

Enhancing Emotional Literacy and Locus of Control in Pre-Service Teachers Through Simulation-Based Learning

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Abstract:

Purpose: This study evaluates the impact of clinical simulation with professional actors on pre-service teachers' emotional literacy and locus of control, essential competencies for managing classroom dynamics and emotional challenges in teaching.

Method: The mixed-methods study included 91 pre-service teachers divided into an experimental group (n=56) and control group (n=35). The experimental group participated in three clinical simulation workshops featuring professional actors portraying students, parents, and colleagues in challenging authentic scenarios. These sessions included realistic classroom situations, guided reflections, and structured feedback. The control group followed traditional curriculum. Data collection employed the Emotional Literacy Questionnaire, Locus of Control Scale, and semi-structured interviews, analyzed through repeated measures ANOVA and thematic analysis.

Results: The experimental group demonstrated significant improvements in emotional literacy, particularly self-awareness and empathy, with a marked shift toward internal locus of control. Participants emphasized how interactions with professional actors created authentic learning experiences, enhancing their confidence and emotional preparedness.

Conclusion: Clinical simulation with professional actors effectively develops emotional and cognitive readiness in teacher education. Integrating such training into preparation programs can better equip future educators for classroom challenges. Further research should examine long-term teaching outcomes.

Keywords:

Emotional literacy, Locus of control, Teacher training, Simulations, Reflective practice.