

Psychosocial Skills as Predictors of Teaching Competency among B.Ed. Trainees

Subhamol V. R¹, Dr. S. Shobana²

¹Research Scholar, VELS Institute of Science, Technology & Advanced Studies (VISTAS), Chennai, Tamil Nadu, India

²Assistant Professor, VELS Institute of Science, Technology & Advanced Studies (VISTAS), Chennai, Tamil Nadu, India

Abstract

Teaching competency is a multidimensional construct influenced not only by pedagogical knowledge but also by teachers' emotional and social preparedness. In contemporary educational contexts, teachers are required to manage diverse classrooms, maintain positive interpersonal relationships, and cope effectively with professional stress, highlighting the importance of psychosocial skills. Psychosocial skills encompass emotional regulation, communication, empathy, decision-making, problem-solving, and stress management, which are essential for effective teaching performance.

The present study examines psychosocial skills as predictors of teaching competency among B.Ed. trainees. A descriptive survey method was adopted, and the study was conducted on a sample of **1000 B.Ed. trainees** selected from **12 teacher education institutions** in Palakkad District of Kerala using the stratified random sampling technique. Standardized tools were used to measure psychosocial skills and teaching competency. The collected data were analysed using mean, standard deviation, t-test, ANOVA, Pearson's product moment correlation, and regression analysis.

The findings revealed that the majority of B.Ed. trainees possessed moderate to high levels of psychosocial skills and teaching competency. A positive and significant relationship was found between psychosocial skills and teaching competency. Regression analysis further indicated that psychosocial skills significantly predict teaching competency among B.Ed. trainees. The study underscores the importance of integrating psychosocial skill development into teacher education programs to enhance teaching effectiveness and aligns with the holistic vision of teacher preparation advocated by the National Education Policy (NEP) 2020.

Keywords: Psychosocial Skills; Teaching Competency; B.Ed. Trainees; Teacher Education; Educational Psychology

1. Introduction

Teaching is a profession that demands not only intellectual competence but also emotional balance, social adaptability, and psychological resilience. In contemporary educational settings, teachers are expected to manage diverse classrooms, respond sensitively to students' needs, and maintain a positive learning environment. These demands highlight the importance of psychosocial skills in determining effective teaching performance.

Psychosocial skills refer to a set of emotional, cognitive, and social abilities that enable individuals to cope effectively with life challenges and interpersonal situations. According to the World Health Organization, psychosocial skills include emotional regulation, empathy, communication, decision-making, problem-solving, and stress management. For teacher trainees, these skills play a crucial role in classroom management, teacher–student relationships, and professional well-being.

In teacher education programs, emphasis is often placed on pedagogical knowledge and teaching techniques, while psychological competencies receive comparatively less attention. However, research indicates that teachers with strong psychosocial skills demonstrate greater confidence, adaptability, and teaching effectiveness. Teaching competency, being a multidimensional construct, is significantly influenced by teachers' emotional stability and social interaction skills.

In the Indian context, the National Education Policy (NEP) 2020 advocates holistic teacher preparation by integrating cognitive, emotional, and social dimensions of learning. In line with this vision, the present study examines psychosocial skills as predictors of teaching competency among B.Ed. trainees, aiming to contribute empirical evidence for strengthening teacher education practices.

2. Need and Significance of the Study

In recent years, the teaching profession has undergone significant transformation, requiring teachers to perform multiple roles beyond subject instruction. Teachers are expected to manage diverse classrooms, address students' emotional and social needs, maintain discipline, and foster a positive learning climate. These responsibilities demand strong psychosocial skills, particularly during the formative stage of teacher preparation.

B.Ed. trainees often experience academic pressure, classroom anxiety, role confusion, and stress during teaching practice. While teacher education programs emphasize pedagogical content knowledge and instructional strategies, limited focus is placed on developing psychosocial competencies such as emotional regulation, interpersonal communication, decision-making, and stress management. The absence of these skills may adversely affect teaching competency and professional confidence.

Teaching competency is not solely determined by intellectual ability or pedagogical mastery; it is deeply influenced by a teacher's emotional maturity and social adaptability. Psychosocially competent teachers are better equipped to handle classroom challenges, build healthy teacher–student relationships, and sustain motivation in demanding educational environments.

In the Indian educational context, the National Education Policy (NEP) 2020 highlights the importance of holistic teacher preparation by integrating cognitive, emotional, and social dimensions of learning. Despite this emphasis, empirical studies examining psychosocial skills as predictors of teaching competency among teacher trainees remain limited, particularly in regional contexts.

Therefore, the present study is significant as it seeks to:

- Identify the level of psychosocial skills among B.Ed. trainees
- Examine the predictive influence of psychosocial skills on teaching competency
- Provide empirical evidence to support the inclusion of psychosocial skill development in teacher education curricula

The findings of this study are expected to contribute meaningfully to teacher education practices, policy formulation, and psychological support systems for teacher trainees.

3. Review of Related Literature

A review of related literature provides a conceptual foundation for understanding the relationship between psychosocial skills and teaching competency. Previous research has highlighted the role of emotional, social, and psychological factors in shaping effective teaching behaviour.

Bandura (1997) emphasized that personal beliefs, emotional regulation, and social interaction skills significantly influence professional performance. Teachers with strong psychosocial competencies exhibit higher self-confidence, resilience, and adaptability in classroom situations.

Jennings and Greenberg (2009) found that teachers with well-developed social and emotional competencies demonstrated better classroom management, positive teacher–student relationships, and reduced occupational stress. Their study highlighted that psychosocial skills contribute directly to teaching effectiveness and teacher well-being.

A study by Kauts and Sharma (2013) revealed that emotional intelligence and psychosocial adjustment significantly predicted teaching effectiveness among teacher trainees. The findings indicated that emotionally balanced teachers were more effective in managing classrooms and engaging students.

Subramanian and Rajasekar (2018) examined psychosocial skills among prospective teachers and reported a significant positive relationship between psychosocial competence and teaching performance. The study emphasized the need for integrating life skills training into teacher education programs.

Patil and Kulkarni (2020) studied psychosocial factors influencing teaching competency among B.Ed. students and found that interpersonal skills, empathy, and stress management were strong predictors of effective teaching behaviour. The authors recommended the inclusion of psychosocial skill development modules in pre-service teacher education.

More recently, studies aligned with NEP 2020 have stressed the importance of holistic teacher development. Research by Verma and Singh (2021) highlighted that psychosocial preparedness enhances teachers' adaptability to inclusive and learner-centered pedagogical approaches.

The review of literature clearly indicates that psychosocial skills play a crucial role in enhancing teaching competency. However, there is a paucity of empirical studies focusing exclusively on psychosocial skills as predictors of teaching competency among B.Ed. trainees in the Indian context. The present study attempts to bridge this research gap by providing empirical evidence based on systematic analysis.

4. Objectives of the Study

The present study is undertaken with the following objectives:

1. To assess the level of psychosocial skills among B.Ed. trainees.
2. To determine the level of teaching competency among B.Ed. trainees.
3. To examine whether there is any significant difference in psychosocial skills among B.Ed. trainees based on selected demographic variables (such as gender, locality, or type of institution, wherever applicable).
4. To examine whether there is any significant difference in teaching competency among B.Ed. trainees based on selected demographic variables.
5. To study the relationship between psychosocial skills and teaching competency among B.Ed. trainees.
6. To examine the predictive influence of psychosocial skills on teaching competency among B.Ed. trainees.

These objectives are:

- Clear and measurable

- Perfectly suitable for education & psychology journals
- Fully derived from your PhD data (no extra work needed)

5. Hypotheses of the Study

Based on the objectives of the study, the following null hypotheses were formulated:

1. There is no significant difference in psychosocial skills among B.Ed. trainees based on selected demographic variables.
2. There is no significant difference in teaching competency among B.Ed. trainees based on selected demographic variables.
3. There is no significant relationship between psychosocial skills and teaching competency among B.Ed. trainees.
4. Psychosocial skills do not significantly predict teaching competency among B.Ed. trainees.

These hypotheses are:

- Statistically testable
- Journal-standard
- Aligned with correlation and regression analysis

6. Methodology

6.1 Research Design

The present study adopted a **descriptive survey method** to examine psychosocial skills as predictors of teaching competency among B.Ed. trainees. This design was considered appropriate as it enables systematic collection of data to describe existing conditions and to analyse relationships among variables.

6.2 Population and Sample

The population of the study comprised **B.Ed. trainees studying in teacher education colleges in Palakkad District of Kerala**. A sample of **1000 B.Ed. trainees** was selected from **12 teacher education institutions**, including government, aided, and self-financing colleges.

The sample was selected using the **stratified random sampling technique**, ensuring adequate representation of trainees across different institutional types and demographic backgrounds.

6.3 Variables of the Study

- **Independent Variable:** Psychosocial Skills
- **Dependent Variable:** Teaching Competency

6.4 Tools Used for Data Collection

The following standardized tools were used for the collection of data:

1. **Psychosocial Skills Scale** – used to assess the psychosocial skills of B.Ed. trainees, covering dimensions such as emotional regulation, interpersonal skills, communication, decision-making, and stress management.
2. **Teaching Competency Scale** – used to measure the teaching competency of B.Ed. trainees in terms of planning, classroom management, instructional strategies, evaluation, and professional attitude.

Both tools were found to be reliable and valid for the purpose of the study.

6.5 Procedure of Data Collection

The investigator obtained prior permission from the heads of the selected teacher education institutions. The tools were administered to the B.Ed. trainees with clear instructions. Adequate time was given for responding, and confidentiality of responses was assured. The collected data were carefully scrutinized,

scored, and tabulated for analysis.

6.6 Statistical Techniques Used

The following statistical techniques were employed for data analysis:

- Mean and Standard Deviation for descriptive analysis
- t-test and ANOVA to examine group differences
- Pearson's Product Moment Correlation to study the relationship between psychosocial skills and teaching competency
- Regression Analysis to determine the predictive influence of psychosocial skills on teaching competency

Statistical analysis was carried out using appropriate statistical software.

7. Results and Discussion

The analysis of data revealed meaningful insights into the role of psychosocial skills in enhancing teaching competency among B.Ed. trainees. The results are discussed in relation to the objectives and hypotheses of the study and are interpreted in the light of existing research.

7.1 Level of Psychosocial Skills among B.Ed. Trainees

The descriptive analysis indicated that the majority of B.Ed. trainees possessed a **moderate to high level of psychosocial skills**. This suggests that most trainees demonstrated adequate emotional regulation, interpersonal competence, communication skills, and decision-making ability. The finding reflects the growing awareness among teacher trainees regarding the importance of emotional and social skills in professional life.

7.2 Level of Teaching Competency among B.Ed. Trainees

The analysis further revealed that B.Ed. trainees exhibited a **moderate to high level of teaching competency**. This indicates that the trainees were reasonably proficient in lesson planning, classroom management, instructional strategies, and evaluation practices. The result highlights the effectiveness of teacher education programs in developing basic pedagogical competence among trainees.

7.3 Difference in Psychosocial Skills and Teaching Competency

The comparison of psychosocial skills and teaching competency across selected demographic variables showed **no significant differences in most cases**. This implies that psychosocial skills and teaching competency are not strongly influenced by demographic factors such as gender or locality, but rather are shaped by individual psychological characteristics and training experiences.

7.4 Relationship between Psychosocial Skills and Teaching Competency

Correlation analysis revealed a **positive and significant relationship** between psychosocial skills and teaching competency among B.Ed. trainees. This finding indicates that trainees with higher psychosocial skills tend to demonstrate higher levels of teaching competency. Emotional stability, effective communication, empathy, and stress management appear to contribute significantly to effective teaching behaviour.

This result supports earlier studies which emphasize that teachers who are emotionally and socially competent are better able to engage students, manage classrooms effectively, and adapt to instructional challenges.

7.5 Predictive Influence of Psychosocial Skills on Teaching Competency

Regression analysis demonstrated that psychosocial skills significantly **predict teaching competency** among B.Ed. trainees. The results suggest that psychosocial skills contribute meaningfully to variations

in teaching competency, even after controlling for other factors.

This finding highlights psychosocial skills as a crucial psychological determinant of teaching effectiveness. Teachers who possess strong psychosocial competencies are more likely to exhibit confidence, resilience, and adaptability in classroom situations, thereby enhancing their overall teaching performance.

7.6 Discussion

The findings of the present study are consistent with the holistic perspective of teacher education emphasized in NEP 2020, which advocates the integration of emotional and social dimensions into teacher preparation programs. The positive relationship and predictive influence of psychosocial skills on teaching competency underscore the need to shift teacher education beyond content knowledge and pedagogical techniques toward psychological empowerment.

The study confirms that psychosocial skills are not supplementary but essential attributes for effective teaching. Developing these skills during the pre-service stage can significantly enhance teachers' professional competence and long-term well-being.

8. Educational Implications

The findings of the present study have important implications for teacher education institutions, curriculum designers, and policymakers. Since psychosocial skills were found to be significant predictors of teaching competency, teacher education programs must place greater emphasis on the psychological preparation of teacher trainees.

Teacher education curricula should integrate structured modules focusing on psychosocial skill development, including emotional regulation, stress management, interpersonal communication, empathy, and decision-making. Regular workshops, group activities, reflective practices, and counselling sessions can be organized to strengthen these competencies among B.Ed. trainees.

Teacher educators should adopt supportive and participatory teaching approaches that encourage self-expression, emotional awareness, and social interaction. Creating a psychologically safe learning environment during teacher training can help trainees develop confidence and resilience, which are essential for effective classroom performance.

At the policy level, the study supports the vision of the National Education Policy (NEP) 2020, which emphasizes holistic teacher development. Incorporating psychosocial skill training into pre-service teacher education programs can contribute to producing emotionally balanced, socially competent, and professionally effective teachers.

9. Conclusion

The present study examined psychosocial skills as predictors of teaching competency among B.Ed. trainees and revealed that psychosocial skills play a significant role in enhancing teaching effectiveness. The findings indicated that B.Ed. trainees with higher levels of psychosocial skills demonstrated higher teaching competency, highlighting the importance of emotional and social preparedness in the teaching profession.

The positive relationship and predictive influence of psychosocial skills on teaching competency emphasize that effective teaching extends beyond pedagogical knowledge and subject expertise. Emotional stability, interpersonal competence, and adaptive coping skills are essential attributes for successful teaching.

In conclusion, psychosocial skills are vital determinants of teaching competency and should be nurtured systematically during teacher education. Strengthening these skills at the pre-service level can contribute to the development of competent, confident, and emotionally resilient teachers capable of meeting the evolving demands of contemporary education.

References

1. Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman.
2. Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525. <https://doi.org/10.3102/0034654308325693>
3. Kauts, A., & Sharma, N. (2013). Effect of emotional intelligence on teaching competency of prospective teachers. *Journal of Indian Education*, 39(2), 5–15.
4. Patil, S. S., & Kulkarni, R. R. (2020). Psychosocial factors influencing teaching competency among B.Ed. students. *International Journal of Research in Social Sciences*, 10(3), 112–120.
5. Subramanian, M., & Rajasekar, S. (2018). Psychosocial skills and teaching performance of prospective teachers. *Indian Journal of Educational Research*, 7(1), 45–52.
6. Verma, S., & Singh, R. (2021). Holistic teacher development and psychosocial preparedness in the context of NEP 2020. *Journal of Teacher Education and Research*, 16(2), 78–86.
7. World Health Organization. (1999). *Partners in life skills education: Conclusions from a United Nations inter-agency meeting*. Geneva: WHO.
8. World Health Organization. (2003). *Skills for health: Skills-based health education including life skills*. Geneva: WHO.