



## SOCIAL-EMOTIONAL FUNCTIONING AND EGO RESILIENCY OF STUDENTS OF D.T.Ed. COURSE OF STUDY - A CORRELATIVE STUDY

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### ABSTRACT

The importance of social-emotional functioning in teacher trainees is justified for the reason very soon they will take up the job of teaching in primary schools, the starting point of formal education. As theoretically shown, the social-emotional learning programmes develop social-emotional competencies which when put into practice in practical situations; it turns out to be social-emotional functioning. The analysis reports the existence of strong relationship between social-emotional functioning and ego-resiliency. Finally, ego-resiliency has emerged as significant factors predicting the nature of social-emotional functioning.

**KEYWORDS:** Teacher Trainees, Ego-Resiliency, Social-Emotional Learning.

### INTRODUCTION :

Students of D.T.Ed. course of study in teacher training institutes and DIET centers are prospective teachers to handle classes from standard one to standard five. They are the ones, next to preprimary teachers ranging from nursery to upper kindergarten classes, opening the threshold of formal learning leading to the full exploitation of their potential for mastering knowledge and essential skills. It is not merely the subject oriented ones; in fact it involves life oriented, social and emotional awareness and competencies. The purpose of education is to mould the young ones to possess a wholesome personality. In other words, along with advancement in their mental calibre, they should be equipped well to demonstrate ideal, social-emotional functioning in all life situations to be regarded as well educated, well groomed, well cultured, as well as a buddy elite member of the society.

That is, social-emotional functioning gives the final shape to the personality of an individual. Hence, the role of teachers at the starting point of formal education is much demanding. Unless the teachers teaching from first standard onwards are not competent to demonstrate social-emotional functioning during the process of formal teaching, guiding individual groups, projects, initiating them into small school and family oriented activities, assigning leadership roles in class and institutional programmes, inducting them in organizing school functions and celebrations, etc they may not be able to inculcate in their students the social-emotional learning essential for social-emotional functioning.

## RATIONAL OF THE STUDY

Only when the seed social-emotional learning germinates, it is possible for the social-emotional plant to develop. In the process of social-emotional development, what occurs is the contextual development of social-emotional skills. Therefore, the teacher has to provide the necessary inputs through 'safe, caring, well managed, and engaging learning environment to bring in modifications in emotions, self concept, motivation, social relationships, moral reasoning, and behaviour advancement'. The process of giving the inputs through life situations to learn life skills include 'how to deal with oneself, others, and relationship and work in an effective manner'. In dealing with others, social-emotional learning helps in developing sympathy and empathy for others and maintaining positive relationships (Ashley, Robinson, 2013).

Therefore, the school serves as a prime context for young children to have academic and social-emotional developments. Teachers can help young children identify and communicate their feelings. Teachers first get attuned to and accept the ways of children's approach and then deal with their emotional issues. By providing suitable environment, they help them express their feelings properly. Therefore, teachers handling young children need to be people of role models for social-emotional functioning.

In another aspect, the role of teachers can be made still more explicit. Thomas, Chess and Birch (1968) thus speak of Alexander Thomas and other colleagues' classical New York study 1950s about 'temperament'. The longitudinal study which started investigating the characteristic responses of infants, followed them through their early childhood days, childhood days, early adolescent stage, adolescent stage, the period of youth and finally until the onset of adulthood. On consolidation, they identified **NINE** traits of temperament - activity level, regularity, initial reaction, adaptability, intensity of emotion, mood, distractibility, persistence and attention span, and sensory sensitivity and **FOUR** broad categories or profiles such as those predominantly based characteristics of - Artisans, Guardians, Idealists, and Rational. Hereby, it is shown that temperament is a set of inborn traits that organize the child's approach to the world. Depending on the prominence of certain temperaments some of them in adulthood may take up i) Artisan based jobs as Composer, Crafter, Performer, and Promoter as per Myers-Briggs category, ii) Guardian based jobs as Inspector, Protector and Supervisor as per MYERs-Briggs category, iii) Idealists based jobs as Counselor, Healer, Teacher as per MYERs-Briggs category and iv) Rationale based jobs as Architect, Field Marshall, Inventor and Master mind as per MYERs-Briggs category.

Moreover, the learner's mental state is linked to organizations of emotions - situations and healthy coping mechanisms. It is generally said that about 25-50% of the learners are at risky behaviour in the age group of 10-17 years. Of this, 80% are said to live in disadvantaged neighbourhoods. It clearly indicates the role of home and the school to provide a good mental state to learners. Precisely, the state of social-emotional functioning at home and school is the underlying factor for learners' social-emotional developments and social-emotional functioning.

The Collaborative for Academic, Social and Emotional Learning (CASEL) has identified **FIVE** core skills that are widely recognized as critical, social-emotional skills.

- ✓ Self Awareness - to organise emotions and its link with thought and behaviour
- ✓ Self Management - to regulate emotions, thoughts and behaviours
- ✓ Social Awareness - ability to identify others' perspectives and demonstrate empathy
- ✓ Relationship Skills - ability to build and maintain healthy relationships
- ✓ Responsible Decision Making - ability to make good choices about behaviour and interactions with others.

If these social-emotional skills are not well developed and practiced, the individual will be considered as emotionally disturbed, manifesting:

- Inability to learn, not to be explained by intellectual, sensory or healthy aspects
- Inability to build and maintain healthy relationship with others
- Inappropriate type of behaviour in normal circumstances
- General pervasive mood due to unhappiness or depression

- A tendency to develop physical symptoms or fears related to personal or school problems (Thomas, Chess and Birch 1968).

Thus the Researcher infers that unless the teachers teaching preprimary and primary classes put into practice the essential social-emotional competencies in all their classes dealing with children and in organizing and executing off the class programmes, the trait ego resiliency which is relatively a stable behaviour from childhood cannot be modified later, if it is slightly deficient or poorly developed in young children. This is the reason why the present research is designed to identify the relationship between social-emotional functioning and ego resiliency of prospective teachers.

### OBJECTIVES OF THE STUDY

- To find out the prevalence of social-emotional functioning and its dimensions - expressed feelings, general wellbeing and quality relationships of teacher trainees.
- To find out the prevalence of ego resiliency and its dimensions - wide interest, high aspiration, assertive, socially poised, cheerful, thoughtful action, emotional loneliness and meaningful living of teacher trainees.
- To find out the significant relationship between social-emotional functioning and its dimensions, and ego resiliency and its dimensions of teacher trainees.
- To study the nature of predictability of ego resiliency and its dimensions over the social-emotional functioning and its dimensions of teacher trainees.

### HYPOTHESES

1. The prevalence of social-emotional functioning and its dimensions - expressed feelings, general wellbeing and quality relationships of teacher trainees is moderate.
2. The prevalence of ego resiliency and its dimensions - wide interest, high aspiration, assertive, socially poised, cheerful, thoughtful action, emotional loneliness and meaningful living of teacher trainees is moderate.
3. There is no significant relationship between social-emotional functioning and its dimensions, and ego resiliency and its dimensions of teacher trainees.
4. Ego resiliency and its dimensions are not significant enough to predict social-emotional functioning and its dimensions of teacher trainees.

### METHOD & SAMPLE

Survey method is used for the present study. A stratified random sample of 320 teacher trainees is chosen from Kanyakumari, Tirunelveli, Thoothukudi, and Virudhunagar districts of Tamil Nadu State.

### TOOLS

- ✓ Social-Emotional Functioning Scale (SEFS) developed and validated by the Researcher.
- ✓ Ego Resiliency Scale (EGS) by Portia, R. & Sherine Vinoca Snehalatha, C. (2018).

### ANALYSIS OF DATA

**Table 1: Prevalence of Social-Emotional Functioning of Teacher Trainees**

Variable	N	Poor		Moderate		Good	
		N	%	N	%	N	%
Expressed Feelings	320	119	37.18*	112	35.00	89	27.81
General Wellbeing	320	104	32.50	121	37.81*	95	29.68
Quality Relationships	320	95	29.68	118	36.8*	107	33.43
Overall Social Emotional Functioning	320	101	31.56	115	35.93*	104	32.50

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

**Table 2: Prevalence of Ego Resiliency of Teacher Trainees**

Variable	N	Low		Moderate		High	
		N	%	N	%	N	%
Wide Interest	320	119	37.18*	100	31.25	101	31.56
High Aspiration	320	110	34.37*	102	31.87	108	33.75
Assertive	320	104	32.50	124	38.75*	92	28.75
Socially Poised	320	105	32.81	114	35.65*	101	31.56
Cheerful	320	88	27.50	127	39.68*	105	32.81
Thoughtful Action	320	110	34.37*	102	31.87	108	33.75
Emotional Loneliness	320	115	35.93*	102	31.87	103	32.18
Meaningful Living	320	113	35.31*	101	31.56	106	33.12
Overall Ego Resiliency	320	121	37.81*	108	33.75	91	28.43

\*indicates the prevalence of ego-resiliency.

**Table 3: Relationship between Social-Emotional Functioning and Ego-Resiliency of Teacher Trainees**

Dimension	Independent Variable	N	'r' value	'p' value
Expressed Feelings	Wide Interest	320	0.28	0.00**
	High Aspiration	320	0.29	0.00**
	Assertive	320	0.31	0.00**
	Socially Poised	320	0.09	0.04*
	Cheerful	320	0.29	0.00**
	Thoughtful Action	320	0.21	0.00**
	Emotional Loneliness	320	- 0.23	0.00**
	Meaningful Living	320	0.10	0.03*
	Overall Ego Resiliency	320	0.34	0.00**
General Wellbeing	Wide Interest	320	0.27	0.00**
	High Aspiration	320	0.26	0.00**
	Assertive	320	0.09	0.03*
	Socially Poised	320	0.21	0.00**
	Cheerful	320	0.20	0.00**
	Thoughtful Action	320	0.18	0.00**
	Emotional Loneliness	320	- 0.11	0.02*
	Meaningful Living	320	0.19	0.00**
	Overall Ego Resiliency	320	0.38	0.00**
Quality Relationships	Wide Interest	320	0.17	0.00**
	High Aspiration	320	0.19	0.00**
	Assertive	320	0.20	0.00**
	Socially Poised	320	0.09	0.04*
	Cheerful	320	0.24	0.00**
	Thoughtful Action	320	0.26	0.00**
	Emotional Loneliness	320	- 0.21	0.00**
	Meaningful Living	320	0.10	0.03*
Overall Social- Emotional Functioning	Wide Interest	320	0.15	0.00**

	High Aspiration	320	0.18	0.00**
	Assertive	320	0.14	0.00**
	Socially Poised	320	0.09	0.04*
	Cheerful	320	0.21	0.00**
	Thoughtful Action	320	0.26	0.00**
	Emotional Loneliness	320	- 0.11	0.00**
	Meaningful Living	320	0.28	0.00**
	Overall Ego Resiliency	320	0.31	0.00**

\*\*Significant at 0.01 level & \*Significant at 0.05 level.

**Table 4: Predictive Nature of Ego Resiliency over Social-Emotional Functioning of Teacher Trainees**

Dimensions	Equation	R <sup>2</sup> Value	Variable	Coefficient	p-value
Expressed Feelings	$18.27 + (0.09*WI) + (0.10*HA) + (0.07*AS) + (0.12*SP) + (0.12*CH) + (0.09*TA) + (0.07*EL) + (0.08*ML) + (0.19*OER)$	0.28	WI	0.19	0.00**
			HA	0.24	0.00**
			AS	0.29	0.00**
			SP	0.08	0.14
			CH	0.26	0.00**
			TA	0.20	0.00**
			EL	0.25	0.00**
			ML	0.18	0.00**
			OER	0.32	0.00**
General Wellbeing	$17.21 + (0.12*WI) + (0.07*HA) + (0.11*AS) + (0.06*SP) + (0.12*CH) + (0.08*TA) + (0.08*EL) + (0.09*ML) + (0.32*OER)$	0.19	WI	0.19	0.00**
			HA	0.09	0.18
			AS	0.20	0.00**
			SP	0.26	0.00**
			CH	0.24	0.00**
			TA	0.31	0.00**
			EL	0.28	0.00**
			ML	0.26	0.00**
OER	0.24	0.00**			
Quality Relationship	$14.31 + (0.11*WI) + (0.08*HA) + (0.07*AS) + (0.09*SP) + (0.12*CH) + (0.11*TA) + (0.09*EL) + (0.16*ML) + (0.22*OER)$	0.26	WI	0.17	0.00**
			HA	0.11	0.09
			AS	0.21	0.00**
			SP	0.26	0.00**
			CH	0.28	0.00**
			TA	0.29	0.00**
			EL	0.31	0.00**
			ML	0.34	0.00**
OER	0.28	0.00**			
Overall-Social Emotional Functioning	$34.59 + (0.19*WI) + (0.13*HA) + (0.17*AS) + (0.16*SP) + (0.15*CH) + (0.13*TA) + (0.17*EL) + (0.16*ML) + (0.42*OER)$	0.31	WI	0.24	0.00**
			HA	0.35	0.00**
			AS	0.31	0.00**
			SP	0.30	0.00**
			CH	0.29	0.00**
			TA	0.26	0.00**
			EL	0.24	0.00**
			ML	0.28	0.00**
OER	0.26	0.00**			

\*Significant.

## FINDINGS

- ✓ On testing the prevalence of social-emotional functioning and its dimensions of teacher trainees, it reveals that they are **moderate** in their overall social-emotional functioning (35.93%) and in its dimension general wellbeing (37.81%) and quality relationship (36.8%). In the case of the Expressed feelings (37.18), teacher trainees are found to be **poor**.
- ✓ Analysis of the data in terms of ego resiliency of teacher trainees, it is found that they are falling under **low** in their overall ego resiliency (37.81%) and its dimensions wide interest (37.18%), high aspiration (34.37%), thoughtful action (34.37%), emotional loneliness (35.93%) and meaningful living (35.31%). They are found to be **moderate** in the dimensions assertive (38.75%), socially poised (35.65%), and cheerful (39.68%).
- ✓ On testing the significance of correlation between the dependent variable social-emotional functioning and its dimensions, and the chosen psychological variable - ego resiliency and its dimensions of teacher trainees, it is found that there is **significant correlation** between overall social-emotional functioning and its dimensions, and the independent variable ego resiliency and all its dimensions. However, emotional loneliness has struck negative correlation with overall social-emotional functioning and all the three dimensions.
- ✓ The multiple regression analysis of the data collected revealed that the overall ego-resiliency and all its dimensions have turned out to be **significant predictors** of the overall social-emotional functioning.

Overall ego-resiliency and all its dimensions excepting socially poised are found to be the **significant predictors** of the dimension expressed feelings.

Overall ego-resiliency and all its dimensions excepting high aspiration are found to be the **significant predictors** of the dimensions general wellbeing and quality relationship.

## DISCUSSION

The study has revealed that overall social-emotional functioning of teacher trainees doing the D.T.Ed. course of study in the Southern districts of Tamil Nadu is **moderate**. In the normal course of teaching career, the moderate level of social-emotional functioning may look sufficient to manage the teaching-learning process in the classroom in a very ordinary manner, but certainly it will not be sufficient to serve as full-fledged, matured, competent and ideal role models to children in respect of social, emotional, intellectual, moral, ethical, physical and spiritual domain oriented characteristics. Problems such as absenteeism, irregularity, groupism, aggressiveness, immoral acts, indifference towards colleagues and authorities and all sorts of irrational behaviours are, in fact linked to the deficiencies noted in teachers' social-emotional functioning. Naturally, at least the one fourth of what the teacher does in and out of classroom situations will be imitated by their students. The rampant indiscipline, lack of focus on studies, and poor interpersonal relationships are a few unhealthy characteristics displayed by students is only due to the non-availability of proper role model. Hence the education authorities and the government should view this problem as a series one and accordingly take steps to address them immediately.

The not so convincing social-emotional functioning of teacher trainees may be attributed to the lack of managing stress/distress, and depression caused situations, commonly termed as expressed feelings. As it is at its worst, as much as with 37.18% of the sample falling under poor category of expressed feelings, it would have been the powerful negative force to bring down the social-emotional functioning to moderate level. Much more shocking outcome of the study is their poor show in their ego-resiliency and emotion oriented temperamental behaviour crucial for 'adaptability'. Ego-resiliency and all its dimensions have turned out to be the significant correlates of social-emotional functioning and its dimensions. While Ego-resiliency is such an influential factor for social-emotional functioning, the utterly poor performance of the teacher trainees in the overall ego-resiliency (37.81%) and in five out of eight dimensions categorized as 'low' would certainly deem their social-emotional functioning not anything higher than moderate level. It is

astoundingly confirmed in the predictive analysis with overall ego-resiliency and all its eight dimensions significantly predicting social-emotional functioning and its dimensions of teacher trainees.

## CONCLUSION

Thus, the present research has proved it to be a worthy exercise on two counts. Firstly, the sample 'design' adopted by the Researcher is to arrive at what is intended without any 'lobbying' in other areas. The design targeted to look into each one of the two variables, and between the same two variables. That is, the totality (the characteristics) of the two variables and the centrality (the interactive effects) of them in the context of teacher trainees are well clarified.

Secondly, the 'interpretative' aspect of the research findings drawn from the testing of the hypotheses. It leads the Researcher to interpret the 'actualities' being found in educational institutions in general and school education in particular. Today's teacher trainees are tomorrow's teachers. Today's teachers are also not much different from the ones coming out of teacher training institutes, as no significant developmental or innovative changes have come upon in teacher education for decades. Therefore, for many of the behavioural problems, one could cite in school education, the reasons are in the findings of the present study. The only remedy for this problem is inducting teacher trainees in suitable 'interventions' to develop their social-emotional functioning.

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