EMOTIONAL INTELLIGENCE BASED TRAINING
IN IPGM OF TRAINEE TEACHER

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Abstract: This paper discusses the concept of emotional intelligence indicators that constitute crucial elements for a teacher trainer at the Institute of Teacher Education Malaysia (RRIM). Emotional intelligence is the ability of individuals to understand your feelings, empathize with the feelings of others and regulate emotions themselves. Emotional intelligence as a set of skills that are involved with the ability to monitor feelings themselves, the feelings of others, to distinguish them and use this information to help a person think and act. Teachers can use emotional intelligence in their daily lives in the IPG. Teachers need to socialize with other peers, attend lectures, assignments either individually or collectively. Some researchers found that emotional intelligence affects academic achievement. In addition, high emotional intelligence can affect the appearance of teachers as more healthy, succeed academically, have a strong personal relationships with those around him, is more sensitive in assessing others, have empathy towards others and excel in interpersonal skills. Thus, emotional intelligence needed by teachers in IPGM to enjoy a better life. In addition, the trainees also get practical training such as School Based Experience (PBS), practicum and internship. This training provides trainees to actual experience as a teacher at the school. Students will be exposed to practical preparation of daily lesson plans, preparation of questions, marking students' work, performing administrative duties and clerical, control classes, various student and become a substitute teacher. If teachers lack emotional intelligence, some symptoms such as stress, emotional disturbances, rebellion and anger will occur. Therefore, only teachers with high emotional intelligence Can Through These Challenges Well.

Keywords: Trainee Teacher, Emotional Intelligence and Training in IPGM

1.0 INTRODUCTION

Teachers with academic qualification is not enough to follow lessons and training at IPG. Some researchers have suggested skills such as hard skills, soft skills, competitive skills and employability skills to produce workforce competent (Feair, 2013; Agbola & Lambert, 2010; Abd Hadi, 2008; Buntat, Saud & Ab Rahman, 2008; Ismail, 2008; Awang, 2004). However, the skills that otherwise must be accompanied by emotional intelligence to consolidate. Elements of emotional intelligence such as self-awareness, confidence, trust, be adaptable, committed, motivated, can control yourself, realize emotions, empathy, political awareness, communication, leadership, managing conflict need to be mastered before to master skills others (Beigi & Shirmohammadi, 2011; Brackett et al., 2010; Akerjordet & Severinsson, 2008). Thus emotional intelligence are vital to trainees before mastering the skills of the work of others. These facts point to elements of emotional intelligence is very important to be applied in teacher training at IPGM to produce teachers with high emotional intelligence. Disadvantages faced by trainees can be overcome during training at IPGM again. Nurturing emotional intelligence can form teachers who have social skills and personal skills high (Cukur, 2009; Marzuki & Don, 2007). Therefore, the role of emotional intelligence in the formation and training of trainee teachers is something that should be reviewed and expanded through research.
2.0 PROBLEM BACKGROUND

IPGM is a teacher training center that produces the bulk of the country's teachers. According to the statistics of national education in the higher education sector in 2013, a total of 12.621 graduates in the field of education have been produced in which 50 percent of graduates have been produced from 27 IPGM throughout Malaysia (Ministry of Education, 2014). The number of post-IPGM is immense and needs to be addressed in realizing the national aspirations contained in the National Education Philosophy and Philosophy of Teacher Education. Prospective studies have found less emotional intelligence trainee teachers during their teacher training at IPGM. Asri Atjeng (2008), said the training program is being practiced in less successful teacher education institutions to educate teachers to excel. In addition, in some other aspects of emotional intelligence found teachers did not master the skills to resolve conflicts and listening skills, as opposed to face to face communication (Noordin, 2009). Razlan (2011) found that teachers lack social skills and leadership qualities. According to him, although there are elements of leadership in the subjects of management and leadership in the IPGM, most subjects are more theories. He proposed that the IPGM leadership practically implement the concept so that trainees can apply during teaching practice in schools. Abroad, there training programs in their curricula do not improve emotional intelligence coach produced. Cherniss et al. (1998) in the study found that most of the principal training center recognized the necessity of emotional intelligence in the work but did not act to include the measure of emotional intelligence in their training program. He added that this matter because the principal training center coaches felt that the training center has grown and emotional intelligence has been formed before entering the training center.

As a result, the training centers there just provide skilled trainers in the field of theory and practical but at the same time does not apply emotional intelligence increases during the training period that followed. This finding is in line with the views of principals in the study Cherniss et al., (1998), the coach who enters training center has had a good emotional intelligence. By contrast, in Malaysia, SPM school leavers applying for university courses available, especially in the aspect of emotional intelligence, self-awareness, self-management and social skills is simple. Next, when emotional intelligence is enhanced trainees at the institute, teachers are not brilliant emotional intelligence. Actually, the teacher trainers who have emotional intelligence can function as a teacher during the practicum. They do not have to be deployed, advised, guided and assisted in the performance of duties as directed by the teachers at the school (Abdullah, et al., 2008; Ahmad 2008a). Teachers with emotional intelligence have to perform the role and tasks efficiently, independent, viable and capable of making the right decisions, especially in the process of teaching and learning in the classroom.

3.0 PROBLEM STATEMENT

Trainees who lack emotional intelligence lead to less ability to monitor their sense of self, other people's feelings, distinguish between them and use this information to help a person think and act. It will cause bad effects on the character formation of teachers and in turn affect the work they will be doing. Teacher training is also less emphasis on emotional intelligence needs of trainees. Therefore, researchers wanted to identify whether there is a significant contribution of emotional intelligence training to teachers in IPGM. These findings will be used to develop and validate a framework of direct and indirect contribution of training (pedagogical, practical, technology and curriculum) to the emotional intelligence of teachers in the IPG.

4.0 RESEARCH OBJECTIVE

There are some specific objective. Among them are:

i. Identify the level of emotional intelligence among teachers in IPGM.
ii. Identify certainly elements of emotional intelligence required by the perception of teachers in IPGM.

iii. Identify certainly elements of emotional intelligence required by the perception of lecturers IPGM.

iv. Identify certainly elements of the training required to enhance emotional intelligence based on the perception of lecturers.

v. Identify certainly elements of the training required to enhance the perception of emotional intelligence based trainees.

vi. Identify defined contribution practice (pedagogical, practical, technology and curriculum) on emotional intelligence.

vii. Identify and confirm the model intelligence emotional intelligence framework.

5.0 RESEARCH QUESTION

There are several research questions. Among them are:

i. What the level of emotional intelligence among teachers in IPGM?

ii. What certainly elements of emotional intelligence required by the perception of teachers in IPGM?

iii. What certainly elements of emotional intelligence required by the perception of lecturers IPGM?

iv. What certainly elements of the training required to enhance emotional intelligence based on the perception of lecturers?

v. How certainly elements of the training required to enhance the perception of emotional intelligence based trainees?

vi. How defined contribution practice (pedagogical, practical, technology and curriculum) on emotional intelligence?

vii. Is it confirm the model intelligence emotional intelligence framework?

6.0 RESEARCH HYPOTHESES

In this study, there are some null hypothesis has been made by researchers to help researchers to clarify the results of relevant studies. Made null hypothesis seeks to answer questions touching on the differences between the variables studied. Generally between hypothesis nuk studies are as follows:

H₀₁ There were no significant contribution to the pedagogical aspects of emotional intelligence training teachers in IPGM.

H₀₂ There were no significant contribution to the technological aspects of emotional intelligence training teachers in IPGM.

H₀₃ There were no significant contribution to the practical aspects of emotional intelligence training teachers in IPGM.

H₀₄ There were no significant contribution of emotional intelligence curriculum of teacher trainers in the IPGM.

H₀₅ There is no framework suitability of direct and indirect contribution of pedagogy, technology, practical and emotional intelligence curriculum for trainee teachers at IPGM.

7.0 RESEARCH INTERESTS

The study can help teachers identify their emotional intelligence. The information obtained can help teachers develop the potential of self-awareness, self-management, social awareness and
social skills during the IPG. When placed next to the school, these teachers can excel academically and emotional intelligence. In addition, the determination in building a future career can also be used as a guideline for teachers before entering the teaching profession. The findings of this study can give IPGM opportunity to identify their emotional intelligence trainees. This study can help the IPG in applying the provisions to increase emotional intelligence of students. The IPG can also plan in-service courses to improve the skills of the lecturers in the use of emotional intelligence in assignments, projects that practical trainees. Indirectly, this assessment can help the IPG general and our country in particular to produce a quality teacher in line with Vision 2020. In producing teachers with towering and authoritative in the field of education, teachers need to know and understand the elements of emotional intelligence.

8.0 STUDY LIMITATIONS

The result is highly dependent on the honesty of the respondents, namely the lecturers, teachers and headmasters during responded to the questionnaire. Restrictions also apply when the targeted respondent is not obtained at the time the study was conducted for acting outside the study.

9.0 SCOPE OF THE RESEARCH

The study was conducted in five out of twenty seven IPGM nationwide. Selection is based solely concerned IPGM offering and have teachers who take the program PISMP RBT option. IPG IPG Kampus involved were Temenggong Ibrahim, IPG Kampus Tun Hussein Onn, IPG Kampus Sultan Mizan, IPG Kampus Perlis and IPG Kampus Keningau. In addition, the relationship between emotional intelligence are taken into account in this study was limited to elements of emotional intelligence in this instrument.

10.0 CONCEPT FRAMEWORK

The conceptual framework of this study show the role of emotional intelligence training for teachers. In this study, the role of training is on the elements of pedagogy, practice, technology and curriculum as in Figure 1.1 (Smith, Nemser & McIntyre, 2008).

![Diagram](image)

**Figure 1.1: Framework Concept Study**
12.0 SUMMARY

Secara whole, this chapter explains topics such as an introduction to the research topic, the background of the problem, the problem statement, goals, objectives, research questions, research interests, limitations of the study, the scope of the study, the conceptual framework, and definitions of terms that will be used by researchers in studies this. Based on the objectives that have been set out, clearly shows that researchers want to identify the level of emotional intelligence in IPGM trainees, identifying elements of emotional intelligence and training based on the perception of teachers and lecturers. In addition, researchers want to identify the contribution of emotional intelligence training and further develop emotional intelligence in the framework of the increased IPG. The next chapter is the chapter that describes the relationship highlights two studies conducted to guide the researchers to conduct the study.

13.0 APPRECIATION

The concept paper stage research conducted to prepare a Ph.D in Technical & Vocational Education, UTHM. Appreciation for Scholarship Division, MOE and the UTHM, Batu Pahat, Johor.

REFERENCES


