



The impact of using humour on the improvement of teachers' emotional intelligence during advanced training courses

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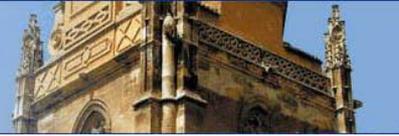
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The Impact of Using Gloss-Mediated Vocational Vocabulary Learning on the Oral Authentic Use of Vocational Vocabularies Among Iranian ESP Learners

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ABSTRACT

The aim of the research was to determine the impact of the use of humour in the educational process on improving the teacher's emotional intelligence during advanced training courses. Methods: Emotional Intelligence Test, Feelings and Emotions Vocabulary, Student's t-test and Wilcoxon signed rank test. The research found a positive correlation between the indicators of Emotional Awareness and Interpersonal Emotional Intelligence (EI) (0.34). Emotional Awareness (understanding of other people's emotions) (0.35), Managing Other People's Emotions) (0.26), Understanding of Emotions (0.22), Emotion Management (0.23), Interpersonal EI (0.34), Integral Indicator of EI (0.26), Interpersonal Aspect of EI (0.27). The correlation between the indicators of Managing One's Own Emotions and Managing Other People's Emotions (0.28), Managing One's Own Emotions (understanding of other people's emotions) (0.24), Managing One's Emotions (0.66), Control of Expression (0.47), Understanding of Emotions (0.34), Emotion Management (0.60) was also found.

The study confirmed the hypothesis of the effectiveness of the use of humour in improving teachers' emotional intelligence. Compared to traditional teaching methods, the use of humour in teacher advanced training has significantly increased all indicators of emotional intelligence. Future research should be aimed at finding effective mechanisms to improve the level of teachers' professional competencies, in particular, the acquisition of the necessary soft skills by teachers during self-study and advanced training courses.

Keywords: Educational technologies, effective education, postgraduate education, professional development, psychological and pedagogical conditions.

1. INTRODUCTION

1.1. Topicality

An individual performs many social roles in the world, while being is a constant process of communication, both in everyday life and in the working environment. The ability to adapt to changes, timely reaction to processes occurring in the person's environment, which requires a clear awareness and understanding of his or her own emotions are of particular importance. It is these abilities that the concept of Emotional Intelligence (EI) includes. EI plays a special role in the work of a teacher and is a necessary element of soft skills. Therefore, pedagogics is looking for ways to improve EI while improving the teachers' level of proficiency (Björkqvist, 2018).

Emotional intelligence is a person's ability to interpret his or her own emotions and the emotional state of others in order to use the information to achieve his or her own goals. Burkalo (2019) identified emotional intelligence as a factor influencing the manager's success. The definition was as follows: "Emotional intelligence is the

ability to perceive and understand the manifestation of personality, which are expressed in emotions, to manage emotions through intellectual processes.” Castillo-Gualda et al. (2018) also offered their theoretical portraits of people with high levels of mental and emotional intelligence. Pure type of person with a high intelligence quotient is almost a parody: an intellectual who is well oriented in the realm of intellect, but not adapted to simple life.

The charts that demonstrate personal indicators of men and women differ slightly. A typical male with a high intelligence quotient has a wide range of intellectual needs and abilities. He is ambitious and productive, predictable and persistent and not burdened with self-care. He is also prone to criticism, demanding and restrained, keeps isolated, emotionally balanced (Chebykin, 2020).

People with high emotional intelligence are socially balanced, friendly, and are always in a great mood, they are not prone to fear and to anxious thoughts. They are committed to people and their uncompleted actions, they are willing to take responsibility, and adhere to ethical principles. They are friendly and caring in communication with others. Their emotional lives are eventful within reasonable limits. They live in harmony with themselves and society (Weber et al., 2018).

Emotional intelligence (EI) is a new concept, in contrast to the intelligence quotient (IQ), which has been determined in hundreds of thousands of people for almost a century. So far, none has been able to accurately determine how emotional intelligence is variable in different people throughout life. But, according to the data, it can be as strong a criterion as the intelligence quotient. Current studies of EI indicate a significant role of humour in its development (Violanti et al., 2018).

Humour refers to all the words and actions of people that are perceived as funny and usually cause laughter in others, as well as mental processes involved in the generation and perception of such a funny stimulus. Being, in fact, a social phenomenon, humour finds itself in literally any situation of communication. The concept of “sense of humour” originated in the 19th century and had an aesthetic connotation in its original meaning, denoting the ability to perceive and understand humour. Then the sense of humour as a character trait acquired a socially desirable meaning and was considered as an integral part of effective leadership.

Dávila (2019) defines a sense of humour as a person’s ability to notice the comic aspects in phenomena, responding emotionally to them. Erdoğan and Çakıroğlu, (2021) believe that humour should be considered from many points of view: in terms of physiology, clinical and personal psychology, psychotherapy, etc. Most authors focus on a certain side of a sense of humour, recognizing that it is a complex organized personality trait. Lamminpää and Vesterinen (2018) call the sense of humour an independent mental function, which cannot be reduced to emotions and intelligence alone, although being related thereto. Being a physiological expression of pleasure, the act of laughter and pleasant in itself, it causes euphoria, feelings of well-being and comfort. Domínguez-García and Fernández-Berrocal (2018) confirmed the connection between a sense of humour and intelligence, talent, and creativity in their review of different studies.

1.2. Unexplored Issues

The issues that were not covered before have two directions:

1. Inconsistency between the need to arrange professional education of teachers aimed at their personal development to make them ready for highly productive work, and traditional educational technologies and the reproductive nature of traditional learning technologies.
2. The contradiction between the need for psychological and pedagogical tools (educational technologies) for professional development of the individual and insufficient previous studies (at the theoretical and empirical levels) of humour as a resource determination of personal and professional development.

The aim of research is to establish the impact of the use of elements of humour as a tool to improve the teacher’s emotional intelligence during advanced training courses.

Objectives/questions:

1. Determining the level of teachers’ emotional intelligence at the beginning of the experiment.
2. Conducting an experimental test of the correlation between the use of humour and increased level of emotional intelligence.
3. Identifying the psychological and pedagogical conditions for the development of emotional intelligence.

2. LITERATURE REVIEW

Many researchers deal with improving the system of teachers’ postgraduate education. In particular, emotional intelligence is an integral part of improving teachers’ training. The concept of emotional intelligence is quite new, but it has already been the subject of many research papers. In modern psychology, the study of emotional intelligence and its determinants is based on sustainable public requirement, as the level of emotional intelligence is as an important link in predicting success in different fields — from sales effectiveness to prospects in security systems. Emotional intelligence is a professionally important quality for human-to-human professions. Managers and salespeople with high emotional intelligence are found to have higher success rate. Teachers, doctors, and reference workers show a negative correlation between burnout and emotional

intelligence. That is, representatives of human-to-human professions with a higher level of emotional intelligence are less likely to have burnout and better cope with it. Vega et al. (2021) studied the influence of the development of emotional intelligence on human life. The researchers proved that the level of emotional intelligence directly affects the individual adaptability level. People with a high level of emotional intelligence show a greater ability to adapt to the environment. Estévez et al. (2019) dealt with an important issue in their study of emotional intelligence in aggressors. Researchers have found a direct correlation between emotional intelligence and empathy. According to the study, individuals disposed to aggression and harassment have low levels of emotional intelligence and the ability to empathize with others.

Espelage et al. (2018) studied the emotions in the educational process. Researchers note the high role of the emotional environment in the study group that affects the success of learning. Creating a favourable microclimate is the direct objective of the teacher. Only a teacher with a high level of emotional intelligence can create favourable conditions for the development of students' abilities. Di Fabio and Saklofske (2021) explored the correlation between empathy and emotional intelligence. The researchers concluded that high emotional intelligence promotes empathy for others, and low emotional intelligence exacerbates empathy for oneself. Bolkan et al. (2018) dealt with the issue of the influence of humour on classroom work. Researchers state that elements of humour are a sign of a healthy learning environment. Humour not only helps to overcome the learning-related stress, but also unites the team.

Bieg et al. (2018) studied the effectiveness of emotions in learning. According to researchers, positive emotions significantly increase the level of student performance. Berge (2017) also explored the role of humour in learning. The researcher considered humour as a tool for building team cohesion and a means of catalysing stress. Ben-Eliyahu et al. (2018) conducted research on the multidimensionality of engagement: affective, behavioural, and cognitive engagement in research and context. Abney et al. (2017) examined the latest effective methods of organizing the educational process. In their work, researchers urge not to stop there and find new ways to learn effectively.

3. METHODS

3.1. Research Procedure

The empirical study involved several stages:

1. The first stage (January 2021) involved the selection of diagnostic tools that measure the peculiarities of emotional intelligence.
2. The second stage (March 2021) involved the diagnostics of emotional intelligence of teachers who were taking advanced training courses. A method of improving the level of emotional intelligence by using elements of humour for the experimental group was also introduced at this stage.
3. The third stage (December 2021) involved the final diagnostics of the correlation between humour and EI of teachers who were taking advanced training courses.

3.2. Sampling

An experimental sample was created to empirically study the features of emotional intelligence of teachers who were taking advanced training courses. The elements of humour were introduced in the educational process for the experimental group in the following subjects: Inclusive Education, Latest Pedagogical Technologies and Principles of the New Ukrainian School. The introduction of elements of humour in these subjects lasted for a period of three months. The study involved 140 teachers who were taking advanced training courses on preschool education at the Institute of Postgraduate Education of Borys Grinchenko Kyiv University. The sample consisted of employees of educational institutions who underwent advanced training at Borys Grinchenko Kyiv University in 2021. Participation in the study was voluntary. Two groups were formed: experimental (70 people), for whom the elements of humour were used in their training, and control group (70 people), where participants were trained according to standard programmes. Out of 140 respondents, 80 people were under the age of 28, and 60 persons – above 28. Besides, respondents reflected the gender composition of the teaching staff — 115 women and 25 men. This number of respondents and the method of sampling allows obtaining reliable and consistent research data. The null statistical hypothesis H_0 is that the development of emotional intelligence does not depend on the use of elements of humour in learning. An alternative statistical hypothesis H_1 is that the development of emotional intelligence depends on the use of elements of humour in learning.

Methods:

1. Emotional Intelligence Test (Lyusin, 2006). Objective: diagnostics of various aspects of emotional intelligence. The test contains 50 statements, the subjects are asked to choose the answer that best corresponds to their point of view on each statement. The statement is assigned the number of points equal to the numerical value of the answer in the answer sheet.

2. The Feelings and Emotions Vocabulary. Objective: diagnose the volume of active emotions vocabulary and identify features of the emotional background of respondents. Methods, surveys and tests were taken from Turner et al. (2017).

3. It was followed by Wilcoxon signed rank test calculated by the formula 1:

$$T = \sum Rr \quad (1)$$

where $\sum Rr$ – the sum of the ranks corresponding to the atypical shifts (Singleton & Straits, 2017).

4. To compare the means, the Student's t-test was calculated by the following formula 2:

$$t = \frac{(M_1 - M_2)}{\sqrt{m_1^2 - m_2^2}} \quad (2)$$

where M_1 – the arithmetic mean of the first compared population (group),

M_2 – arithmetic mean of the second compared population (group),

m_1 – the mean error of the first arithmetic mean,

m_2 – the mean error of the second arithmetic mean.

The reliability and validity of the results is ensured by the theoretical and methodological soundness of the work; the use of methodological tools adequate to the aim and objectives of the study; data reliability provided by the total sample size ($n=140$), its representativeness and adequate statistical data processing procedures.

3.3. Ethical Criterion

The design of the study relies on the principles of respect for the individual, gender equality, non-discrimination on any grounds, validity, professionalism, consistency of findings. All stages of the research correspond to the generally accepted academic ethical principles of research work. Respondents were asked to answer test questions honestly. Respondents previously obtained informed consent for the processing of personal data and the publication of research results in research papers. The article involves reliable and proven research methods and data processing tools.

3.4. Research Tools

Google Forms were used for the survey. The data were entered and processed in Microsoft Excel and SPSS Statistics 16.0. All data were given in absolute (number of choice of answers) and relative (% of the number of respondents) values.

4. RESULTS

According to the results of the Emotional Intelligence Test, the division was made into groups with very low, low, medium, high and very high values of intrapersonal and interpersonal emotional intelligence (Table 1).

Table 1: The results of the distribution of respondents by levels of emotional intelligence, taking into account age and gender at the beginning of the experiment

	Very low		Low		Medium		High		Very high	
	Under 28	Above 28	Under 28	Above 28						
Male	15%	17%	23%	18%	34%	45%	16%	11%	12%	9%
Female	11%	9%	20%	16%	40%	43%	15%	18%	14%	14%

Source: developed by the authors on the basis of the research

The results obtained allow concluding that there is a difference between men and women of different ages in the level of emotional intelligence. We can assume that the value of the indicator slightly decreases due to the decrease of high and increase of low values in the course of educational and professional activities. The obtained data were analysed, followed by the division into groups with very low, low, medium, high and very high values of emotional intelligence.

So, female respondents have a higher level of emotional intelligence (high level) than male respondents (low, medium), which allows them to better understand and manage their own emotions. This competence undoubtedly contributes to more productive professional activities.

The data were subject to statistical analysis (correlation analysis) to identify the relationship between emotional intelligence and humour. The figures below illustrate the correlations obtained. The indicators of one test are highlighted by colour to distinguish them from each other (Figure 1).

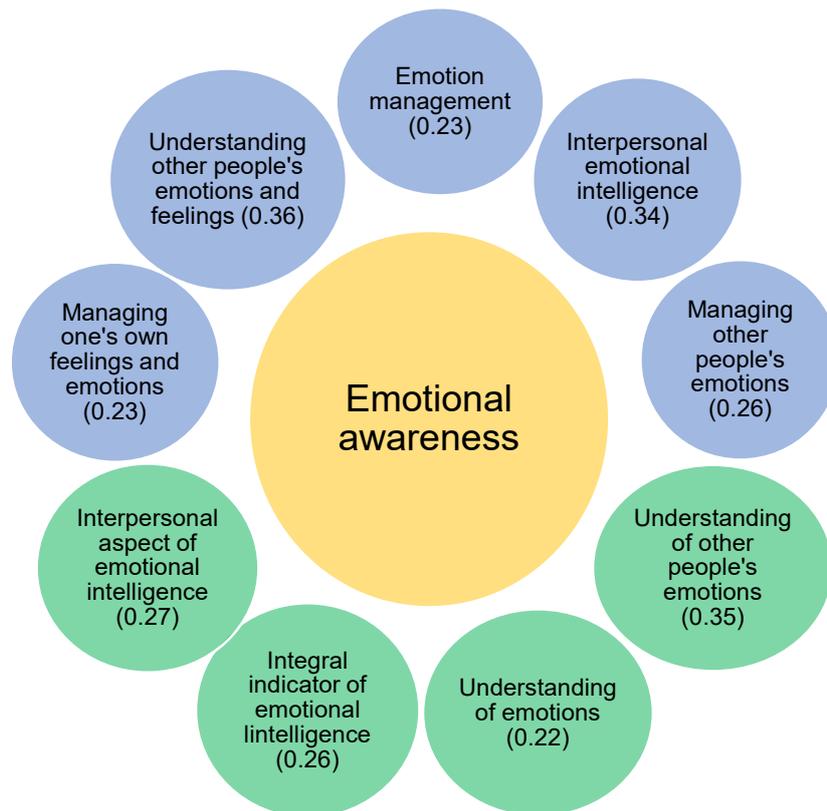


Fig.1. Correlation of the Emotional Awareness indicator with other indicators of emotional intelligence (significant at $p < 0.05$)

Source: developed by the authors on the basis of the research

The results of correlation analysis presented in Figure 1 demonstrated that there is a significant positive correlation between the indicators of “Emotional awareness” and “Understanding of other people’s emotions” (0.35), that is the better a person understands and is aware of his or her own emotions, the easier it is to understand other people’s emotions. This is reflected in the correlation between the indicator of “Emotional awareness” and the scale “Understanding of other people’s emotions and feelings” (0.36). It follows that a proper understanding of other people’s emotions helps to better understand one’s own emotions.

It is also noted that the indicator “Understanding of other people’s emotions” and the scale “Understanding of other people’s emotions and feelings” have a positive correlation of 0.32. This correlation confirms the appropriately selected methods to some extent. There is also a direct correlation between the indicators of “Emotional awareness” and “Managing other people’s emotions” (0.26), that is managing other people’s emotions is easier and better with a conscious understanding of one’s own feelings and emotions.

There was a positive correlation between the indicators of “Emotional awareness” and “Interpersonal EI” (0.34). Emotional awareness to “Understanding of other people’s emotions” (0.35), “Managing other people’s emotions” (0.26), “Understanding of emotions” (0.22), “Managing emotions” (0.23), “Interpersonal EI” (0.34), “Integral indicator of EI” (0.26), “Interpersonal aspect of EI” (0.27). II. “Managing one’s own feelings and emotions” (0.23). III. “Understanding of other people’s emotions and feelings” (0.36). This correlation shows that when a person understands his or her own emotions, he or she is able to understand and manage other people’s emotions. In the same way, the better the ability to change other people’s emotional state, the more a person is aware of his or her inner state, as evidenced by the direct correlation between the indicators of “Interpersonal aspect of EI” and “Emotional awareness” (0.27). It should be noted that the indicators of “Interpersonal EI” and “Interpersonal aspect of EI” have a direct correlation. We note the positive correlation between the indicators of “Emotional awareness” and “Understanding of emotions” (0.22).

The last two correlations confirm the appropriately chosen methods to some extent. There is also a direct correlation between the indicators of “Emotional awareness” and “Emotion management” (0.23), “Emotional awareness” and “Managing one’s own feelings and emotions” (0.23). In other words, the better students feel their own emotional manifestations, the more confidently they manage these manifestations. And we note another positive correlation between the indicator of “Emotional awareness” and “Integrated Indicator of EI”,

which suggests that a high level of emotional awareness directly affects the overall level of emotional intelligence and vice versa.

Figure 2 presents the results of correlation analysis, which demonstrate a significant positive correlation between the indicators of “Managing one’s own emotions” and “Managing other people’s emotions” (0.28)



Fig.2. Correlation of the indicator of “Managing one’s own emotions” with other indicators of emotional intelligence (significant at $p < 0.05$)

Source: developed by the authors on the basis of the research

Based on this correlation, we can assume that one can reduce the manifestation of other people’s negative emotions through a well-developed ability to manage one’s own emotions. Sensitivity to other people’s emotions is directly related to the ability to maintain the desired emotions, which is confirmed by the positive correlation found between the indicators of “Managing one’s own emotions” and “Understanding of other people’s emotions” (0.24). These assumptions are confirmed by the positive correlation between the indicator “Managing one’s own emotions” and the indicator “Interpersonal emotional intelligence”.

Confirmation of the appropriately selected methods is the fact that the indicators of three different methods have a positive correlation, namely the indicator “Managing one’s own emotions” are significant at $r \approx 0.66$; the indicator “Managing one’s own emotions” and the scale “Managing one’s own feelings and emotions” are significant at $p \leq 0.05$, $r \approx 0.26$; the indicator “Managing one’s own emotions” and the indicator “Control of expression” are significant at $r \approx 0.47$.

The results of the correlation analysis illustrated in Figure 3 allows concluding that “Empathy” has a direct correlation with indicators that are defined as conscious arbitrary management of one’s own feelings and emotions, their recognition and control of the manifestation of certain emotions. Such indicators include: “Understanding of one’s own emotions” (0.20), “Awareness of one’s own feelings and emotions” (0.23), “Managing one’s own feelings and emotions” (0.37). From the figure below we can draw the following conclusions. Students of the Institute of Social Psychology have a positive correlation between “Empathy” and “Integrated Indicator of EI” (0.46), “Understanding of emotions” (0.55), “Emotion management” (0.32), that is the stronger the empathy, the higher the level of development of general indicators of emotional intelligence.

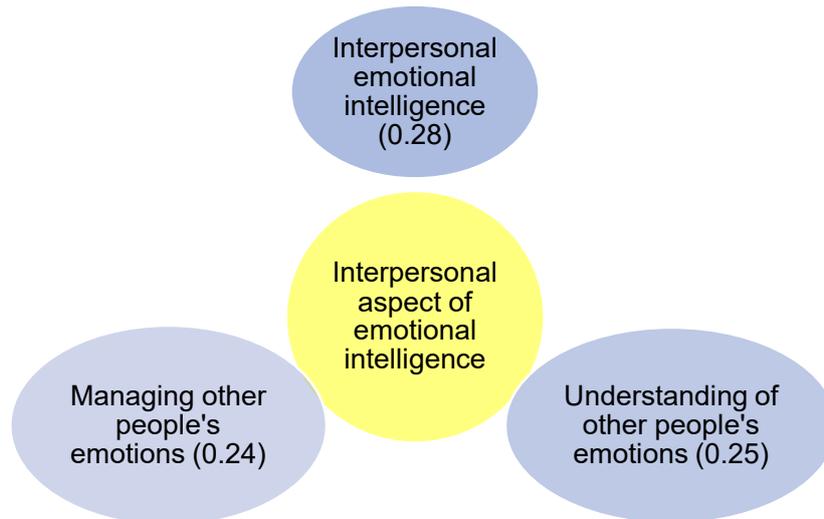


Fig.3: Correlation of the indicator of “Interpersonal aspect of emotional intelligence” with other indicators of emotional intelligence (significant at <math><0.05</math>)
Source: developed by the authors on the basis of the research

A comparison of EG and CG samples using Student’s t-test and Wilcoxon signed rank test was made in order to test the statistical values of the identified differences in the hypothesis. The dynamics of indicators of emotional intelligence and its structural components is studied. The calculations are presented in Table 2.

Table 2: Differences in indicators of emotional intelligence and its components in the control and experimental groups

	Understanding of other people's emotions	Managing other people's emotions	Understanding of one's own emotions	Managing one's own emotions	Managing external manifestations	Interpersonal intelligence	Intrapersonal intelligence	Emotions Vocabulary
CG	-0.87	0.08	-0.21	-0.20	-1.05	-0.53	-0.60	-0.73
EG	0.39	0.07	-0.21	0.32	0.26	0.36	0.18	0.38

Source: developed by the authors on the basis of the research

The analysis of the results presented in the table revealed statistically significant differences in the integral personal characteristics of the experimental groups showed, a significant increase in EI was found. We studied the intragroup dynamics of emotional intelligence and its structural components to confirm the reliability and reproducibility of the differences identified in the sample. So, we can conclude that the alternative hypothesis H_1 was confirmed.

5. DISCUSSION

Emotional intelligence is a set of abilities to understand the relationships of the individual represented in emotions, to regulate the emotional state and to identify adequate ways of emotional reaction, taking into account intellectual analysis and synthesis. The study of the correlations between the components of emotional intelligence of the person and humour revealed a change in the regulatory and behavioural component of its structure. Dăderman and Kajonius (2022), as well as Walker et al. (2021) played a significant role in the development of modern research on the role of emotional intelligence. The authors note the high role of emotional intelligence in the process of socialization of the individual. According to the authors, a high level of

emotional intelligence is the key to personal success. The development of emotional intelligence helps to increase the competitiveness of the individual in the modern world.

Fernández-González et al. (2018) considered the possibility of purposeful influence on the EI. Instead, Karpenko (2019) points to the limitations of EI development opportunities. The course of experimental research on the possibilities of teachers' emotional intelligence development in context of advanced training found the dynamics of significant characteristics of some components of emotional intelligence. The obtained data show that the meaningful characteristics of emotional intelligence develop with the teacher's support. Park and Lim (2019) and Hafziak (2017) point out the importance of creating special psychological and pedagogical conditions for the development of EI in their works. The authors are looking for pedagogical tools to improve EI.

The peculiarities of teachers' emotional intelligence include the desire for self-actualization, acquiring new knowledge, skills and abilities; ability of a comprehensive perception of the environment, etc. It is noted that the development of programmes for the development of significant indicators of emotional intelligence requires testing in real conditions, taking into account the age, psychological, individual and personal characteristics. Kursanov (2020) and Kolesnyk (2019) offer humour as a method of improving students' cognitive abilities. On the other hand, Byvsheva et al. (2021) and Sukenti et al. (2021) point to comprehensive awareness and development of critical thinking as a mechanism for the development of emotional intelligence.

Theoretical value. The article contributes to the understanding of emotional intelligence as an internal resource in the mental organization of the employee of the educational institution, its importance and specifics of regulating human life. The correlation between the level of emotional intelligence and the use of humour was established, the level and specifics of this correlation was determined. The key features of emotional intelligence that are crucial to most aspects of life regulation were identified. The differences and the nature of the relationship between the studied parameters of teachers were presented. Empirical data were obtained that confirm the possibility of arbitrary improvement of the level of emotional intelligence through purposeful educational influence on the development of each of the components of emotional intelligence. All recorded changes remain stable over time.

The practical significance of the study. The results of the empirical part of the work demonstrates the practical importance of humour in the development of emotional intelligence. The obtained data on emotional intelligence as an important predictor of various aspects of regulation of human life can be used in counselling and psychotherapeutic practice. The research findings can also be used in the development of person's individual resources, providing effective options for adaptation to overcome difficult life situations. The obtained data on the differences and the nature of the relationship of the studied parameters may be used in optimizing the certification of teachers.

6. CONCLUSIONS

The relevance of the results obtained are determined by the efforts to improve the system of postgraduate education of teachers. Emotional intelligence has a special place in the system teachers' professional development. The improvement of the level of emotional intelligence is one of the primary objectives of modern pedagogical science. Humour should solve the problem of improving the level of emotional intelligence, and raising the system of postgraduate teacher education to a new level.

Conclusions on the results obtained. Emotional intelligence determines such skills as: the ability to determine emotions by physical condition, thoughts, appearance, understand ambivalent feelings, realize the transition from one emotion to another, manage both one's own and other people's emotions. Emotion management allows looking at situations from different angles and solve problems more effectively. Sense of humour is closely related to the concept of emotional intelligence. Humour is perceived as the attitude of consciousness to the object, to individual phenomena and to the world as a whole, which combines outwardly comic interpretation with inward seriousness. Humour is perceived as the attitude of consciousness to the object, to individual phenomena and to the world as a whole, which combines outwardly comic interpretation with inward seriousness. Humour is a form of reflection of the objective world, the generation and perception of humour is an intellectual activity that mediates the dynamic perception of reality. Humour is the ability to find the discrepancy between the expected stereotypical behaviour of a person and his or her perfect actions, between the ideas about himself or herself and real behaviour, while actualizing positive experiences and laughter at the same time.

Where they can be used? The obtained results can be useful to the organizers of postgraduate training programmes for teachers, teachers, all those interested in the development of the domestic pedagogical school. Further research should be aimed at finding effective mechanisms to improve the level of teachers' professional competencies. This applies, in particular, to the soft skills that teachers acquire in the course of advanced training and independent work.

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