



## SOCIAL-EMOTIONAL FUNCTIONING OF TEACHER TRAINEES IN DIET CENTRES AND OTHER TEACHER TRAINING INSTITUTES

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### ABSTRACT

*The budding teachers, that is, the teacher trainees in DIET centres and in other Teacher Training Institutes need to possess and display Social-Emotional Functioning while doing the course of study as much as the practicing teachers. The basic requirement for such a development is proper Social-Emotional Environment on the campus. Though the Researchers are well assured of such an environment in DIET centres as well as in other Teacher Training Institutes, they attempted to quantify the degree of Social-Emotional Functioning of teacher trainees in both the categories of institutions. They made use of the self-made data collecting instrument - 'Social-Emotional Functioning Scale' to generate the needed data. The tested null hypotheses revealed significant difference between the two types of institutions in respect of Social-Emotional Functioning of teacher trainees to the advantage of those in Non-DIET Centres.*

**KEYWORDS:** Teacher Trainees, Social-Emotional Functioning, DIET Centres, Non-DIET Centres.

### INTRODUCTION:

Students undergoing 'Diploma in Teacher Education' Course (D.T.Ed.) in Teacher Training Institutes or in DIET centres with the intention of joining the teaching profession are generally referred as trainee teachers or prospective teachers. The teacher education course is designed in such a way to give the trainees a wide exposure to almost all activities such as teaching, testing, curriculum planning, personality development, etc. for an all round modification of their own cognitive, affective, and psychomotor behavioural aspects, reflecting ideal teacher behaviour. When a trainee teacher completes his teacher education course, he is sure to manifest a teacher behaviour needed for the students to imitate and imbibe the same as envisaged in the curriculum.

As we learn from the social media, what we need urgently is not a society of intellectual giants, rather a refined and value bound citizens capable of regulating their social and emotional behaviour for the good of themselves and for the others to build a social environment of 'bliss' devoid of immoral acts, illegal dealings, exploiting tendencies leading to bribe, robbery, rape, murder, etc. making the earth filled with two legged talking animals. Unless the younger generation is not properly led to learn how to regulate the functioning of their emotions in different context of social life, their lives would be gloomy and dark on this green earth, changing into crimson. The man made holocausts could be checked only by teachers with proper social-emotional functioning.

### RATIONAL FOR THE STUDY

We are able to act as a normal living human being because of the proper functioning of our internal and external organs. Any fault in the functioning of an internal organ may affect the activities of one or more

external ones. A small malfunctioning of vital organs, such as kidney, heart, and brain may paralyse the functioning of all other organs. Similar is the case with 'emotions', though they are neither concrete nor to be located anywhere in the human body. But they are capable of controlling the functioning of all activities caused by the organs of the body. Being human, we have to manifest behaviours which are predominantly 'social' in nature. To be social, therefore, the related emotion or emotions need to be functionalized, failing which the individual would appear antisocial, as cast in his/her external behaviour. So the Researchers have treated social-emotional functioning as an outcome of the functionalizing of one's social emotions.

According to Ashley, Robinson (2013) social-emotional functioning is to be conceptualized in terms of general feelings of distress, wellbeing and quality of peer relationship. It connotes that social-emotional functioning can be understood in the context of one's peer relationships, general feelings of distress and wellbeing. The nature of relationship an individual may have with the colleagues, neighbours and relatives will be an index of one's social-emotional functioning. The play of emotions such as consideration, sympathy, empathy, etc can be assessed in positive or negative terms according to the behaviour manifested. The act of avoiding the colleagues, talking ill of immediate authorities, complaining about neighbours, etc. are a revelation of one's poor or mal social-emotional functioning, because of stress caused mal social and emotional transactions.

Importantly when the stress becomes severe or perennial the individual expresses distress by manifesting problem behaviours such as irregularity in routine works, being submissive or aggressive, becoming addict to alcohol or substance use, etc. That is, unbearable stress leads to antisocial emotions, as a compensation of the loss of normal social feelings (Greenberg, et al., 2003; Zins and Elias, 2006).

Moreover, when stress emotions are severe and sudden, the individual's mental strength fails to manage its impact, allowing the individual to go berserk emotionally, feel isolated, and become somewhat depressed. That is, his emotional and mental well beings are at the verge of collapse. The onset of mild form of depression may lead to cognitive problems such as loss of recognition, incoherence in speech and thinking, etc along with the feeling of insecurity and isolation. Thus, the Researcher has conceptualized that the nature of social-emotional functioning can be assessed from the manifested stress caused deviant behaviours; distress caused behavioural aspects and mild depression caused social-emotional behaviour of individuals.

## REVIEW

Damon, E. Jones, et al (2013) examined whether kindergarten teachers' ratings of children's prosocial skills, an indicator of non-cognitive ability at school entry, predict key adolescent and adult outcomes. The focus of the study was to find unique associations over and above other important child, family and contextual characteristics. The authors assessed associations between measured outcomes in kindergarten, and outcomes 13 to 19 years later. Models of numerous control variables representing characteristics of the child, family, and context were used to explore the unique contributions among predictors. The researchers have published at the end the statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of education, employment, criminal activity, substance use and mental health. The study will be helpful to form an estimate of children who are at risk at present because of deficits in non-cognitive skills, later in life, thereby revealing the need for an early intervention. The study also demonstrated the relevance of non-cognitive skills in development of personal and public health outcomes.

Heidi, Jacobsen, et al (2013) attempted to find how far the Foster children (FC) are at risk of delayed development compared to their peers, due to early care given disruptions, and adverse experiences prior to placements. The researcher analysed the cognitive development and social-emotional functioning of 60 foster children and 42 comparison children at second (T1) and third years (T2). Changes in group differences between T1 and T2 were examined, and significant group differences occurred on all cognitive scales with the FC obtaining lower scores than the comparison children. An analysis of social-emotional functioning revealed significantly more externalizing, deregulation behaviour, and poorer competencies among the FC.

The FC did not demonstrate more negative social-emotional behaviour at T2, but failed to catch up with the comparison children.

Ami, Flam Kuttler, et al (2010) undertook a study to find the significance of having close, cross-sex friendships in adolescents in respect of social-emotional functioning. The sample of the study comprises 223 adolescents in grades 10 through 12. Adolescents with only same sex friends were compared to adolescents with both same and cross-sex friends in terms of their social and emotional functioning. In addition, the friendship qualities (companionship, intimacy, prosocial support, and esteem support) of adolescents with same and cross-sex friendship were compared. The study revealed that having a close, cross-sex friend is a common experience in adolescence, and increases with adolescent age. Further, the findings revealed that a) Adolescents reported more companionship in their same sex versus cross-sex friendships, b) Younger adolescent girls reported more prosocial support in their same versus cross-sex friendships, and c) Adolescent boys reported receiving more esteem support from their cross-sex friends.

Mary, E. Haskett et al. (2015) investigated the developmental status and social-emotional functioning of young children who are homeless who haven't received adequate attention. Further, they investigated the potentially negative impact of homelessness and associated stressors on children's wellbeing. In addition, they aimed at understanding the homeless children's social-emotional adjustment and their functioning in language, motor and cognitive skills. The sample of the study comprises 328 children residing in transitional homes. The study indicated variability in competence among the children, with some children performing above average on the developmental screening and demonstrating few social-emotional problems. However, developmental scores for overall functioning of the sample were significantly below the norming groups, with particularly low functioning in language, and communication skills.

From all these, the Researcher was able to infer that the students at the adolescent stage who are found to be at risk owing to individual or environmental loss pertaining to cognitive and affective aspects are likely to manifest deviants with regard to their social-emotional functioning from the normal group. Therefore, the Researchers who are interested in investigating the social-emotional functioning of D.T.Ed. students have hypothesized a significant difference between the categories of D.T.Ed students doing the course of study in DIET centres and those doing the same in other teacher training institutes, founded and managed by government or private bodies. The reason attributed by the Researchers for such assumed difference is due to the inbuilt difference in the management of the institutions as well as the possible differences in the environmental conditions being made available in these two distinct types of campuses.

### OBJECTIVES OF THE STUDY

- To find the nature of social-emotional functioning and its dimensions of teacher trainees in total and in terms of types of management (DIET centres/Non-DIET centres).
- To find the significance of difference in social-emotional functioning and its dimensions of teacher trainees in terms of types of management (DIET centres/Non-DIET centres).

### HYPOTHESES

1. The nature of social-emotional functioning and its dimensions of teacher trainees in total and in terms of types of management is moderate.
2. There is no significant difference in social-emotional functioning and its dimensions of teacher trainees in terms of types of management (DIET centres/Non-DIET centres).

### POPULATION AND SAMPLE

All the teacher trainees who are doing their D.T.Ed. course in DIET centres, and in Non-DIET centres (other Teacher Training Institutes) in Trichy, Thanjavur and Pudukottai districts form the population of the study.

The sample of the study is formed of 210 teacher trainees from Trichy, Thanjavur and Pudukottai districts chosen by **stratified random sampling** method.

**METHOD**

The stated problem demands quantitative data for adopting **Survey method** of research, suitable for differential analysis.

**RESEARCH TOOL**

- Social-Emotional Functioning Scale (SEFS) prepared and validated by the Researcher.

**ANALYSIS OF DATA**

**Hypothesis 1:** The nature of social-emotional functioning and its dimensions of teacher trainees is moderate.

**Table 1: Nature of Social-Emotional Functioning and its Dimensions of Teacher Trainees**

Variable	N	Poor		Moderate		Good	
		N	%	N	%	N	%
Expressed Feelings	210	88	41.90*	60	28.57	62	29.52
General Wellbeing	210	64	30.47	76	36.19*	70	33.33
Quality Relationships	210	65	30.95	70	33.33	75	35.71*
Overall Social Emotional Functioning	210	63	30.0	79	37.61*	68	32.38

*\*indicates the nature of Social-Emotional Functioning.*

**Hypothesis 2:** The nature of social-emotional functioning and its dimensions of teacher trainees in terms of types of management is moderate.

**Table 2: Nature of Social-Emotional Functioning and its Dimensions of Teacher Trainees in terms of Types of Management**

Types of Management	Variable	N	Poor		Moderate		Good	
			N	%	N	%	N	%
DIET	Expressed Feelings	74	30	40.54*	23	31.08	21	28.37
	General Wellbeing	74	24	32.43	28	37.83*	22	29.72
	Quality Relationships	74	23	31.08	30	40.54*	21	28.37
	Overall Social Emotional Functioning	74	22	29.72	29	39.18*	23	31.08
Non-DIET	Expressed Feelings	136	45	33.08	51	37.5*	40	29.41
	General Wellbeing	136	43	31.61	54	39.70*	39	28.67
	Quality Relationships	136	41	30.14	42	30.88	53	38.97*
	Overall Social Emotional Functioning	136	39	28.67	62	45.58*	35	25.73

*\*indicates the nature of social-emotional functioning.*

**Hypothesis 3:** There is no significant difference in social-emotional functioning and its dimensions of teacher trainees in terms of types of management.

**Table 3: Difference in Social-Emotional Functioning and its Dimensions of Teacher Trainees in terms of Types of Management**

Dimension	Type	N	Mean	SD	t-value	'p' value
Expressed Feelings	DIET	74	32.27	3.58	5.62	0.00**
	Non-DIET	136	35.58	4.32		
General Wellbeing	DIET	74	63.56	5.48	0.75	0.45
	Non-DIET	136	64.21	6.20		
Quality Relationships	DIET	74	44.28	4.26	6.51	0.00**
	Non-DIET	136	48.32	4.32		
Overall Social Emotional Functioning	DIET	74	140.11	7.56	7.34	0.00**
	Non-DIET	136	148.32	7.84		

**\*\*Significant at 0.01 level.**

### FINDINGS

- ✓ On testing the nature of Social-Emotional Functioning and its dimensions of teacher trainees in total, it reveals that they are moderate in their overall Social-Emotional Functioning (37.61%) and in its dimension General wellbeing (36.19%). In the case of the Expressed feelings (41.9%) and Quality relationship (35.71%), teacher trainees are found to be poor and good respectively.
- ✓ The percentage analysis in terms of Types of management reveals that teacher trainees of DIET centres are moderate in their overall Social-emotional functioning (39.18%) and in its dimensions General wellbeing (37.83%) and Quality relationships (40.54%); whereas they are found to be poor in Expressed feelings (40.54%).  
In the case of teacher trainees of Non-DIET centres, their overall Social emotional functioning (45.58%) and its dimensions Expressed feelings (37.5%) and General wellbeing (39.7%) are moderate; whereas they are found to be good in their Quality relationships (38.97%).
- ✓ On testing the significance of difference between teacher trainees of Non-DIET centres and teacher trainees of DIET centres in their Social-emotional functioning and its dimensions, it is found that teacher trainees of Non-DIET centres are significantly higher in overall Social-emotional functioning and its dimensions Expressed feelings and Quality relationship than their counterparts in DIET centres. No significant difference is observed in the dimension General wellbeing.

### DISCUSSION

It is deduced from the analysis that for the total sample, the Social Emotional Functioning (SEF) is just moderate. Similar is the case with the teacher trainees of DIET centres and Non-DIET centres. It makes the researchers to interpret that the learning environment may be the same in both DIET and Non-DIET centres, as the samples have shown moderate category of Social-Emotional Functioning in the two categories of teacher trainees.

However, on looking into variations at the dimension level of social emotional functioning, it is found that the DIET centre samples behaves similar to the total sample in respect of Expressed Feelings (poor), and General Wellbeing (moderate); while in the case of Quality Relationships, they stand different with total sample striking good, and the DIET sample scoring moderate. The observed difference in dimensions suggests further analysis to establish the fact.

Similarly, by comparing the outcomes of both the total sample, and that of the Non-DIET centres, it is learnt that both the categories of teacher trainees are just moderate. Nevertheless, in the dimension Expressed Feelings, the teacher trainees of Non-DIET centres are noted to be over and above the total sample, striking the same in General wellbeing (moderate) but different in Quality Relationship (high) revealing the possibility of Non-DIET centre sample functioning better than their counterparts in DIET centres in their Social-Emotional dealings.



## CONCLUSION

Thus, the differential analysis has brought forth the fact that the teacher trainees of Non-DIET centres are statistically higher than that of those in DIET centres in their overall Social Emotional Functioning, and in the dimensions Expressed Feelings and Quality Relationships, confirming the assumption of the researchers.

### Thus the researchers are led to draw the following conclusions:

- ✓ The DIET centres, established to serve as a role model to other Teacher Training Institutes under their care in offering D.T.Ed course seems to be deficient in promoting Social-Emotional Functioning, the much needed teacher behaviour in teacher trainees.
- ✓ The DIET centres, being the premier ones in offering standard teacher education programmes is supposed to be the Centre of Excellence with highly qualified and competent Human Resources, and Material Resources, creating an ideal infrastructure for realizing the intended goals of teacher education. A comparatively lesser Social-Emotional Functioning in teacher trainees of such centres may raise pertinent questions about
  - Utilization of the resources
  - Unique practical difficulties in executing tasks as desired
  - Interference of non scheduled programmes
  - Priority given to Governmental instructions/requirements
  - Human relations, etc.
- ✓ Social-Emotional functioning of the teacher trainees of Non-DIET centres in terms of Expressed Feelings is higher than those in DIET centres. It connotes that the teacher trainees in Non-DIET centres are better equipped to manage problems arising due to the impact of stress, distress and depressions experienced by them. In other words, it seems that they are likely to avoid the onset of stress or distress, or falling into depression. Hence it shows that non involvement of the faculty in solving the Social-Emotional problems of teacher trainees, or the non availability of counselling in any form or manner to the teacher trainees. It is supported by the finding 'poor' condition of Social Emotional Functioning of teacher trainees in DIET centres in respect of 'Expressed Feelings' that is expressing their stress caused feelings.

Thus the Researchers recommend an in depth study to analyse the problem of not-so-good Social-Emotional Functioning of teacher trainees in DIET centres.

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