

# Social Orientation among Prospective Teachers in Colleges of Education

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## ABSTRACT

*The prospective teachers during their B.Ed training programme have to carry a lot of theoretical and practical components that are too heavy for them to shoulder. As a result, lot of stress has been created in prospective teachers. Several studies have been done on prospective teachers to quantitatively assess the intensity of stress and the coping strategies being adopted by them to tackle the negative impact of stress.. In the present research the researcher instead of adopting any of these variables under the social domain, has chosen a more relevant one from the psycho-socio domain – Social Orientation – in the context of the target population prospective teachers. As in the case of social factors, the researcher has identified several psychological and psycho-socio factors being used to investigate their relationship with resilient behaviour. The researcher has adopted survey method and with the sample of 10% population of Chennai and its suburban prospective teachers of the year 2013-14 and assessed the level of Social Orientation in terms of the demographic variables Gender, Subject area specialization, Academic qualification, Father's occupation, and Birth order.*

**Keywords:** *Prospective teachers, Resilience, Social Conscience, Social Orientation*

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## Introduction:

The characteristics that are expected from all individuals in whatever region, race, culture or religion, etc. they belong to is Social Orientation. Any society will be always interested in protecting their members and look for Social Orientation. Without Social Orientation among its members no society can grow or be alive. Therefore, the elder members of the society takes the responsibility of developing the needed characteristics in the younger ones and adults by being role models. But when we look into the influence of social media, it is not much encouraging for the development of Social Orientation among the younger generation who are going to be the future citizens. Prospective teachers are the ones who are going to build our future citizens need to be Socially Oriented.

## **PROSPECTIVE TEACHERS**

These are the budding teachers in the process of becoming full-fledged teachers. The three tier system of school education followed in Tamil Nadu comprises primary, secondary, and higher secondary stages. The prospective teachers coming out of Colleges of Education Colleges with B.Ed degree are the qualified ones to take up teaching jobs in secondary and higher secondary schools. As these stages of school education are crucial for strengthening cognitive, affective, and psychomotor characteristics in students while passing through the period of adolescence, the teachers managing them at this point of time need to be real masters of knowledge, skills, and abilities of the three domains.

### **Social Orientation and Resilience**

Dubois Bryce and E.Krasny Marianne (2016) have shown that teachers' resilience practices reflected the psychological community oriented, ecological, and social-ecological systems prevailing in an institution. Precisely, to build up resilience in future generation, the teachers' crucial role is exemplified in this study. Delany, C et al (2015) have reported the findings that by replacing stressful challenges with positive coping strategies becomes a powerful means to build resilience, self-efficacy, cognitive control, and greater self-awareness in learners. It implies that achievement and satisfaction of the learner in life is awarded only by his / her resilience.

The qualitative study reported by Greeff, A. and Thiel (2012) has revealed the importance of factors such as intra-familial support, spiritual / religious beliefs, professional support, and knowledge towards higher education as factors of resilience. Dawson Michelle and Pooley Julie Ann (2013) have found that students with higher levels of optimism, independent functioning and perceived social commitment and support experienced higher levels of resilience. Tatlow Golden Mimi et al (2016) have reported the resource provisions such as food, books, school activities including play and relationship with teachers are found to enhance resilience of students.

In school contexts, the students are exposed to variety of experiences which are both positive and negative in characteristics. Students who experience positive experiences are likely to develop positive characteristics such as tolerance, confidence, self-esteem, and open mindedness. Whereas, children who confront with negative experiences are found to be frustrated stressed becoming dull and withdrawn and finally losing interest in people and learning. One of the evils the students face at the tender age is bullying. When the innocent ones are prevented from doing something forcibly by their own classmates, they feel dejected, and are likely to withdraw from all activities. While bullying is accompanied by aggression, the affected child becomes mentally upset and loses his / her strength to withstand the situation. That is why several researches have been done on bullying and the consequence changes happened in resilience among children.

Mcvie, Susan (2014) has shown in the study undertaken that effective interventions taken in schools to prevent bullying and aggression would improve individual resilience and seem to persist for long. Irrespective of colour, race, and region, one thing that is common among human beings in educating the young ones in such a way to groom them to be the real citizens of that country or region is the process of enculturation. That is, what the people have

as cultural elements in their community is to be kept up alive by inculcating them in their younger generation. In every modern society, the core of culterization is getting the best from the society and giving its best to the society. To be precise, it may be stated that the society should support the young ones in all possible means when the future citizens are young, and when the young ones become adults they must be social oriented to offer their best to the needy older citizens of the society.

It has been well exemplified in the findings of the study reported by Stumplingbear Riddle Glenna and Romans John, S.C (2012). The study has revealed that 33% of the variants in resilience was accounted for by enculturation, self-esteem, and social support. The social element remains the strongest predictor of resilience.

**Social Conscience:** Social conscience is that understanding one's responsibility and concern of the challenges and injustices that exists and faced by a society. It is the gap that exists between how the society should be and what actually is. Many of the studies focusing social conscience is found to be a factor necessary for the existence of the trait emotional resilience. If there is perceives more factor of social conscience, more would be the emotional resilience. So when looking into the behaviour of teachers, social conscience is given much importance (Steward Julia, 2014; Stride Yvette & Cutcher, A, 2015; Considine Tom et al, 2015)

### **Nature of Social Orientation**

An individual who functions to the expectations of society's Social Justice, Social Goals, and Social Norms by adopting proper social-emotional skills is said to Socially Oriented.

An individual will be consciously oppressed if he gives more importance to Social Justice (Moradi Bonni, 2012). They will also give priority for equity of access in utilizing the social welfare schemes, benefits and takes part in all social activities. (H. Christina and A. Panyiotis, 2014). Those who are good in Social Orientation will own the Social Goals and give their maximum to the society in all possible ways and contribute to the society to make it more good place to live happily without getting affected by stress, depression or aggression, etc. Kuroda, W. and Sakurai, S. (2011); and Rudolph Karen, D et al (2011). There are three types of Social Goals:

Social Learning Goals which grows with interpersonal experience.

Social Performance is to get positive feedbacks ie. Approach goals.

Social Performance is to avoid negative feedbacks ie. Avoidance Goals.

The culture that is prevalent among the young and old, everyone today is ready to cheat others for selfish ends, lack of faith in god, gregariousness, money minded, dishonest, and injustice in all dealings. The present day examination system, the method of selection of admission to status-high course of study, the process of securing job, etc induce the youth to be unnaturally competitive without an iota of concern or sacrifice for others (Sherine, 2013). Social Orientation means the adoption of proper Social – Emotional skills in all social contexts. Perez Escoda, N et al (2012) have identified emotional awareness, emotional regulation, emotional autonomy, social competence, and life competencies as components of emotional competence. Confidence, Persistence, Organization, and Emotional Resilience as the constructs of social emotional skills as per AshdownD Maree and Bernard Michael, E (2012), D Maree and Bernard Michael, E (2012). The presence of Expressiveness /

Regulation, Angry ,Aggressive, Co-operation,Sensitive,Anxious, Withdrawn; and Emotion Knowledge, in the social emotional behaviour of students

## **NEED AND SIGNIFICANCE OF THE STUDY**

The student teachers during their B.Ed training programme have to carry a lot of theoretical and practical components that are too heavy for them to shoulder. As a result, lot of stress has been created in prospective teachers, making their life . Several studies have been done on prospective teachers to quantitatively assess the intensity of stress and the coping strategies being adopted by them to tackle the negative impact of stress (Portia, R, 2014; Oliver, M, 2003; Chand, P, 2006; Chand, P, 2007; Bhagavan, S, 1997). Quite a number of studies have been recorded concerning teachers', as well as prospective teachers' mental dispositions (Flmian and Santoro, 1983; Li-fand Zhang, 2007; Samuel Koilpillai, P, 2004; Rani Sheela, M. P, 2007); emotional behaviour (Balaji, P. S, 2010; Ohman, Arne, 2001; Barlow, David, H. 2000; Sonnentag et al, 2010), and social characteristics (Mansfield, 1992; Patrick Frank Addonizio, 2011; Jongserl Chun; Poole, Dennis L. 2009; Agarwal, R. 2003; Joanne Eichinger, 2000; Varma, M. 2002) in respect of managing, teaching–learning process, classroom interactions, school administration, etc. The researcher has observed that several social factors had been used as independent variables of resilience. The following ones are the prominent social factors involved in such studies: Life satisfaction (Stack – Cutler, Holly, L, et al, 2015; Sahin, Baltaci, H, and Caratas, Z, 2015); School ecology (Beltman, Susan, et al, 2016), Work spot Challenges (Isaacs, Albert, J, 2014), Social effectiveness (Hayherst, Jill, 2015; Bonanno, George, A, and Dimich, E.D, 2013), Social values (Tosun, F and Dilmc, B, 2015), Work involvement (Toohuy, Susan, M, 2010), Social relationship (Morgan, Ruth, C, 2010), Social competence (Mguyen, Kate, et al, 2015; Swanson, Jodi, et al, 2011), School climate (Henderson, Nan, 2013), Parenting Style (Kawassilis, et al, 2013), Service satisfaction (Ungar, Michael, et al, 2013), Extension services (Weaver, Russell, 2016), Social skills (Rhodes, A. M, and Shecheter, 2014), Spiritual and religious beliefs (Dillen, Annemite, 2012; Richards, K and Andrew, 2016).

However, in the present research the researcher instead of adopting any of these variables under the social domain, has chosen a more relevant one from the psycho-socio domain – Social Orientation – in the context of the target population prospective teachers.

As in the case of social factors, the researcher has identified several psychological and psycho-socio factors being used to investigate their relationship with resilient behaviour. The researcher has enumerated the psychological and psycho-socio characteristics that are already treated in the previous studies.

## **METHOD ADOPTED FOR THE PRESENT STUDY**

The researcher has adopted survey method for the present investigation. Survey research is the most widely used non–experimental type of educational research.

**Social Orientation:** The researcher used ‘**Social Orientation Scale**’ which was standardized by C.Sherine Vinoca Snehalatha, (2013) and the scores are obtained.

## **OBJECTIVES OF THE STUDY**

To find the level of psychological characteristic Social orientation of prospective teachers in total and in terms of the demographic variables Gender, Subject area specialization, Academic qualification, Father's occupation, and Birth order.

## **HYPOTHESES OF THE STUDY**

The researcher has formulated the following hypothesis based on the objectives of the study.

The level of psychological characteristic Social orientation of prospective teachers in total and in terms of the demographic variables Gender, Subject area specialization, Academic qualification, Father's occupation, and Birth order is moderate.

Population of the present study comprises all the prospective teachers doing the B.Ed degree programme in colleges of education, during the academic year 2013-14 located in Chennai and its suburb bordering Kanchipuram and Thiruvallur Districts.

## **SAMPLE**

The sample of the study consists of 10% prospective teachers of the target population taken by random sampling.

## **STATISTICAL TECHNIQUES USED**

The statistical techniques used in the present research for the purpose of analysis of data is Arithmetic Mean and Standard Deviation, which were used to assess the levels of dependant variable.

## **SOCIAL ORIENTATION SCALE**

Social Orientation tool which was prepared and validated by C. Sherine Vinoca Snehalatha (2013) prepared to measure later adolescents, and early adults in higher education. The dimensions of the scale is identified from previous researches on social justice, social goal orientation, sociability, etc. The researcher identified Social Goal Orientation; Positive Social Performance; and Avoidance of Negative Evaluations are the constructs of the trait of social orientation being considered as personality trait and treated them as the dimensions for her tool. The final form of the tool Social Orientation Scale (SOS) consists of 24 items. It is a five point scale having all the statements in positive form.

The following scheme of scoring is to be adopted for quantifying the responses of the respondents for Social Orientation Scale

**Table 1**

**Scoring Scheme of Social Orientation Scale**

<b>Option selected</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Score</b>	5	4	3	2	1

Content validity, construct validity, and item validity using factor analysis has been established. Reliability coefficient computed was found to be highly significant as it is (0.76). Thus the validity and consistency of the Social Orientation Scale has been established.

### HYPOTHESIS 1

The level of social orientation (SO) among prospective teachers in colleges of education in Chennai and its suburb is moderate.

**Table 2**

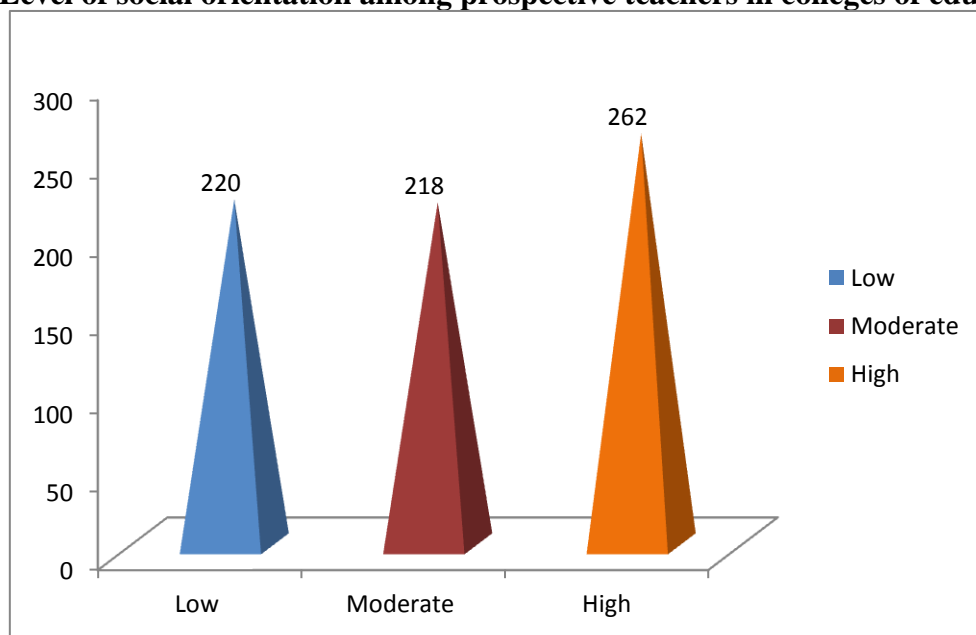
**The Level of social orientation among prospective teachers in colleges of education**

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Social Orientation	220	31.4	218	31.1	262	37.4*

\* indicates level of social orientation.

**Figure 1**

**The Level of social orientation among prospective teachers in colleges of education**



The level of Social orientation (SO) among prospective teachers in colleges of education in Chennai and its suburb is found to be high, as 37.4% of them falls under the high category.

### HYPOTHESIS 2

The level of social orientation of prospective teachers in colleges of education located in Chennai and its suburb with regard to gender is moderate.

**Table 3**

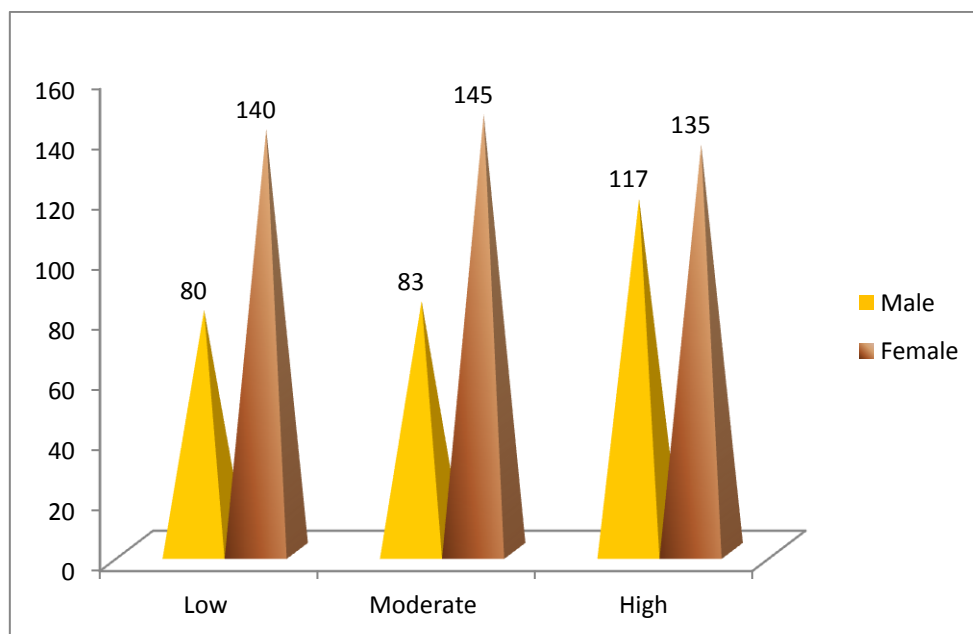
**The Level of social orientation of prospective teachers in colleges of education with regard to gender**

Gender	N	Low		Moderate		High	
		N	%	N	%	N	%
Male	280	80	28.6	83	29.6	117	41.8*
Female	420	140	33.3	145	34.5*	135	32.1

\* indicates level of social orientation.

**Figure 2**

**The Level of social orientation of prospective teachers in colleges of education with regard to gender**



The level of social orientation (SO) among prospective teachers of male teachers in colleges of education in Chennai and its suburb is High. The psychological variable Social orientation is found to be high for male prospective teachers (41.8%) and moderate for their female counterparts (34.5%). It shows that male prospective teachers are more social oriented than the female prospective teachers.

**HYPOTHESIS 3**

The level of social orientation of prospective teachers in colleges of education located in Chennai and its suburb with regard to subject area specialization is moderate.

**Table 4**

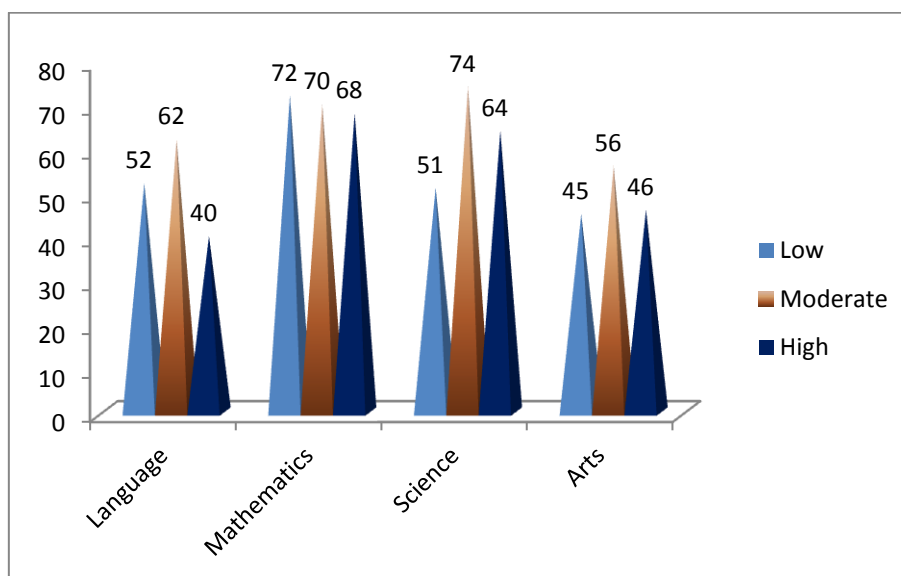
**The Level of social orientation of prospective teachers in colleges of education with regard to subject area specialization**

Subject Area Specialization	N	Low		Moderate		High	
		N	%	N	%	N	%
Language	154	52	33.8	62	40.3*	40	26.0
Mathematics	210	72	34.3*	70	33.3	68	32.4
Science	189	51	27.0	74	39.2*	64	33.9
Arts	147	45	30.6	56	38.1*	46	31.3

\* indicates level of social orientation.

**Figure 3**

**The Level of social orientation of prospective teachers in colleges of education with regard to subject area specialization**



The psychological variable Social orientation is found to be moderate for the categories of prospective teachers with language (40.3%), science (39.2%), and arts (38.1%) as the areas of subject specialization, with the prospective teachers of mathematics group falling under low category (34.3%).

**HYPOTHESIS 4**

The level of social orientation of prospective teachers in colleges of education located in Chennai and its suburb with regard to academic qualification is moderate.



**Table 5**

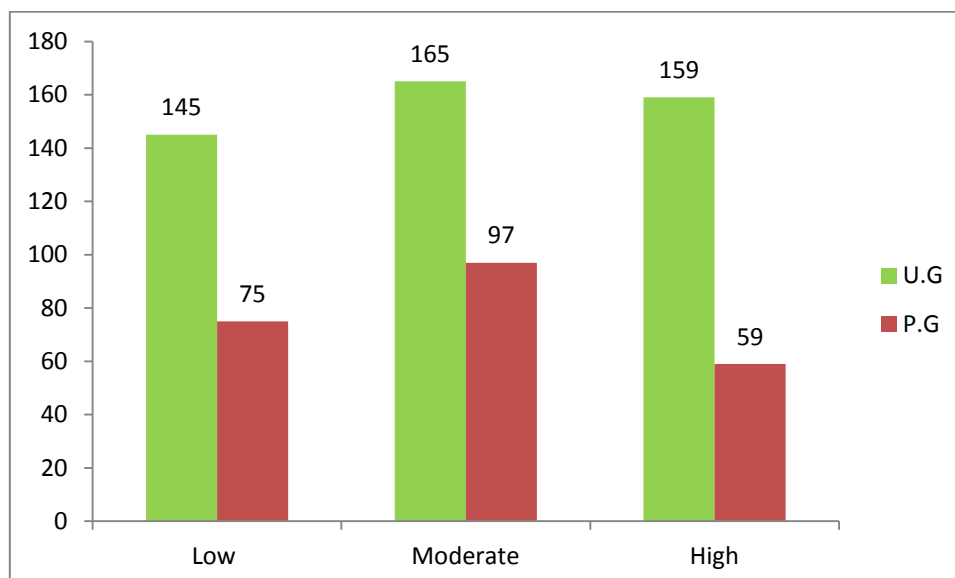
**The Level of social orientation of prospective teachers in colleges of education with regard to academic qualification**

Academic Qualification	N	Low		Moderate		High	
		N	%	N	%	N	%
Under Graduate	469	145	30.9	165	35.2*	159	33.9
Post Graduate	231	75	32.5	97	42.0*	59	25.5

\* indicates level of social orientation.

**Figure 4**

**The Level of social orientation of prospective teachers in colleges of education with regard to academic qualification**



The level of Social orientation is also found to be moderate for Undergraduate and Postgraduate qualified prospective teachers with 35.2% and 42% of them respectively falling under this category.

**HYPOTHESIS 5**

The level of social orientation of prospective teachers in colleges of education located in Chennai and its suburb with regard to father's occupation is moderate.

**Table 6**

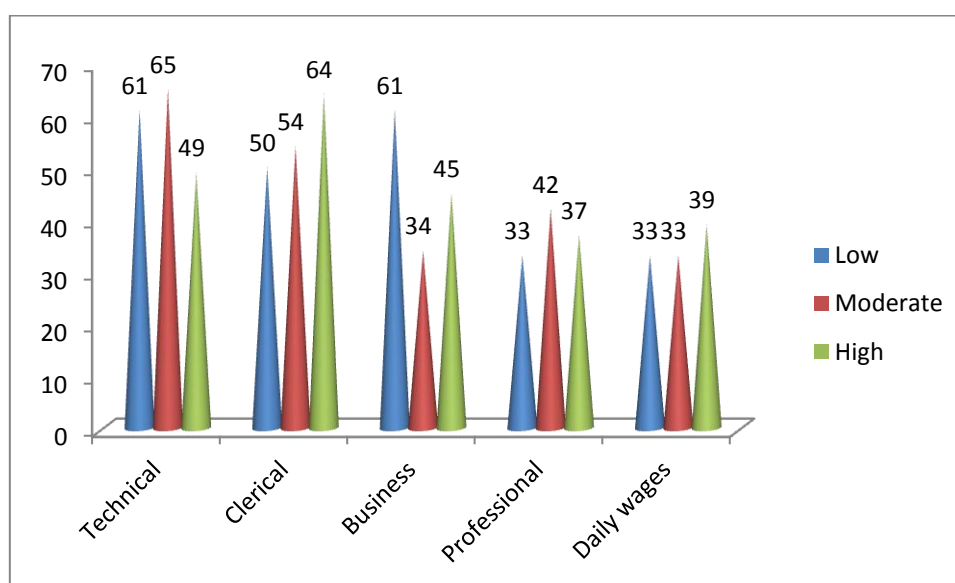
**The Level of social orientation of prospective teachers in colleges of education with regard to father’s occupation**

Father’s Occupation	N	Low		Moderate		High	
		N	%	N	%	N	%
Technical	175	61	34.9	65	37.1*	49	28.0
Clerical	168	50	29.8	54	32.1	64	38.1*
Business	140	61	43.6*	34	24.3	45	32.1
Professional	112	33	29.5	42	37.5*	37	33.0
Daily wages	105	33	31.4	33	31.4	39	37.1*

\* indicates the level of social orientation.

**Figure 5**

**The Level of social orientation of prospective teachers in colleges of education with regard to father’s occupation**



In the case of Social orientation, statistically the prospective teachers having fathers with clerical jobs are found to be significantly higher than others having fathers in technical, business, professional and daily wages who are statistically the same. Prospective teachers having fathers of clerical jobs (38.1%) and in daily wages (37.1%) are found to be high in Social orientation. However, the wards of professional occupation (37.5%) and technical occupation (37.1%) are found to be moderate with prospective teachers hailing from business family are found to be low (43.6%) in Social orientation.

### HYPOTHESIS 6

The level of social orientation of prospective teachers in colleges of education located in Chennai and its suburb with regard to birth order is moderate.

**Table 7**

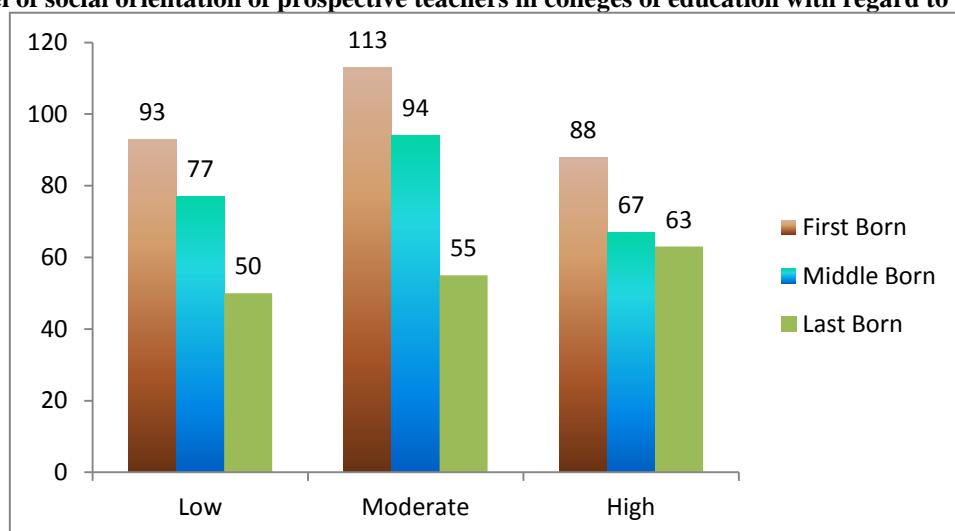
**The Level of social orientation of prospective teachers in colleges of education with regard to birth order**

Birth Order	N	Low		Moderate		High	
		N	%	N	%	N	%
First Born	294	93	31.6	113	38.4*	88	29.9
Middle Born	238	77	32.4	94	39.5*	67	28.2
Last Born	168	50	29.8	55	32.7	63	37.5*

\* indicates the level social orientation.

**Figure 6**

**The Level of social orientation of prospective teachers in colleges of education with regard to birth order**



In the case of Social orientation, the prospective teachers of first born and middle born have recorded moderate level, 38.4%, and 39.5% respectively; however, the last born have recorded high level (37.5%).

**Interpretation** The psycho-socio character social orientation is reported to be high among prospective teachers in Colleges of Education in Chennai and its suburb with 37.4% of them falling under the high category. correlated with the dimensions thoughtful, empathetic, and social conscience. The manifestation of relationship is of great advantage for prospective teachers. From the findings it has been observed that the social orientation seem to be more advantageous to promote resilient behaviour. In the present study, the male prospective teachers have recorded a distinctly high resilient behaviour while the female counterparts seem to revolve around moderate level. In the case of daily wage earners and those holding clerical jobs, social orientation is high. In the case of social orientation, only the prospective teachers having fathers of clerical oriented occupation have secured the top position with all the other categories of prospective teachers falling below them.

## Conclusion

The present study has thrown light on the status of Resilient behaviour of prospective teachers in Colleges of Education in Chennai and its suburb. A teacher, who wants to be resourceful or good to his / her students should be capable of reading the minds of them under his / her care and proceeding in his/her teaching according to the emotionality being revealed by them in their speech or bodily actions. The deficiency in this aspect will certainly be a great block to every teacher who wants to impress his / her students or inculcate in them what he / she considers essential or desirable for them to blossom into productive individuals. Therefore, the researcher is of the view that the present finding is an eye opener to educational authorities, educationists, curriculum planners, administrators, and faculty members associated with Colleges of Education about the reality of the psychological disposition of the prospective teachers being guided by them.

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