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The Effectiveness of a Suggested Unit in Teaching Psychological Problems On Developing The Awareness and Emotional Intelligence Skills Of Students Teachers (Psychology Section)

An MA thesis

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- **Introduction:**

Education is considered the main pillar of any society in its effort to cope up with scientific and technological progress. The academic curricula are considered the means of education to achieve the aims such as building the minds and ideas of new generations to follow the developments and face the challenges of the future. In order for the curricula to follow the development of today's world, the countries of the world asked educationists to develop the curricula to adapt to the future.

The need for education is increasing continuously and it expands to include what was missing yesterday, Education prepares the youth as well as the groups for the future according to the philosophy and opinions of the society.

Education is a life process from which the individual learns life and develops his personality physically, mentally, emotionally and socially. Education is the intentional or unintentional process conducted by the society to socialize the new generations and make them aware of their roles in the society.

Consequently, education plays a basic role in shaping the individual through arming him with knowledge, skills and through developing his abilities, forming his attitudes, making him a flawless human who is able to adapt socially and who cares about his society at the same time.

The clear progress that happened in all science branches in general and in psychology in particular led to the qualitative and quantitative enhancement of knowledge which was difficult to be included in the academic curricula to cope with these developments.

In order that the society cope up with this

information revolution and face these developments and changes resulting from this revolution, people responsible for the educational process should do their best to find method and new strategies that develop the critical thinking of students and help them adapt with the information revolution and face the increasing human knowledge and bridge the gap between practical and theoretical sides. The psychology curriculum shouldn't lag behind this development. It should be connected to the psychological atmosphere in which the students live in order to reflect the issues and psychological problems they face to help them be aware of the conditions around them. This helps our students to relate what they study to their life.

Therefore, the main goal of studying psychology is to achieve the integrative growth for all aspects of personality which are: the physical, emotional, mental and social sides.

Therefore, studying the psychological problems that might face the student -teacher is considered one of the most important aims of psychology study. The student who is overloaded with problems can't achieve the aims required from him as these problems hinder his social and mental activity and academic adjustment hence the importance of helping the student overcome his problem.

Psychology studies psychological phenomena as shown in complicated human behavior and mental processes that accompany this behavior. Psychology also studies the individual as a social being whose behavior is controlled by innate predispositions he has since he was born and the variations in the environment that he lives in as the individual affects his environment and is affected by it.

Psychology studies the human behavior, its causes,

its motives, how to predict it, how to modify it through experimental studies and research.

Based on the above mentioned, psychology should include emotional, social, mental and psychological needs. It is one of the humanities that investigates the psychology of the individual to figure out his motives, capabilities to help him identify his life style, direct him, solve his problems and achieve a happy life.

Despite the importance of teaching psychology in the life of students and the relation between its topics and their psychological, social and personal problems and motives, yet the status quo of teaching psychology doesn't achieve the required aims.

Many studies confirmed that psychology doesn't achieve its aims and it only presents psychological knowledge not problems that engage the student's thinking and increase his creative abilities.

There is an increasing need to revise, and develop psychology to be more related to student's lives and to achieve a social and psychological agreement for them.

Thus, the researcher view the importance of psychological problems study by a student – teacher is due to the fact that the world has become a small village because of science and technology.

The individuals' problems have become common all over the world. Studying students' problems is a must that should be studied on a scientific base.

Psychological problems awareness is a great goal of psychology to enable the student to be aware of problems and face them correctly.

The student should be prepared for the secondary and university stage. This to help the student to be aware of the problems and issues around him as the youth age is the most important and at the same time dangerous stages in his life. Many studies confirmed the importance of this awareness at this age.

Accordingly, the need become urgent to develop the awareness of these psychological problems faced by students at this age, the adolescence age, in which the individual needs help, guidance and awareness of problems in order to achieve psychological health and achieve psychological conformity.

On the other hand, our curricula in the universities and at schools focus on information and ignore the psychological characteristics of student – teacher either in the content of these courses or the teaching methods. In this regard, a very important scientific fact is ignored that is achieving advanced mental growth doesn't necessarily lead to a parallel emotional growth.

Moreover, there is an ethical and social necessity that calls for studying and discovering and developing the emotional intelligence of our students. It is clear that the academic achievement of our students is low, there is violence and fights between students and student have low motivation and negative attitudes towards the university, the university teachers, the courses and the university systems.

Based on what was previously mentioned, we find that feelings don't play a basic role in life with its personal decisions as aggressive feelings lead to the confusing of logic. Also, lack of awareness of feelings can be destructive specially when taking decisions which are vital to our life. Decisions of life are renewable with which logical thinking

only is not enough but also we need feelings and the wisdom of emotions controlled by experience.

What was mentioned before can be achieved by using new strategies in teaching psychology on one side and on the other side teaching psychological problems and issues. This is because, the traditional teaching methods in teaching psychology present information to students in the form of divided information and separated facts that are based on narration and spoon – feeding which doesn't develop emotional intelligence skills and dosen't achieve awareness of psychological problems they face.

Thus, the researcher tried in this research to relate the results of previous research and the new trends in teaching psychology such as using strategies in teaching psychology and teaching psychological problems and issues to achieve awareness these problems and development of emotional intelligence skills of student – teachers.

- **The problem of research:**

Lack of student–teachers awareness (psychology branch) of psychological problems and their special skills in emotional intelligence due to inattention in teaching psychological problems included in psychology syllabuses in faculties of education although these problems are considered a basic aim of psychology. Therefore, student-teacher should be taught these problems deeply during their preparation to have awareness of them to teach them afferwards. Our students can not build new generations when they are not qualified to do that.

According to what was previously mentioned the researcher tried to answer the following question:

What is the effectiveness of a suggested unit in teaching psychological problems on developing the

awareness and emotional intelligence skills of student teachers (psychology section)

The main questions branches into the following sub questions:

- 1- What are the psychological problems the psychological department student teachers suffer from?
- 2- What are the emotional intelligence skills appropriate for student teachers (psychology section)?
- 3- What is the image of a suggested unit in psychological problems to develop awareness and emotional intelligence of student teachers (psychology section)?
- 4- What is the effectiveness of the suggested unit in teaching psychological problems on developing awareness of student teachers (psychology section)?
- 5- What is the effectiveness of the suggested unit in teaching psychological problems on developing emotional intelligence of student-teachers (psychology section)?

- **Delimitations of research:**

The research was limited to:

- Third year students, faculty of education, psychology section.
- Second term 2015 – 2016

Tools of the research:

- **Experimentation tools**
 - Psychological problems list
 - Student teacher's book

- Teacher's guide
- **Evaluation tools:**
 - Psychological problems awareness scale (prepared by the researcher)
 - Emotional intelligence skills list(prepared by the researcher)
 - Emotional intelligence skills scale(prepared by the researcher)
 - Emotional intelligence test (situations test)(prepared by the researcher)
- **Aims of the researcher:**

It aims at the following:

- Building a suggested unit in psychology problems to develop its awareness and emotional intelligence skills of students teachers (psychology section)
- Determining the effectiveness of a suggested unit in teaching psychological problems to develop their awareness of these problems for student teachers (psychology section)
- Determining the effectiveness of a suggested unit in teaching psychological problems to develop emotional intelligence skills of student teachers (psychology section)
- **Significance of the research:**
 - 1- The Significance of this research results from the importance of its variables as they are very important variables of the personality of the character of student teacher. They are awareness

of psychological problems and emotional intelligence skills which are considered one of the basic personality characteristics that help control it and build positive relationships and face life stress

- 2- It is expected to benefit responsible people for psychology curricula planners in faculties of education to form curricula in light of some psychological problems in which a student lives in this age which reflects care of students and attempt to solve their problems which increases their learning motivation and decreases their stress and frustration.
- 3- It might help psychology teachers to know some of the student's psychological problems which helps achieve some objectives of psychology study.
- 4- It might help the students to know some psychological problems that they have and try to solve them, avoid having them or get rid of them as possible.
- 5- It might help the student teachers to acquire emotional intelligence skills to help him have important personality traits and develop his skills with university and secondary stage student.
- 6- It might present an operational model for teaching a unit entitled "psychological problems" that is prepared in light of student's needs and the age in which they live.
- 7- This research provides people interested in psychological tests and scales an emotional

intelligence skills situations test, an emotional intelligence skills test and a psychological problems awareness scale.

- **The hypotheses of the research:**

The research aimed at proving the following hypotheses:

- 1- There are statistically significant differences between means of scores of students in the pre and post administrations of the psychological problems awareness scale in favor of the post application and in each dimension measured in favor of post application.
- 2- There are statistically significant differences between means of scores of students in the pre and post Applications of emotional intelligence skills scale and in each dimension measured in favor of the post application
- 3- There are statistically significant differences between means of scores of students in the pre and post applications of emotional intelligence skills situations test and in each dimension measured in favor of post application.

- **The methodology of the research:**

- The descriptive approach:

It was used in the theoretical framework of the research and in building the research tools

- The experimental approach

The one experimental group to figure out the effectiveness of the suggested unit in teaching psychological problems to develop its awareness and emotional intelligence skills of student teacher (psychology

section)

- **The procedure of the research:**

The research will follow the following steps:

- 1- Surveying previous research and studies an related to:
 - The instructional methods and strategies uerd to improve psychology and psychological problems
 - Psychological problems awareness
 - Emotional intelligence skills
 - Syllabuses and psychology programs in the faculty of education.
- 2- Preparing a preliminary list with the most common psychological problems of university students to determine how appropriate they are for the students and to show them to a group of jury members to determine if it is applicable.
- 3- Preparing the emotional intelligence skills list which is appropriate for psychology section students and showing it to a group of jury members to determine if it applicable.
- 4- Preparing the unit of psychological problems including, aims, content, teaching method, activities educational aids and evaduation.
- 5- Preparing the teacher's guide in the psychological problems unit including aims, content and activities.
- 6- Preparing a psychological problems awareness scale and showing it to a group of jury members to determine if it is applicable.
- 7- Preparing an emotional intelligence skills situations

test and showing it to a group of jury members to determine if it is applicable.

- 8- Preparing an emotional intelligence skills scale and showing it to a group of jury members to determine if it is applicable.
 - 9- Calculating the validity and reliability of the test and two scales.
 - 10- Choosing the sample of the research who are third year psychology section students at faculty of education in fayoum.
 - 11- Administering the pre test and scales to the sample of the research.
 - 12- Teaching the suggested unit in psychological problems to the sample of the research.
 - 13- Administering the post test and scales to the sample of the research.
 - 14- Calculating the results and the differences between pre and post applications of the psychological problems awareness scale, the situations test, and the emotional intelligence skills scale.
 - 15- Calculating the results and statistically treating them.
 - 16- Presenting recommendations and suggestions according to the results of the research.
- **The result of the research:**
 - 1- There are statistically significant differences between means of scores of students in the pre and post applications of the psychological problems awareness scale at (0.01) level of significance in favor of the post application.

This indicates that scores of the students were far better in the post application than in the pre application. This proves the effectiveness of the suggested unit in teaching psychological problem on developing psychological problems awareness of student teachers (psychology section)

- 2- There are statistically significant differences between means of scores of student of the sample of the research in the pre and post applications in each dimension of the psychological problems awareness scale (the cognitive, the affective and psychomotor) at (0.01) level of significance in favor of the post application. This indicates that the scores of the students of the sample of the research in the post application In each dimension of the psychological problems awareness scale (the cognitive, affective, psychomotor) were far better than their scores in the post application. This indicates the effectiveness of the suggested unit in teaching the psychological problems in developing the psychological problems awareness of student – teachers (psychology section and on developing the three dimensions of psychological problems awareness (cognitive, affective, psychomotor)
- 3- From what was previously mentioned, the researcher proved the effectiveness of the suggested unit in teaching psychological problems on developing awareness of these problems of student – teachers (psychology section).
- 4- There are statistically significant differences between means of scores of student of the sample of the research in the pre and post applications of the emotional intelligence skills situations test at (0.01)

level of significance in favor of the post application.

This indicates that the scores of the students of the sample of the research in the post application of emotional intelligence skills situations test were for better their scores inn the pre application which proves the effectiveness of the suggested unit in developing emotional intelligence skills of the sample of the research.

- 5- There are statically significant differences between scores of students of the sample of the research in the pre and post applications in each skill separately of the emotional intelligence skills situations test at (0.01) level of significance in favor of the post application.

This indicates that the students of the sample of the research were far better in the post application of the emotional intelligence skills situations test in each skill separately (self awareness, self management social awareness, social relations management – sympathy) than their scores in the pre application which indicates the effectiveness of the suggested unit in developing emotional intelligence skills of students of the sample of the research.

- 6- There are statistically significant differences between means of scores of students of the sample of the research in the pre and post applications in each skill separately of the emotional intelligence skills scale at (0.01) level of significance in favor of the post application. This proves the excellence of the students of the sample of the research in the post application of emothional intelligence skills scale in each skill separately (self awareness, self management, stress management, social awareness,

social relations management – sympathy) over their scores in the post application which proves the effectiveness of the suggested unit in developing emotional intelligence skills of students of the sample of the research.

Finally, the research denotes the effectiveness of the suggested unit in teaching psychological problems on developing the awareness of these problems and emotional intelligence skills of student – teachers, psychology section, thus the main aim of the research has been achieved.

- **Recommendations of the research:**

- 1- People responsible for preparing psychology teacher should take care of developing psychological problems awareness and emotional intelligence skills of their student encouraging them to practice criticism and constructive discussion.
- 2- Providing curricula planners and developers with research results that proved the effectiveness of the suggested unit in teaching psychological problems on developing awareness of these problems and emotional intelligence skills of faculty of education students in order to let them improve curricula and teaching methods in light of this study.
- 3- Training pre and inservice psychology teachers on protecting themselves from psychological problems and overcoming them using correct scientific methods to help them train their students during teaching.
- 4- Drawing the attention of psychology teachers at universities to deal with psychological problems

and train students on emotional intelligence skills when teaching their students.

- 5- Reorganizing psychology courses to make use of teaching psychological problems.
- 6- Reorganizing psychology courses to include exercises and activities that help students develop emotional intelligence skills and psychological problems awareness.
- 7- Evaluating students during and after teaching to identify points of strength and support them and points of weakness and deal with them.
- 8- There must be a theoretical part and a practical part in psychology courses at faculties of education to train student – teachers on how to use modern teaching strategies to achieve the aims of these courses.
- 9- Providing all requirements to develop emotional intelligence skills to help students practice various skills and achieve mastery and deal effectively with problems and take right decisions about them.
- 10- Psychology curricula should try to connect the academic side with educational side in students as this is one of the main aims that should be developed.

- **Suggestions for further research:**

- 1- The effectiveness of a suggested teaching unit in emotional problems to develop the awareness of these problems and their solution skills of secondary stage students.

- 2- The effectiveness of a suggested program in teaching psychology to develop emotional intelligence skills and life skills of secondary stage students.
- 3- Development of psychology curriculum in the secondary stage in light of psychological issues and problems that face students at this stage (adolescence stage)
- 4- Designing a program for developing the psychological concepts of student– teachers (psychology section) and some social intelligence skills.
- 5- The effectiveness of a suggested program in psychological problems for developing psychological conformity skills of student – teachers (psychology section)
- 6- The effectiveness of a training program for psychology teachers to provide them with emotional intelligence skills and develop their psychological awareness.
- 7- Conducting research that deal with teaching strategies that can develop emotional intelligence skills and psychological problems awareness of faculty of education students, psychology section.
- 8- The effectiveness of a suggested program based on cognitive and metacognitive strategies in teaching psychological problems and issues on developing psychological problems awareness and emotional intelligence skills of student – teachers, psychology section.