

BAR-ILAN UNIVERSITY

The Connection Between Teacher Training and Education

Towards Emotion Control in School

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Abstract

This study examined the relation between teacher training regarding emotional regulation and the application of actual classroom training. To what extent the level of training affects the level of engagement in the field of emotion regulation in schools.

Emotion regulation refers to the process underlying emotional functioning. The ways in which a human being manages and controls the type of emotions he expresses or experiences, their timing, and their way of experiencing and expressing them. Control refers to the intensification of positive emotions and the reduction of negative emotions. The importance of education for emotional regulation in the early stages of life has been studied extensively. An emphasis was put on the high impact of education from infancy to adolescence, as periods that shape a person's personality. In those years the influence of parents at home and teachers in schools is enormous. Their influence is both via personal example and in the giving of tools, and the better it is, the healthier the child develops.

Some of the goals of education, as defined in the State Education Law in Israel, refer to developing the student's personality and bringing him to full use of his abilities. This is in light of the cultural reality we are in, and in light of many studies that have indicated the importance of emotional regulation. Studies have shown that emotional regulation serves as the key to human success in many emotional and behavioral fields. It is also a tool for success in creating social connections and success in studies.

The purpose of the study was, first and foremost, to examine the reality in teacher training institutions. To what extent teachers in Israel's educational system receive academic training about emotional regulation over the years. This is done in order to examine the degree to which the understanding of the importance and necessity of the subject is congruent with what is actually done in the teacher training. The research hypothesis was that many teachers in their training stages (and sometimes later on) did not receive proper tools and training in promoting students' emotional regulation.

In order to test the hypotheses of the study in the first stage, study programs were reviewed. As in parallel studies, studies were conducted at three universities: Tel Aviv, Bar-Ilan and Ben-Gurion' and in three academic colleges for education: Beit Berl, Levinsky and Herzog.

In order to compare the various institutions and examine the actual reality, three study tracks in every institution were examined: English, language and history. In addition, the completion for the teaching certificate of these subjects were reviewed.

The findings in the first stage indicated that teachers do not have proper training in education for emotional regulation. Almost all of them do not deal with this issue and certainly do not provide systematic tools for teachers in the field. In all institutions examined, there is not a single course dealing with the subject in a direct and systematic manner. This indicates the gap between what is desired and actuality: the desire to empower the students, the understanding that education for emotional regulation in schools is important, and the toolbox that the teacher receives through his training.

In the second stage, a quantitative study was conducted. The goal was to examine the current situation in schools. To check whether there is education for emotional regulation. What is the level of this education? Does it derive from training? What tools do teachers use?

The research hypothesis was that there was a correlation between the level of training a teacher received in the field, and his implementation in school. In light of the hypothesis, trained teachers were expected to apply it more in their educational work than their colleagues, who did not receive such training.

In order to examine the research hypothesis, questionnaires were handed out among the teachers' community. Full answers were received from 67 teachers who studied various subjects and were trained to teach different ages at different periods. The findings of the study were analyzed and presented a clear picture. The more a teacher received training to educate for emotional regulation, the more he applied it to his work. This is in contrast

to teachers who were not trained to do so, and therefore were less educated for emotional regulation in the classroom, if at all.

On the one hand, many teachers noted that although they were not trained, they still apply methods of education to emotional regulation in the classroom. This shows the importance of this for them in light of the existing need. On the other hand, it also raises concerns that a teacher who has not received training but still works in the field is liable to cause harm rather than doing good for the class.

Another point which has been sharpened in the light of this research; although many teachers have indicated not learning the subject of emotional regulation, the vast majority of teachers still thinks it should be studied as part of the teacher's training.

The third part of the questionnaire examined whether there was a significant difference between the different groups according to the variables, such as: the year of training, the type of training, the ages at which the teacher has been trained, the type of school he teaches in today and the gender. The results showed no significant differences between the different groups, but there are still some different trends between men and women, or between the different training fields.

Possible explanations for the explanation of the gap were:

- A. The of the concept of emotional regulation began only in the 90's of the 20th century, and it is possible that in order to introduce significant changes in the curriculum it may take a considerable period of time to examine things further.
- B. Another possible explanation lies in the fact that in every educational institution there are people who are responsible for the therapeutic aspect. In light of this, the perception of institutions of higher education is that despite the understanding of the subject being important and necessary for the empowerment of the students, perhaps there is also concern that if a teacher receives some kind of training, it will not be sufficient and thorough. As a result, he will think he can handle situations that are in reality beyond his capabilities and this may evitate a proper treatment for a student in need.

C. Another possible explanation for the gap is that there is a certain disconnection between academic training and the teacher's needs in his work.

The conclusions of this study are that the existing issues in teacher training should be examined, especially considering the needs of the teachers in school work, in order to create a correlation between the two. The same applies to the teaching of emotional regulation. The gap between the method of training and the needs of teachers requires that the teacher training program will also include both the theoretical aspect and the practical aspect of emotional regulation. The need for training applies in all teaching subjects. There is virtually no specific training that is designed to train a teacher to be a home teacher (any teacher can be an educator) especially due the fact that all teachers (including those who only teach a certain subject) – deal with education in a way or another.

Based on the results, the teacher training institutions seem to be taking into account the implications of this study. The situation as it is today causes many teachers to be engaged in the field of emotional regulation without proper training, or not to be engaged in it at all.