



A CORRELATIONAL STUDY OF SEE COMPETENCIES AMONG SCHOOL TEACHERS

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Abstract:

The Present scenario indicates that human life is complex. Every individual has to face a range of challenges in social situations. The Social, Emotional and Ethical (SEE) Learning Framework is a conceptual framework intended to support the development and implementation of programmes and curricula that foster social, emotional and ethical learning in schools and in higher education. In order to do this, SEE Learning provides a broad structure for such programmes that can be explored and taught in classrooms to facilitate social, emotional and ethical learning. SEE Learning is grounded in the idea that education can be expanded to foster the values and competencies that lead to greater happiness for both individuals and society at large.

SEE Learning is based on three dimensions: (1) Awareness, (2) Compassion, and (3) Engagement. The three dimensions of SEE Learning relate intimately to each other and are therefore depicted as overlapping. Each contains a set of specific competencies that can be taught individually, but are best understood within the context of the whole. It is very essential for teachers to understand SEE learning dimensions so that relevant activities and programmes are organised in schools. The seed of present paper is sown with the thought that "Are the different dimensions of SEE learning correlated?" and "Which specific competencies comprise dimensions of SEE learning?"

The researcher is keen to know the level of SEE competencies among school teachers and the correlation within the dimensions of SEE learning because school teachers play prominent role in cultivating social, emotional and ethical values among the students. SEE competency scale was prepared by researcher and data was collected through survey method from primary and secondary school teachers. The outcomes of the present study indicate that the three dimensions of SEE learning are interdependent and essential for holistic development of students.

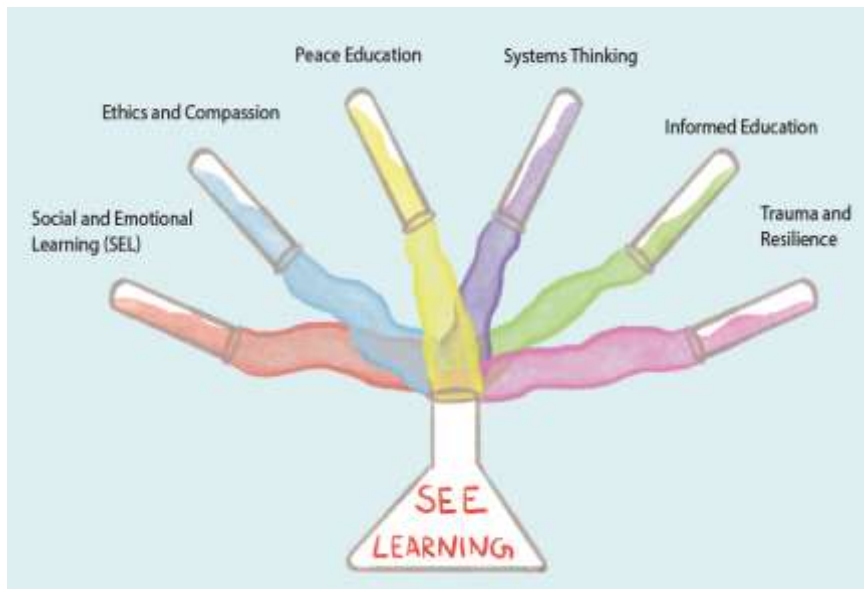
Key Words: SEE Learning Dimensions, SEE Competencies, School Teachers.

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Introduction

The Present scenario indicates that human life is complex. Every individual has to face a range of challenges in social situations. Social, Emotional, and Ethical (SEE) Learning is an innovative K-12 education program developed by Emory University. The Social, Emotional and Ethical (SEE) Learning Framework is a conceptual framework intended to support the development and implementation of programmes and curricula that foster social, emotional and ethical learning in schools and in higher education. In order to do this, SEE Learning provides a broad structure for such programmes that can be explored and taught in classrooms to facilitate social,

emotional and ethical learning. SEE Learning is grounded in the idea that education can be expanded to foster the values and competencies that lead to greater happiness for both individuals and society at large.



SEE Learning is based on three dimensions: (1) Awareness, (2) Compassion, and (3) Engagement. The three dimensions of SEE Learning relate intimately to each other and are therefore depicted as overlapping. Each contains a set of specific competencies that can be taught individually, but are best understood within the context of the whole. The figure given below represents SEE dimensions and competencies underlying three dimensions.

		DIMENSIONS		
		Awareness	Compassion	Engagement
DOMAINS	Personal	Attention and Self-Awareness (1A)	Self-Compassion (1C)	Self-Regulation (1E)
	Social	Interpersonal Awareness (2A)	Compassion for Others (2C)	Relationship Skills (2E)
	Systemic	Appreciating Inter-dependence (3A)	Recognizing Common Humanity (3C)	Community and Global Engagement (3E)



Each SEE learning dimension is comprised of competencies which are given below;

Dimension – Awareness

Component: Attention and Self-Awareness (1A)

- 1) **Attending to Our Body and Sensations** – Notice and describe sensations in the body, especially those related to stress and well-being
- 2) **Attending to Emotions and Feelings** - Attend to and identify one’s emotions and intensity as they arise
- 3) **Map of the Mind** - Categorize emotions ranging from beneficial to potentially harmful

Component: Interpersonal Awareness (2A)

- 1) **Attending to Our Social Reality** – Recognize our inherently social nature and attend to the presence of others and the roles they play in our lives
- 2) **Attending to Our Shared Reality with Others** - Appreciate what we share with others on a fundamental level, such as wanting happiness and to avoid suffering, having emotions and body states, and other common experiences
- 3) **Appreciating Diversity and Difference** – Appreciate that part of our shared reality is the diversity, uniqueness and difference of individuals and groups, learning to respect those differences and the way they add to our collective life

Component: Appreciating Interdependence (3A)

- 1) **Understanding interdependent systems** – Understand interdependence and the properties of systems, such as through exploring chains of cause and effect
- 2) **Individuals within a Systems Context** – Recognize how oneself and others exist within a systems context and affect and are affected by that context

Dimension - Compassion

Component: Self-Regulation (1C)

- 1) **Balancing the Body** - Regulate the body and nervous system, especially when activated, stressed or lacking in energy, to optimize well-being
- 2) **Cognitive and Impulse Control** - Sustain attention on an object, task, or experience, avoiding distraction
- 3) **Navigating Emotions** - Respond constructively to impulses and emotions and cultivate the behaviours and attitudes that facilitate one’s long-term well-being

Component: Compassion for Others (2C)

- 1) **Understanding others’ feelings and emotions in context** – Understand other’s feelings in context and understand that, like oneself, others have feelings caused by needs
- 2) **Appreciating and Cultivating Kindness and Compassion** – Value the benefits of kindness and compassion and cultivate them as a disposition
- 3) **Appreciating and Cultivating Other Ethical Dispositions** – Value and cultivate ethical dispositions and prosocial emotions, such as forgiveness, patience, contentment, generosity, and humility



Component: Recognizing Common Humanity (3C)

- 1) **Appreciating the Fundamental Equality of All** – Extend the realization of fundamental equality and common humanity to those outside one’s immediate community and ultimately to the world, recognizing those things that we all share in common as human beings, such as our aspiration for happiness and wellbeing and to avoid suffering
- 2) **Appreciating How Systems Affect Well-Being** – Recognize how systems can promote or compromise wellbeing on cultural and structural levels, such as by promoting positive values or perpetuating problematic beliefs and inequalities

Dimension - Engagement

Component: Self-Regulation (1E)

- 1) **Balancing the Body** - Regulate the body and nervous system, especially when activated, stressed or lacking in energy, to optimize well-being
- 2) **Cognitive and Impulse Control** - Sustain attention on an object, task, or experience, avoiding distraction.
- 3) **Navigating Emotions** - Respond constructively to impulses and emotions and cultivate the behaviours and attitudes that facilitate one’s long-term well-being

Component: Relationship Skills (2E)

- 1) **Empathic Listening** - Listen attentively for the purpose of understanding others and their needs more deeply
- 2) **Skillful Communication** – Communicate compassionately in a way that empowers self and others
- 3) **Helping Others** – Offer help to others according to their needs and proportionate to one’s ability
- 4) **Conflict Transformation** - Respond constructively to conflict and facilitate collaboration, reconciliation and peaceful relations

Component: Community and Global Engagement (3E)

- 1) **Exploring One’s Potential for Effecting Positive Change in Community and World** – Recognize one’s own potential to effect positive change based on one’s abilities and opportunity, individually or collaboratively
- 2) **Engaging in Communal and Global Solutions** – Explore and reflect on creative solutions to issues affecting one’s community or the world

It is very essential for teachers to understand SEE learning dimensions so that relevant activities and programmes are organised in schools. The seed of present paper is sown with the thought that “Are the different dimensions of SEE learning correlated?” and “Which specific competencies comprise dimensions of SEE learning?” In the present study the researcher is keen to know the level of SEE competencies among school teachers and the correlation within the dimensions of SEE learning because school teachers play prominent role in cultivating social, emotional and ethical values among the students.

Need of the Study:

21st century is remarked as the century of globalisation with competitive environment. Today’s education witnesses challenges that many students are not able to understand themselves, fail to develop a positive self-image, hesitate in taking responsibility for their actions, and are not able to establish relationships with the people

around them inspite of having good academics. It is the need of hour that today's students should develop personal, social, emotional and ethical competencies which will help them to lead a successful life. SEE framework provides curriculum which helps students with self-preservation, self-control, relationship-building, and decision-making. It is a vital part of human development, equipping students with the skills, abilities, tools, and knowledge to build positive relationships, solve problems, make intelligent decisions, and achieve the necessary level of self-awareness apart from providing an excellent foundation for academic success. Hence it is necessary for teachers to be aware of SEE competencies and should be able to organise activities in order to develop SEE competencies among the students. The present study is taken up in this direction to assess SEE competencies among school teachers because school is the foundation stage for development of SEE competencies among the students.

Statement of the Problem:

The statement of the problem is; "A correlational study of SEE competencies among School Teachers"

Operational definition of the terms:

Correlational study: The research study which establishes relationship between two variables and explores impact of one variable on the other variable under study.

SEE competencies: These are the abilities broadly classified into three dimensions- Awareness, Compassion and Engagement and then categorised into nine components;

- Attention and Self-Awareness
- Interpersonal Awareness
- Appreciating Interdependence
- Self-Regulation with respect to well being
- Compassion for Others
- Recognizing Common Humanity
- Self-Regulation with respect to response
- Relationship Skills
- Community and Global Engagement

School Teachers:

These are the individuals teaching to the students in the schools from I to X Grade.

Objectives of the study:

1. To study the level of SEE competencies among school teachers.
2. To examine the level of SEE competencies among school teachers with reference to demographic variables.
3. To study the correlation between SEE competencies among school teachers.
 - a) Awareness Vs Compassion
 - b) Compassion Vs Engagement
 - c) Awareness Vs Engagement



Hypothesis of the study:

There is no significant correlation between SEE competencies among school teachers.

- a) Awareness Vs Compassion
- b) Compassion Vs Engagement
- c) Awareness Vs Engagement

Delimitations of the study:

The present study was conducted to understand the correlation between SEE competencies of English medium school teachers teaching at primary and secondary level in Thane region.

Research Design:

- **Method used for the study:** Quantitative research was done for the present study by using Survey method to collect relevant data for the study.
- **Population:** The population of the present study was comprised of primary and secondary school teachers teaching in English medium schools of Thane region.
- **Sample of the study:** The researcher used Random sampling method for seeking response regarding SEE competencies among primary and secondary school teachers.
- **Sample Size:** The sample size for the present study was 60 School teachers teaching in English medium primary and secondary schools of Thane region from Badlapur to Thane.
- **Tool used for the study:** The researcher prepared SEE competency Scale which was comprised of 30 statements based on SEE dimensions i.e., Awareness, Compassion and Engagement. Each statement had three options viz. Always, Sometimes and Never. The primary and secondary school teachers had to select appropriate option according to them for each statement. The responses with positive statements were given score in the form of 2, 1, 0 for Always, Sometimes and Never options and it was vice versa for negative statements.

Procedure of data collection:

Google form was created in order to collect relevant data for the present study. Google form link was shared in Whatsapp groups of teachers to seek data based on SEE competencies.

Statistical techniques used:

Frequency percentage, Mean and Pearson coefficient of correlation (r) statistical measurements were used for the study.

Analysis of the data:

1. To study the level of SEE competencies among school teachers.

Table No. 1 showing Level of SEE competencies among school teachers.

SEE competencies (Score Range)	High (49-60)	Moderate (37-48)	Low (0-36)
N= 60	22 (36.67%)	35 (58.33%)	3 (5.00%)

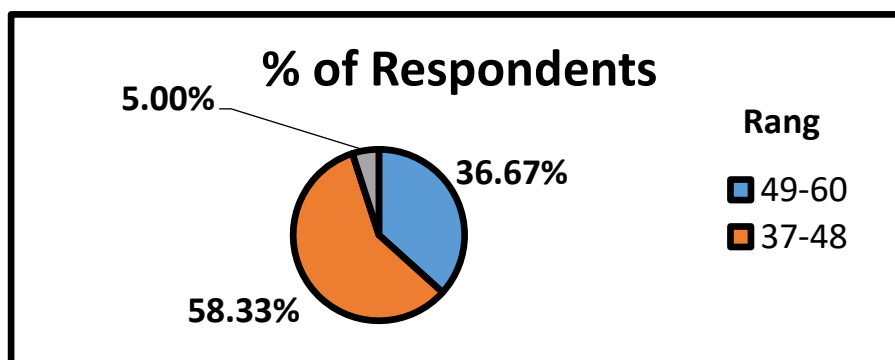


Figure No. 1 showing Level of SEE competencies among school teachers.

2. To examine the level of SEE competencies among school teachers with reference to demographic variables.

Table No. 2 showing Level of SEE competencies among school teachers with reference to demographic variables

SEE competencies based on Demographic Variable	Competency Level (Score Range)	N	Mean	High (49-60)	Moderate (37-48)	Low (0-36)
School Level	Primary	32	46.358	11 (34.38%)	18 (56.25%)	3 (9.37%)
	Secondary	28	46.167	11 (39.29%)	17 (60.71%)	0 (0.00%)
	Total	60				
Teaching Experience	Less than 5 Years	23	46.236	8 (34.78%)	13 (56.52%)	2 (8.70%)
	More than 5 years	37	46.305	15 (40.54%)	21 (56.76%)	1 (2.70%)
	Total	60				
Stream of Education	Arts	22	46.773	8 (34.78%)	14 (63.63%)	0 (0.00%)
	Commerce	18	46.220	4 (22.22%)	13 (72.22%)	1 (5.56%)
	Science	20	46.193	10 (50.00%)	8 (40.00%)	2 (10.00%)
	Total	60				

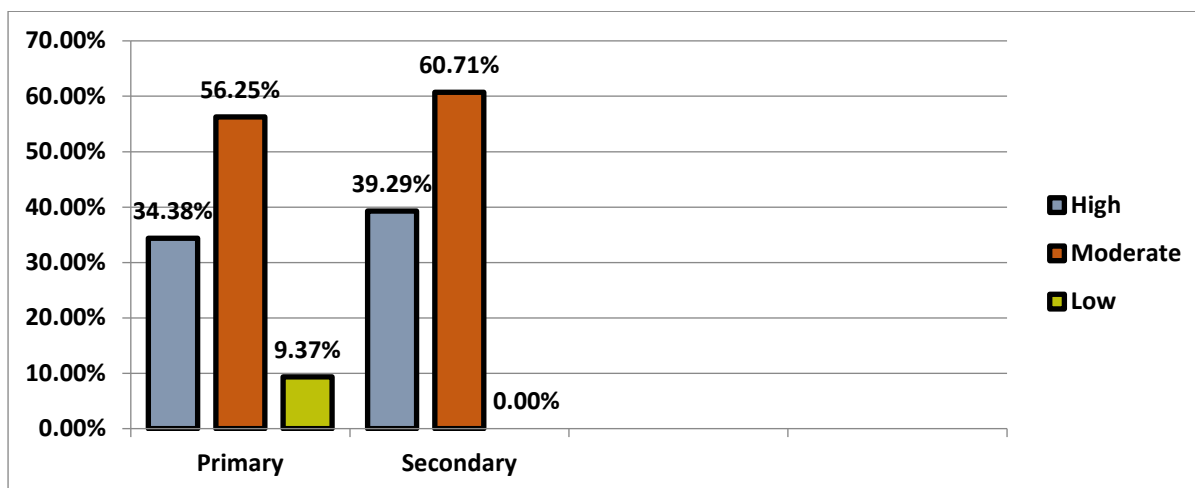


Figure No.2 showing level of SEE competencies among school teachers with reference to School Level

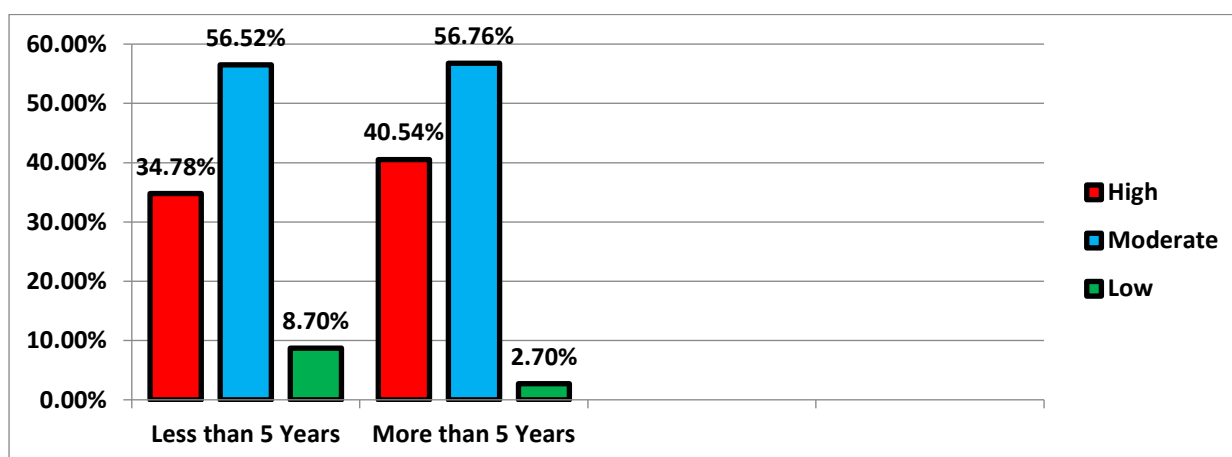


Figure No.3 showing level of SEE competencies among school teachers with reference to Teaching Experience

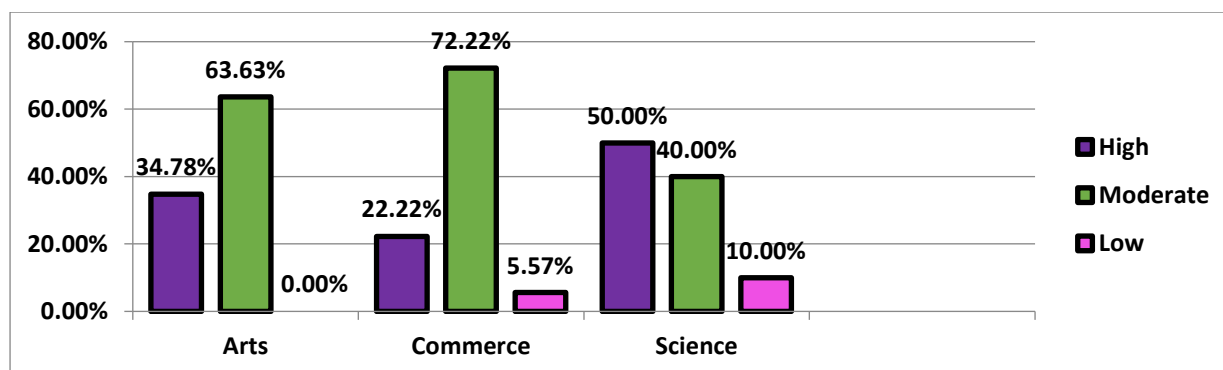


Figure No.4 showing level of SEE competencies among school teachers with reference to Stream of Education



3. To study the correlation between SEE competencies among school teachers.

- a) Awareness Vs Compassion
- b) Compassion Vs Engagement
- c) Awareness Vs Engagement

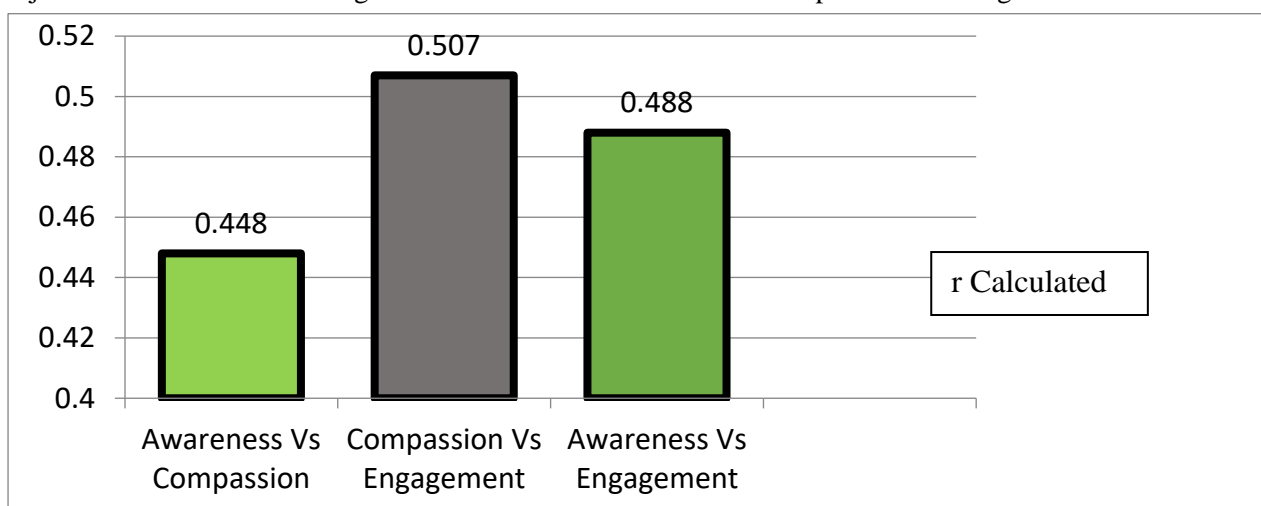
Hypothesis - There is no significant correlation between SEE competencies among school teachers.

- a) Awareness Vs Compassion
- b) Compassion Vs Engagement
- c) Awareness Vs Engagement

Table No. 3 showing correlation between SEE competencies among school teachers

Variable	N	Mean	r calculated	r tabulated	Remark
Awareness Vs Compassion	60	16.117 14.367	0.448	0.2500 at 0.05 level & 0.3248 at 0.01 level	Significant at 0.01 level
Compassion Vs Engagement	60	14.367 15.550	0.507		
Awareness Vs Engagement	60	16.117 15.550	0.488		

Above Table No.3 indicates that r calculated value is greater than r tabulated value at 0.01 level so hypothesis is rejected that means there is significant correlation between SEE competencies among school teachers.



Graph No.5 showing correlation between SEE competencies among school teachers:-

- Awareness Vs Compassion
- Compassion Vs Engagement
- Awareness Vs Engagement



Findings of the study:

Findings based on SEE competencies among School teachers

- ✓ Out of the total sample, Average numbers of the school teachers were having High level of SEE competencies.
- ✓ Average numbers of the school teachers were having High level of SEE competencies as per school level and teaching experience.
- ✓ Average number of school teachers belonging to Arts and Science stream were having High level of SEE competencies.
- ✓ Few school teachers belonging to Commerce stream were having High level of SEE competencies.

Findings based on correlation between SEE competencies among School teachers

- ✓ There is significant correlation between SEE competencies among school teachers with respect to it's dimensions i.e.,
 - a) Awareness Vs Compassion
 - b) Compassion Vs Engagement
 - c) Awareness Vs Engagement

Conclusion:

On the basis of present study it is noted that SEE competencies are related to each other. Low level of awareness dimension will influence the enhancement of remaining two dimensions i.e., Compassion and Engagement so it is the responsibility of the school teachers to plan, organise and conduct programmes effectively and efficiently in order to have holistic development of students.

It can be concluded that education for social, emotional and ethical development has to be more than simply providing lesson plans, syllabi, and curricula for teachers. It must also include educator preparation, parental involvement, and the support of educational administrators who can establish environments conducive to education in basic human values.

It is also important for teacher training institutes to strengthen SEE competencies among student teachers during their training programme.

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