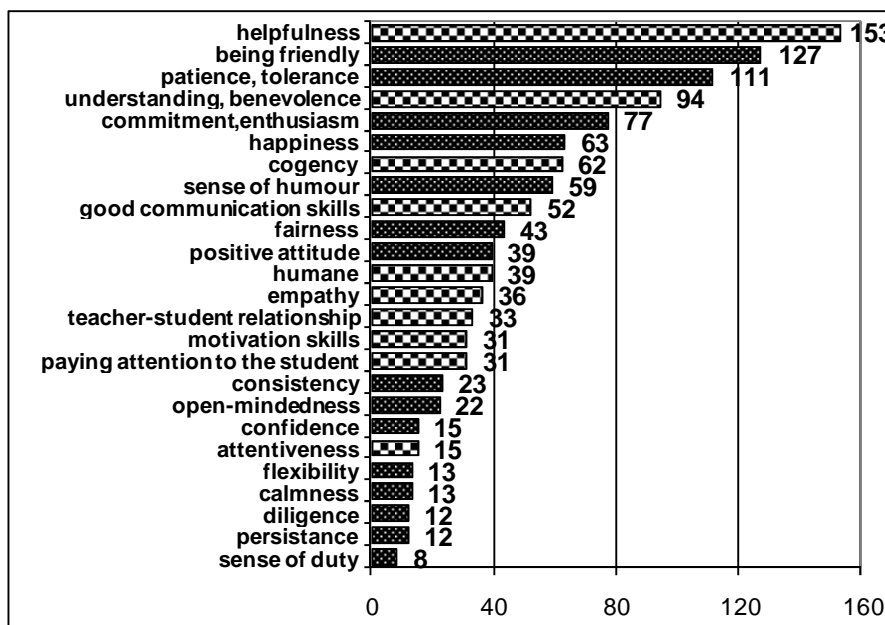
Examination of teaching competence components. Henczi (2008)

The competencies of the adult teachers (N=223)		
competence-list	rank	competence
planning	1.	co-operation
innovation	2.	flexibility
prior knowledge	3.	prior knowledge
flexibility	4.	reflectin
co-operation	5.	performance evaluation
shaping the individual		
conflict management		
reflection		
respect norms		
equal opprotunities		
working on projects	11.	innovation
problem sensibility	12.	working on projects
management	13.	equal opprtunities
performance evaluation	14.	gauging effectiveness
gauging effectiveness	15.	management

The fourth example was taken from a research study, which examined 223 teachers of 12 institutes. Closed-ended questions and a 5-grade Likert scale were used in the survey. This resulted in that competence rank, which can be seen in the chart. The persons asked chose the five most important competencies from the list on the left. These five most relevant competencies are contained in the list on the right. As for the author – referring to the competency-model of József Nagy (2002) – „there are some special characteristics of the teaching profession – special competencies resulted from the personal, social and cognitive competencies, which make the teacher capable of using his knowledge, abilities and personal determinations in specific situations.”



The fifth example is from our own research¹. 607 students of 8 higher education institutes were asked. They commented on the positive characteristics of the teachers/(affecting positively). It is obvious that approximately 80% of the characteristics mentioned by the students are part of either the personal or the social competencies (for instance: the teacher is creative/full of ideas, asks questions, does not show favour towards anyone, praises, attracts the attention with his methods etc.). On the other hand, the proportion of the expectations relating specifically to the work during the lessons is only 20%.



The graph shows the most frequent characteristics. As for us, we did not set up any kind of competency-model, but we took the emotional intelligence (EQ)-model, which has been used for years by the psychologists and we grouped these characteristics according to this emotional intelligence-model. By the way, this model suits the elements of personality-model set up by József Nagy (which model approaches this from

¹ The survey has been made among the students of the economical high education, not in the field of teacher training. (the author)

pedagogical aspects) (2002). Consequently, we sorted the categories (blue representing social competency, red representing personal competency) according to the interpretation of EQ, but we used the same names as the students did. This list shows the same characteristics, which were highlighted in the researches described above.

The referred research studies show that the efficiency of a teacher regarding his practice and methods depends not only on his professional knowledge, but *the sophistication of his emotional competencies as well* (Saád, 2006). In other words, this means that the results of the students are affected NOT ONLY by the measurable skills (the level of education, qualification, tests that assess teaching skills, teaching practice, the level of postgraduation) of the teacher, but MOSTLY BY THE NON-MEASURABLE CHARACTERISTICS and consequently classroom activities, especially by the emotional experiences, count. What inference can we draw from this regarding the teacher training?

At the development of the so-called 'teacher'-competencies, the entity of the personality is relevant. What does the 'entity of the personality' mean? At exercising the teaching profession, the co-operation of the left and right hemispheres of the brain is as important as at other learning processes. This is, because the emotional centres and the cognitive centres of the brain are interrelated. The positive emotional affects help with processing information, the thinking and the problem solving (see: Forgács, 2001).

As we are intelligent human beings, our left brain hemisphere catches what we hear, read and see, but if we are not touched emotionally, we cannot apply the heard and seen experiences, we will not be committed and these experiences will not build into our behaviour. With the cognitive methods of the education, it can be defined and learnt what the co-operation, the empathy is, but it has to be emotionally experienced and felt. The essence of the teaching profession cannot be adopted only rationally/by the ratio. These competencies relate not only to teachers. Consequently, competencies cannot be handled apart from the personality. The various competencies are interrelated, but they manifest in the whole personality. The application of experiences also depends on the development of the competencies. There are competencies – among the personal and social competencies – which support more efficient teaching activity and thus they are more necessary in the field of the teaching profession, than in the field of other professions. The examinations presented above are only samples of those results, which are confirmed by international researches.

The international trend (see: Halász 2007), those endeavours have created the teacher competency-standards, also highlight the development of the emotional competencies. Of course, it is not possible to set ourselves against our biological determination. Finally, this should be acknowledged/accepted by the teacher training.

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