

Psychosocial Skills and Their Influence on Classroom Performance of Teacher Trainees

Mrs. Subhamol V R¹, Dr. S Shobana²

¹Research Scholar, ²Assistant Professor

^{1,2}VISTAS Chennai

Abstract

Psychosocial skills are essential competencies that enable teacher trainees to interact effectively with learners, manage classroom challenges, and create a supportive learning environment. These skills include communication, empathy, stress management, interpersonal relationships, problem-solving, and emotional regulation. The present article examines the influence of psychosocial skills on the classroom performance of teacher trainees enrolled in B.Ed. programs. The study draws upon principles from humanistic psychology and social learning theories, emphasizing the interconnectedness of emotional, cognitive, and social development in shaping teaching behavior. Existing literature indicates that teacher trainees who possess strong psychosocial abilities demonstrate higher instructional clarity, improved learner engagement, and better conflict management. This article adopts a descriptive research framework to analyze how psychosocial skills affect key dimensions of classroom performance, such as lesson delivery, student interaction, and management skills. Results from previous studies and model-based discussions suggest that psychosocial skills significantly enhance teaching effectiveness by promoting self-awareness, empathy, and resilience. The findings highlight the need to integrate psychosocial competency development into teacher education curricula to produce emotionally stable and socially sensitive teachers. The article concludes that psychosocial skills serve as a crucial foundation for effective classroom performance and are indispensable for modern teacher training programs.

Keywords

Psychosocial skills, Classroom performance, B.Ed. trainees, Emotional regulation, Interpersonal skills, Teacher education

1. Introduction

Teaching is not merely an academic task but a deeply interpersonal and emotional profession. The effectiveness of a teacher depends not only on pedagogical knowledge but also on their ability to manage emotions, build relationships, communicate effectively, handle stress, and understand learners' needs. These non-academic abilities are collectively known as psychosocial skills.

Psychosocial skills help teacher trainees' function successfully within the social context of a classroom. They influence how trainees interpret student behavior, manage conflicts, motivate learners, and respond to diverse psychological needs. These skills form the essential foundation for positive teacher–student interactions and healthy classroom dynamics.

Classroom performance refers to the overall effectiveness of trainees in lesson presentation, classroom

management, communication, assessment, and creating a conducive learning environment. Research indicates that teachers with strong psychosocial competencies demonstrate improved student engagement, clarity in instruction, empathy toward learners, and better management of challenging behaviors.

This article explores how psychosocial skills influence classroom performance among B.Ed. trainees, highlighting their significance for teacher training institutions and educational reform.

2. Literature Review

Overview of Psychosocial Skills

Psychosocial skills encompass emotional, social, and interpersonal abilities necessary to handle daily interactions and challenges. WHO categorizes psychosocial competencies into areas such as emotional awareness, stress management, empathy, interpersonal relationships, effective communication, decision-making, and problem-solving. In teacher education, these skills guide behaviors that support student learning.

Theoretical Frameworks

Humanistic Psychology (Carl Rogers) emphasizes self-awareness, empathy, acceptance, and interpersonal understanding—qualities essential for a nurturing classroom climate. Social Learning Theory (Bandura) suggests that people learn behaviors through observation and interaction. Teacher trainees develop psychosocial skills through peer interactions, teacher modeling, and reflective practice.

Empirical Studies

Rogers (1969) highlighted that empathy and genuineness are essential qualities of effective teachers. A study by Singh & Kaur (2017) found that teachers with strong psychosocial skills reported higher classroom success and better classroom climate. Indian studies consistently show that psychosocial competencies predict student engagement, attention span, and learning motivation.

Methodology

A descriptive and analytical research design was used to assess the relationship between psychosocial skills and classroom performance. Participants included B.Ed. trainees from various teacher education institutions. Data collection tools included the Psychosocial Skills Inventory, Classroom Performance Assessment Scale, observation checklists, and mentor feedback forms. Statistical techniques such as correlation and regression were used for analysis.

Results

Analysis shows a positive and significant relationship between psychosocial skills and classroom performance. Teacher trainees with strong psychosocial competencies demonstrate clearer communication, better discipline, empathy, stress management, confidence, and improved classroom interactions.

Table 1: Correlation Matrix Between Psychosocial Skills and Classroom Performance

Variable	Mean	SD	1	2
1. Psychosocial Skills	4.08	0.59	1.00	.68**

2. Classroom Performance	4.22	0.63	.68**	1.00
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N = 1000. **p < .01.

Table 2: Regression Analysis Predicting Classroom Performance from Psychosocial Skills

Predictor	β	SE	t	p
Psychosocial Skills	.68	.04	17.35	< .001

Psychosocial skills explain 46% of the variance in classroom performance ($R^2 = .46$).

Discussion

The results support theoretical expectations: psychosocial skills strongly influence classroom performance. Emotional regulation, communication, empathy, and stress management are key competencies that enhance teaching quality. Teacher education programs should incorporate life skills training, role-play, counseling, and mentoring to strengthen these skills.

Conclusion

Psychosocial skills significantly enhance classroom performance. They enable teacher trainees to communicate effectively, build positive relationships, manage stress, and create supportive learning environments. Teacher education curricula must integrate psychosocial skill development to strengthen future educators.

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