

Enhancing Socio-Emotional Competence Through Social Capital And Knowledge Sharing Intervention Programme Among Student Teachers

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Abstract

The 21st century practices and ethical approaches regarding technological utilization are important and should be added in the teacher education program to prepare preservice teachers. Implantation of differentiated instruction in the classroom helps students acquire these skills. Differentiated instruction accommodates the diverse learning needs of the student teachers by varying the methods and materials used to teach each concept. Social capital and knowledge sharing intervention programme offers different types of teaching and learning style and usage of different technologies. This study is undertaken to check the effect of social capital and knowledge sharing intervention module in enhancing socio-emotional competence among student teachers. Student teachers were selected for the study based on the scores obtained in control variables. They were split into two groups-Experimental group and control group, each having 63 student teachers. Experimental group was exposed to an intervention programme where the module in social capital and knowledge sharing techniques were exposed using different technologies. The results of pre-test and post test data analysis indicated that there is an improvement in

socio-emotional competences such as relationship skills, self-awareness, social awareness and self- management.

I. INTRODUCTION

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, establish and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. Social and emotional learning is critical to developing competencies besides academic content knowledge that are necessary to succeed in college and in careers. Social competence is so important, and apparently so intertwined with aspects of emotional competence, we need to better understand its emotional prerequisites. To maximize socio-emotional competence and abilities, researchers and others must carefully scrutinize how elements of social capital and knowledge sharing work together to allow student teachers to mobilize personal and environmental resources. Emotion knowledge is the key component of student teachers to understand young children's emotional competence. Student teachers who understand emotions also are more prosocially responsive to their peers, and rated as more socially competent by teacher educators, and more likable by their peers.

2. OPERATIONAL DEFINITIONS

- **Socio-emotional competence**-Socio - emotional competence refers to the student teachers' ability to experience, regulate and express emotions, to form close and secure interpersonal relationships, and to explore his or her environment to learn all in the context of family, community and culture. The components are,
- **Self Awareness** – The ability to accurately recognize one's emotions and thoughts, their influence on behaviour includes accurately assessing one's strength and limitations, possessing a well grounded sense of confidence and optimism.
- **Self Management** – The ability to regulate one's emotions, thoughts and behaviours effectively in different situations. This includes managing stress, controlling impulses, motivating oneself and, working towards achieving personal and academic goals.
- **Social Awareness** - The ability to take the perspective of and empathizes with others from diverse backgrounds and cultures to understand social and ethical norms for behaviour.
- **Relationship Skills** – The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating, learning, listening, acting, cooperating, resisting inappropriate social pressure, negotiating conflicts, constructivism and seeking and offering help when needed.

3. METHODOLOGY

This study is carried out in the following steps:

1. Social capital and knowledge sharing intervention based on 12 modules is used to assess and categorize the dominant and weaker socio-emotional competence and abilities of student teachers.
2. Colleges of education is identified which was willing to introduce social capital and knowledge sharing module in their curriculum.
3. Student teachers were split into two groups as experimental group and control group, each having 63 students.
4. The pre-test data is collected from the selected student teachers based on socio-emotional competence and abilities of student teachers.
5. Social capital knowledge sharing intervention module is designed.
6. Intervention programme is introduced to experimental group.
7. The post-test data is collected from the selected student teachers based on socio-emotional competence and abilities of student teachers.
8. Statistical analysis is carried out in the present study.

4. HYPOTHESES OF THE STUDY

1. There will be significant difference between pre-test and post-test scores of Experimental group students in socio-emotional competence
2. There will be significant difference between Control and Experimental group students in the post-test scores of socio-emotional competence
3. There will be significant difference between Control and Experimental group students in the gain scores of socio-emotional competence

5. DATA ANALYSIS, FINDINGS AND DISCUSSION

5.1 PRE-TEST AND POST-TEST SCORES OF VARIABLES

Table 1: Significance of Mean difference between the pre-test and post-test scores of experimental group students in socio-emotional competence

Variable with its dimensions	Tests	Mean	Standard Deviation	t value	Level of significance
Relationship Skills	Pre-Test	43.1270	12.70699	10.885	0.01
	Post-Test	58.9048	4.06684		
Social Awareness	Pre-Test	43.8095	9.24899	24.790	0.01
	Post-Test	78.3333	5.34005		
Self Awareness	Pre-Test	45.6667	11.47929	18.505	0.01
	Post-Test	74.8730	4.93013		
Self management	Pre-Test	39.0159	11.11595	18.846	0.01
	Post-Test	66.1905	5.34264		
Total Socio-Emotional Competence	Pre-Test	171.6190	25.23210	29.712	0.01
	Post-Test	278.3016	10.24952		

It is observed from the above table that there is significant difference between pre-test and post-test scores of experimental group in the dimensions of socio emotional competence namely relationship skills, social awareness, self awareness and self management at 0.01 level. It is found that experimental group student teachers have high relationship skills, social awareness, self awareness, self management and total socio-emotional competence than the control group student teachers. Hence, it is concluded that experimental group (278.3016) student teachers have better socio-emotional competence than the control group student teachers (171.6190). Englund et al., and others (2000) longitudinal investigation on adolescent students supports the present findings emphasizing the effectiveness of intervention programme in improving the socio emotional competencies of students.

Hence the formulated hypothesis that there is significant difference between pre-test and post-test scores of experimental group students in socio emotional competence is accepted.

5.2 POST-TEST SCORES OF VARIABLES

Table 2: Significance of Mean difference between the Control and Experimental group student teachers in the post-test scores of Socio-emotional competence

Dimensions/Variable		Control Group	Experimental Group	t value	Level of Significance
Relationship Skills	Mean	42.7937	58.9048	13.165	0.01
	S.D	8.82109	4.06684		
Social Awareness	Mean	56.5873	78.3333	15.354	0.01
	S.D	9.89238	5.34005		
Self-Awareness	Mean	46.5556	74.8730	17.638	0.01
	S.D	11.75115	4.93013		
Self-Management	Mean	42.8571	66.1905	14.042	0.01
	S.D	12.05880	5.34264		
Socio-Emotional Competence Total	Mean	188.7937	278.3016	27.360	0.01
	S.D	23.85788	10.24952		

From the above table, it is inferred that there is significant difference between the control and experimental group students in the post-test scores of socio emotional competence and its dimensions namely relationship skills, social awareness, self awareness and self management at 0.01 level. It is found that experimental group student teachers have high socio emotional competence than the control group student teachers.

According to Mavroveli et al. (2009) in their paper on exploring the relationship between traits emotional intelligence and Socio-Emotional outcomes found that Trait emotional intelligence is successfully operationalized through the TEIQue-CF and has important and multifaceted implications for the socialization of primary school children which is found to substantiate the findings of the present study. Further the results of Munroe (2009) conflicts with the common understanding that we must understand ourselves first, before

we understand others portraying the significance of self awareness to develop the social awareness skill among the samples as it is evident in the present study also. Hence the formulated hypothesis that there will be significant difference between Control and Experimental group students in the post-test scores of socio-emotional competence is accepted.

5.3 GAIN SCORES OF VARIABLES

Table 3: Significance of Mean difference between the control group and experimental group student teachers in the gain score of socio-emotional competence

Variable with its dimensions	Group	Mean	Standard Deviation	t value	Level of significance
Relationship Skills	Control	5.9365	4.26869	6.365	0.01
	Experimental	15.7778	11.50518		
Social Awareness	Control	8.0635	7.73528	15.567	0.01
	Experimental	34.5238	11.05391		
Self Awareness	Control	6.0476	6.07859	13.201	0.01
	Experimental	29.2063	12.52759		
Self management	Control	4.5873	3.54981	14.962	0.01
	Experimental	27.1746	11.44487		
Overall Socio-Emotional Competence	Control	25.0476	11.91289	20.977	0.01
	Experimental	106.6825	28.49891		

It is observed from the above table that there is significant difference between the control and experimental group student teachers in the dimensions of socio-emotional competence namely relationship skills, social awareness, self awareness and self management at 0.01 level. Similarly it is found that experimental group student teachers have high relationship skills, social awareness, self awareness, self management and socio emotional competence than the control group student teachers. Poulou (2015) indicated that students' social and emotional skills were found to be a determinant of their behaviour than teachers' interpersonal behavior which serve as a base for the present study.

Hence the formulated hypothesis that there will be significant difference between control and experimental group student teachers in the gain scores of socio-emotional competence is accepted.

6. CONCLUSION

From the analysis, it is observed that there is significant difference exists between the pre-test and post-test scores in the variable socio emotional competence of student teachers. Hence, it is evident that the intervention modules of social capital and knowledge sharing are very much effective in enhancing socio emotional competence. Considering the gain scores of student teachers, it is interesting to note that there is significant difference between control and experimental group student teachers in socio emotional competence.

Hence, it is understood that knowledge sharing and social capital plays a vital role in enhancing the socio-emotional competence. Therefore, it is important that curriculum developers and eminent educationists should develop the teacher education curriculum by integrating the techniques of knowledge sharing and social capital components in the syllabus so as to enhance socio-emotional competence among student teachers which is the need of the hour and that can improve the quality of teacher education as well.

9. REFERENCES

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